

**INSTITUTIONAL FACTORS, POLITICAL ENVIRONMENT AND PUBLIC  
PARTICIPATION IN MONITORING AND EVALUATION: A CASE OF PRE-  
PRIMARY SCHOOL PROJECTS IN MIGORI COUNTY, KENYA**

**Joshua Kimwetich Chepchieng'**

**A Thesis Report Submitted to the Graduate School in Partial  
Fulfillment of the Requirements for the award of the Degree of  
Doctor of Philosophy in Project Planning and Management, School of  
Open and Distance Learning of the University of Nairobi**

**UNIVERSITY OF NAIROBI**

**2018**

## **DECLARATION AND APPROVAL**

This thesis is my original work and has not been presented in any other institution of higher learning for academic award.

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Joshua Kimwetich Chepchieng'**

**L83/94387/2014**

## **APPROVAL**

This thesis has been submitted for examination with our approval as the University Supervisors.

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Professor Harriet Kidombo**

**Deputy Director, School of Open Distance and e-learning Campus**

**University of Nairobi**

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Professor Christopher Gakuu**

**Director, School of Open Distance and e-learning Campus**

**University of Nairobi**

## **DEDICATION**

This thesis is dedicated to my late son, Wellington Kelunyo, a law graduate of the University of Nairobi who encouraged me throughout and even went ahead to tease me that if I don't finish my studies in time, he would overtake me.

## **ACKNOWLEDGEMENTS**

My profound gratitude goes to my supervisors Prof. Harriet Kidombo and Prof Christopher Gakuu for their valuable support and guidance in writing this thesis. Equally, I am grateful to the University of Nairobi for according me an opportunity to further my studies in the institution. Special thanks go to the library staff members in the University of Nairobi who have been very supportive in providing the necessary literature materials to me. I am thankful to all members of staff of the County Government of Migori for their assistance in identifying the 209 county government projects in all the seven Sub Counties. For the project managers who provided data for this study, I am dearly indebted to their generosity. I also appreciate the contribution of my friends in my work place at the Migori County Commissioner's Office and my student colleagues in the 2014 PhD Project Planning and Management, Department of Extra Mural Studies for their fruitful discussions which helped me to come up with this thesis. I finally acknowledge my family members for their patience during my study because of using most of their time that they wanted to be with me while carrying out this study.

## TABLE OF CONTENT

<b>DECLARATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iv</b>
<b>TABLE OF CONTENT</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Background to the Study .....	1
1.1.1 Public Participation on Monitoring and Evaluation of Projects .....	3
1.1.2 Organizational Structure .....	4
1.1.3 Organizational Leadership .....	5
1.1.4 Capacity of HR in M&E .....	7
1.1.5 Political Environment.....	8
1.2 Statement of the Problem.....	10
1.3 Purpose of the Study .....	11
1.4 Research Objectives .....	12
1.5 Research Questions .....	12
1.6 Hypotheses of the Study .....	13
1.7 Significance of the Study.....	13
1.8 Delimitations of the Study .....	14
1.9 Limitations of the Study .....	14
1.10 Assumptions of the Study.....	15
1.11 Definition of Significant Terms .....	15
1.12 Organization of the Study.....	16
<b>CHAPTER TWO</b> .....	<b>17</b>
<b>LITERATURE REVIEW</b> .....	<b>18</b>
2.1 Introduction.....	18

2.2 Public Participation on Monitoring and Evaluation Projects .....	18
2.3 Institutional Factors and Public Participation.....	19
2.3.1 Organizational Structure.....	20
2.3.2 Organizational Leadership .....	22
2.3.3 Capacity in Monitoring and Evaluation .....	25
2.4 Political Environment .....	27
2.5 Theoretical Framework.....	29
2.5.1 Stakeholder Theory.....	30
2.5.2 Deliberative Democratic Theory.....	31
2.6 Conceptual Framework.....	33
2.7 Summary of the Reviewed Literature and Research Gap .....	35
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>38</b>
3.1 Introduction.....	38
3.2 Research Paradigm.....	38
3.2.1 Research Design .....	40
3.3 Research Location .....	41
3.4 Target Population .....	41
3.5 Sampling Procedures and Sample Size.....	42
3.5.1 Sample Size.....	42
3.5.2 Sampling technique .....	43
3.6 Methods of Data Collection.....	44
3.6.1 Survey Questionnaire.....	44
3.6.2 Interview Guide.....	45
3.6.3 Documentary Evidence .....	46
3.6.4 Pilot Testing of Research Instruments .....	46
3.6.5 Validity of Research Instruments.....	47
3.6.6 Reliability Research Instruments .....	48
3.7 Data Collection Procedures .....	49
3.8 Methods of Data Analysis .....	49
3.8.1 Descriptive Data Analysis.....	50
3.8.2 Inferential Statistics .....	50

3.8.3 Qualitative Data Analysis .....	53
3.9 Ethical Issues .....	53
3.10 Operationalization of the Study Variables.....	53
<b>CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS .....</b>	<b>55</b>
4.1 Introduction.....	55
4.2 Participants’ response rate .....	55
4.3 Demographic Information of Participants .....	55
4.3.1 Participants’ gender .....	56
4.3.2 Participants’ Age .....	56
4.3.3 Project Committee Members by highest education level .....	57
4.3.4 Project Committee Members by Occupation.....	58
4.4 Descriptive Analysis .....	58
4.4.1 Public Participation in M&E.....	58
4.4.2 Organizational Structure.....	61
4.4.3 Leadership Styles .....	62
4.4.3 Capacity of HR in Monitoring and Evaluation.....	63
4.4.4 Political Environment .....	63
4.5 Hypothesis Testing.....	64
4.5.1 Correlations .....	65
4.5.2 Hypothesis 1.....	66
4.5.3 Hypothesis 2.....	72
4.5.4 Hypothesis 3.....	77
4.5.5 Hypothesis 4.....	82
4.5.6 Hypothesis 5.....	88
4.5.7 Hypothesis 6.....	91
<b>CHAPTER FIVE .....</b>	<b>95</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>95</b>
5.1 Introduction.....	95
5.2 Summary of findings.....	95
5.2 Conclusion .....	96

5.3 Recommendations .....	97
5.4 Suggestions for Further Research .....	98
<b>REFERENCES.....</b>	<b>100</b>
<b>APPENDICES .....</b>	<b>125</b>
Appendix I: Transmittal Letter .....	125
Appendix II: Survey Questionnaire .....	111
Appendix III: Interview Schedule for sub County Directors of ECDE.....	135
Appendix IV: Document analysis guide.....	139
Appendix V: Work plan of the Study .....	<b>Error! Bookmark not defined.</b>
Appendix VI: Budget Estimate of the Study .....	<b>Error! Bookmark not defined.</b>
Appendix VII: Organisational Structure of a County Government in Kenya.....	140



## LIST OF TABLES

Table 3.1: Target Population Distribution .....	42
Table 3.2: Distribution of Sample Size .....	44
Table 3.3: Cronbach’s Alpha Coefficient and Internal Consistency. <b>Error! Bookmark not defined.</b>	
Table 3.4: Reliability Analysis of the variables.....	49
Table 3.5: Variables and Indicators.....	50
Table 3.6: Operationalization of Study Variables .....	54
Table 4.1: Project Committee Members by Gender .....	56
Table 4.2: Project Committee Members by Age in Years.....	56
Table 4.3: Project Committee Members by Highest Level of Education.....	57
Table 4.4: Project Committee Members by Occupation .....	58
Table 4.5: Descriptive Analysis of Public Participation in M&E .....	59
Table 4.6: Descriptive analysis of Organizational structure.....	61
Table 4.7: Descriptive Analysis of Leadership .....	62
Table 4.8: Capacity in Monitoring and Evaluation .....	63
Table 4.9: Descriptive Analysis of Political Environment .....	64
Table 4.10: Correlations between institutional variables and public participation .....	65
Table 4.11: Linear Regression of Organizational Structure and public Participation .....	66
Table 4.12: Model Summary .....	67
Table 4.13: Linear Regression Analysis .....	72
Table 4.14: Model Summary .....	73
Table 4.15: Regression analysis .....	77
Table 4.16: Model Summary .....	77
Table 4.17: Regression Analysis .....	82
Table 4.18: Regression Analysis .....	83
Table 4.19: Model of prediction using multiple regressions .....	88
Table 4.20: moderation Effect on organization Structure.....	92
Table 4.21: Moderation effect on Organization Leadership.....	93
Table 4.22: Moderation effect on Human Resource Capacity .....	94

## **LIST OF FIGURES**

Figure 1: Institutional Factors, Political Environment and PP on M&E of Projects .....	33
Figure 2: Public participation forum in Migori County .....	53
Figure 3: Public participation meeting in Migori County .....	53

## **LIST OF ABBREVIATIONS AND ACRONYMS**

AGM	Annual General Meeting
APR	Annual Progress Report
BATNA	Best Alternative to a Negotiated Agreement
CDF	Constituency Development Fund
CIPP	Context, Input, Process, Product
CPM	Critical Path Method
DFRD	District Focus for Rural Development
IAPP	International Association for Public Participation
LASDAP	Local Authority Service Delivery Action Plan
LGUs	Local Government Units
M & E	Monitoring and Evaluation
MOE	Ministry of Education
NGO	Non-Governmental Organization
PP	Public Participation
PDM	Participative Decision-Making
PERT	Project Evaluation Review Technique
PESTEL	Political, Economic, Social, Technology, Ecology, and Legal
PM & E	Participatory Monitoring and Evaluation
PM	Participative Management
PMDM	Project Management Decision Making
R & D	Research & Development
RBM	Results Based Management

## ABSTRACT

Public participation in monitoring and evaluation of county government projects is aimed at ensuring that the government is accountable in spending public finance, diverse public inputs and public project ownership by a widespread cross-section of prospective beneficiaries. Public participation in monitoring and evaluation of county government projects during the transition period in Kenya is recent and therefore creates a research gap. Seven objectives guided this study: To establish the extent to which organizational structure influences public participation, to examine the extent to which organizational leadership influences public participation in monitoring and evaluation, to assess the extent to which capacity in monitoring and evaluation influences public participation in monitoring and evaluation and to establish the extent to which political environment influences public participation in monitoring and evaluation of county government projects and how it moderates the relationship between institutional factors namely; organizational structure and leadership capacity and public participation in monitoring and evaluation of county government funded preschool projects in Migori County. This study was based on pragmatic/realist paradigm, and adopted the mixed-methods research approach utilizing both descriptive survey and correlation research designs. The study targeted a population of 884 active county government project committee members in all the 68 preschools. Purposive sampling method was used to select a sample size of 272. A questionnaire, interview and document analysis guides were used to collect data. Qualitative data was analysed through thematic analysis while descriptive and regressions analyses were used to analyse quantitative data. It was found that the organizational structure of Migori County negatively influences (is not supportive of) public participation in M&E of preschool projects. This is irrespective of the fact that it (organizational structure) has the potential of positive influence on public participation in M&E of projects in general. The study also concludes the leadership style of Migori County Government does not support public participation in M&E of preschool projects, although the same (leadership style) has high correlations with public participation in M&E of projects. This is because improvement in leadership style is expected to positively increase public participation in M&E of projects. Equally, it is concluded that the capacity of the human resource in the County Government of Migori does not influence public participation in M & E of preschool projects despite the same having high and positive correlations with public participation of projects. This is because a unit improvement in HR capacity is expected to increase public participation in M&E of preschool projects in the County Government. In addition, the study also found that the political environment of Migori County Government does not support public participation in M&E of preschool projects. Moreover, political environment highly correlates with public participation in M&E of projects, and any improvement in political environment is expected to result into very high increase in public participation of M&E of preschool projects in the area. Political environment was also found to have significant moderating effect on the relationship between organizational structure and public participation in M&E as well as organizational leadership and public participation in M&E of preschool projects. In order to improve public participation in M&E of preschool projects, the study recommends that the organization structure should adopt policies that support participation of all stakeholders in M&E of projects; styles like democratic or laissez faire leadership style which allows local managers of individual projects to make individual decisions based on the unique needs of each project should be adopted; training as well as retraining of personnel (particularly M&E officers) be done continuously; and political environment need to be improved so that public participation, particularly in M&E of preschool projects, is improved. For further research, it is recommended that a study be done on the effect of horizontal communication strategy on public participation in M&E of preschool projects.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The concept of public participation is one of the growing interests everywhere in the world, with a commensurate growth in mechanisms to enable it (Rowe and Frewer, 2005). The merits of public participation, however, are difficult to ascertain, as there are relatively few cases in which its effectiveness has been studied in a structured as opposed to highly subjective manner. Public inputs help to ensure that all public resources are properly managed and put into the intended use for the benefit of all public members in the society, according to Yang and Callahan (2007). However, according to Handley and Howell-Moroney (2010), promoting substantive public involvement has never been an easy task for any of the state governments worldwide.

According to the United Nations Development Programme (UNDP, 2016), involvement of citizens in public affairs is not new: over centuries and throughout the world, citizens have actively participated in the deliberation of local issues, decision making within their communities and the selection of their leaders (UNDP, 2016). Involving stakeholders both within and from outside enhances ownership, progress, and achievement of project results: a process often referred to as monitoring and evaluation (M & E). In support of this view, Kimani, Mwangi, Nyang'wara and Kulet (2013) note that adopting a systematic way of involving stakeholders from the selection of project inputs such as resources outputs and outcomes which contributes to better achievement of the set organizational goals.

Monitoring and evaluation is essential in the management of government development projects. Kamau and Mohammed (2015) state that as projects become more complex, coupled with the demand to meet the needs of project beneficiaries, the project management requires tracking tools. These include the logical framework, monitoring and evaluation plan, and result based frameworks (Kusek & Rist 2004). The monitoring and evaluation plan contains distinct elements of monitoring such as assessing progress on one hand, and evaluation which includes assessing results and impacts. In developing

a monitoring and evaluation plan, stakeholders' participation is important as indicated in World Bank report (2006) on ways of supporting public development projects. However, the level of participation of stakeholders in monitoring and evaluation (M & E) of projects initiated by devolved units or governments seem to have attracted limited attention in research.

A project, according to Wachamba (2013), is a specific activity to be carried out using resources for the benefit of particular groups and with a beginning and an end. Projects often have four main resources which need to be managed in order to ensure success, namely people, time, money, and scope (Wachamba, 2013: 9). Bamberger (2006) and Dobreá and Ciocoiu (2010) have argued that M&E of a project functions as an accountability mechanism, fostering greater transparency, enhances governance and democracy, and the voice of all civil society. Shapiro (2011), on the other hand, asserts that M&E helps in identifying project areas that are on target and those that need to be adjusted or replaced. Equally, Hunter (2009) stated that while monitoring focuses on tracking if a project follows the planned trend, evaluation checks efficiency, effectiveness and impact of a project by comparing between the actual and the planned achievement.

Although there is limited information regarding factors that might influence M & E of projects within devolved governments, Ajayi et al. (2010) assert that generally, M & E of projects dimensions may have one or more indicators, and could be influenced by various project characteristics. Iyer and Jha (2005), on the other hand, identified many factors as having an influence on cost of M & E of projects, these include: organizational structure, project manager's competence, top management support, project manager's coordinating and leadership skills, monitoring and feedback by the participants, decision-making, coordination among project participants, owners' competence, social condition, economic condition, and climatic condition. These factors tend to question organizational structure as well as leadership style in place to foster participation of citizens in M&E.

Rauch and Evans (2000), however, contend that M&E of public projects may fail when politicians interfere on the basis of patronage with appointment and decision making in an entity, undermining its two key pillars: meritocracy and the culture of effectiveness,

both of which have a direct impact on the quality of end outcome. According to Pritchett and Woolcock (2002), success of M&E may also fail at the point of delivery when, given the transaction-intensive and discretionary nature of public services, it becomes difficult to monitor the performance of service providers or impact, especially in remote and poor areas where the services are needed most. The UNDP (2016) urge that in both cases, citizen engagement may play a positive role in service delivery. In the first instance, committed public officials may enlist support of citizen initiatives to defend meritocracy and the culture of effectiveness from political interference. In the second example, public officials may rely on citizen monitoring to reduce corruption and strengthen service delivery at the grassroots in their sectors or departments.

### **1.1.1 Public Participation in Monitoring and Evaluation of Projects**

Public participation concerns the engagement of individuals and communities in making decisions about things that affect their lives (Rowe and Frewer, 2005). Public participation in M&E is a means to ensure that citizens are engaged in government decisions concerning measurement of progress and outcome of development project in the local area (World Bank, 2004). Researchers like Baiocchi, (2003); Yang and Callahan, (2007); and Mahjabeen, Shrestha and Dee, (2009), concur that public participation has been widely recognized as important for improving government decision making. There is however limited information with regard to public participation in decision making within devolved systems like county governments.

Public participation aims at enabling communities to identify problems, develop solutions and facilitate change. Public participation in development work has been suggested as offering “the most promising approach to reducing inequalities” (Labonte, 1990). Members of the public are reluctant to participate in public activities when they do not have enough information on how to act responsibly (Pellizzoni, 2003). In the event that members of the public are not knowledgeably empowered, they do not continue to participate unless their previous project experience was rewarding or at least not too distasteful (Handley and Howell-Moroney 2010), although neither of the two have been established in many county governments in Kenya.

### **1.1.2 Institutional Factors**

Effective access to institutional factors like organizational structure, organizational leadership and human resource capacity in the administrative proceedings, redress and remedy for public participation in government projects should be provided by political representatives of the public (Kelleher and Lowery, 2009). Political representatives of the citizens can contribute to addressing challenges facing public participation. This can be done by influencing organizational structure of the projects as well as M&E determinants including those facilitating a favourable political environment for implementing effective public participation in M&E of projects to achieve the intended project results acceptable to all interested parties (Metzger, et al., 2012). This observation agrees with Sebedi (2012) who asserted that organizational structure and organizational leadership play an important role in influencing public participation in the management and implementation of M&E of government projects. However, limited information seems to be available concerning how organizational structure, leadership style and human resource capacity of county governments have influenced public participation, particularly in M & E of projects.

#### **1.1.2.1 Organizational Structure**

The technique by which organizations integrate themselves and allocate work roles and activities has been described as organizational structure (Tran and Tian, 2013). It can be defined as a mechanism which links and co-ordinates individuals within the framework of their roles, authority and power (O'Neill, Beauvais & Scholl, 2001). According to Tran and Tian, 2013), organizational structure represents a useful tool that directs individuals' behaviour through shared values, norms, and goals. Kanten, Kanten and Gurlek (2014) argue that researchers in recent times have suggested that organizational structures should be responsive to a variety of individual needs of the business.

Scholars (Dahanayake and Gamlath, 2013; Kanten, Kanten and Gurlek, 2014; O'Neill et al, 2001) have categorised organizational structures as mechanistic, organic, and learning organizations. Mechanistic organization is characterized by highly formalized, standardized and centralized functions. Individuals in mechanistic organizations have a clear understanding about their job responsibilities and it is expected of them to follow



certain guidelines specified by policies, practices, and procedures (Kanten, et al, 2014). On the other hand, O'Neill et al (2001) explain that organic organizations are more flat, flexible and adaptable to environmental conditions, so individuals' behaviors are guided by shared values and goals. Additionally, Maniam (2013) observes that learning organizations focuses on "learning" as a crucial component in its values, visions and goals, as well as all of its functions. It has been characterized by a type of organization which continuously and proactively emphasizes to facilitate learning activities and to develop strategies to encourage learning (Dahanayake and Gamlath, 2013).

Organizational structure poses one of the greatest challenges, which range from role of stakeholder involvement, public participation and public accountability. According to Burgess and Cate (2005), the practice of public participation involves government representatives presenting a proposed project decision, and then the public are asked to give short speeches on their thoughts on the reports in organized public hearings. There is, however, little research – based information regarding the type of organizational structure which propels public participation in monitoring and evaluation of projects, particularly the projects initiated by devolved systems like public preschools.

#### **1.1.2.2 Organizational Leadership**

Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. If the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees. Leadership has been defined by Northouse (2004) as a process whereby one individual influences a group of individuals to achieve a common goal. It is practiced at all levels in schools and colleges, factories and farms, business enterprises, dispensaries and hospitals, in the civil and military organizations of a country and public life (Anyango, 2015). This is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to achieve organizational goals (Omolayo, 2007). According to Mullins (2004), a leader can be defined as a person who delegates or influences others to act so as to carry out specified objectives. Additionally, Batista-Taran, Shuck, Gutierrez & Baralt (2009) assert that leaders are the individuals in the organization who set the tone and culture.

To improve the management of county government projects, the priority of the organizational leadership is to be supportive and committed to ensure an enabling environment for public participation in M & E of projects process and outcome respectively. Koech and Namusonge (2012) contend that public participation could be influenced by the use of specific leadership behaviours in the interactions between government officials with their subordinates, peers, and outsiders including the project beneficiaries. Each leadership would use its specific communication strategy to mobilize followers who are the public project beneficiaries (Montana and Charnov, 2008).

Leadership style has been assessed under the lenses of patterns of communication in an organization (Roy, 2010). The democratic leadership involves facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision (Probst, 2005). Democratic leaders delegate authority, encourage participation and rely on personal power (expert and referent power) to manage the followers (Steinheider, Bayerl, &Wuestewald, 2006). In contrast, autocratic leaders take control of and responsibility for the final decision (Roy, 2010). In a laissez faire leadership, hands-off approach is played by the leader: every member is left free to agree and come up with decision on how an assignment is to be carried out. Likewise, Debruin (2007) asserts that although laissez faire leadership provides freedom to each participant to make decisions concerning particular work activity, it requires skilled and knowledgeable professionals. Most organizations like county governments may lack these qualities of HR, more so among public pre-school committee members and the community who are beneficiaries of the same projects.

Although Pont, Nusche & Moorman (2008) considered horizontal and open participative communication as being used more by democratic leadership as opposed to vertical and persuasive communication strategy which is used more by autocratic leadership, little is known concerning the same in County governments in Kenya. Moreover, despite the fact that group members in democratic leadership take a more participative role in the decision-making process (Sager, 1999), the same remain to be proved in devolved units like county governments in Kenya.

### **1.1.2.3 Capacity of Human Resource in Monitoring & Evaluation**

Human resource (HR) management policy affects people's activities in an organization. It directly influences the contractual relationships in government funded projects (Omolo, Anyango, Nizam, Oyalo, and Finch, 2015). The capacity of the HR refers to the level of empowerment accorded to the staff charged with M&E in terms of information, resources, skills and knowledge. The effectiveness of HR capacity is signified in adherence to public participation rights and representation, as well as accountability and transparency in government funded projects (GoK, 2012). However, according to Bruns and Gee (2009), while regulations have been changed to favour more public participation in decision-making and planning, approval decisions are still mostly centralized.

The Constitution of Kenya 2010 contains multiple provisions requiring both national government and counties to make information publicly available and consult with citizens in planning and budgeting, as noted in Omolo, et al., (2015). The Constitution also requires that there be public participation in integrated development planning and throughout the four stages of the budget cycle: formulation, approval, implementation and oversight. The County Government Act (2012), Public Finance Management Act (2012) and Urban Areas and Cities Act (2011) all provide strong social accountability provisions that county governments are mandated to implement (Kemoli, 2015). There is need for practical approaches for Kenyan counties to implement public participation human resource in their systems that encourage meaningful engagement of citizens. The County governments are legally required by law to put in place legislation on public participation to give full effect to the County Government Act (CGA, 2012 sec 92).

The Counties are devoted to public based projects, which ensure that the prospective benefits are available to a widespread cross-section of the inhabitants of a particular area (Lubale, 2012). For example Article 201 elaborates the principles and framework for public finance management and lays emphasis on transparency, accountability and public participation (GOK, 2010). Even though the County Government Act 2012 provides for public participation in the project identification and implementation, the strength or weakness of public participation in county budgets seem not to have been gauged (Murutu, 2014).

Members of the public are however reluctant to participate in project activities when they are not empowered with enough information on how to act responsibly, argues Pellizzoni (2003). Capacity building for empowerment is anchored on empowerment theory, which is based on the understanding that effective public project development interventions require public empowerment-related processes and outcomes across multiple levels of analysis, as cited in Rappaport (1987). Public empowerment is linked with sharing and managing information for project decision making (Bendoly & Swink 2007).

In support, Owens (2000) as well as Tones and Tilford (2001) assert that capacity building is a key concept for communities to remedy inequalities and to achieve better and fairer distribution of government resources among various socioeconomic levels countrywide. The main factors inhibiting full control of the county development projects through public participation are the diverse interests, commitments and expertise in the implementation of local public projects among both the county government officials and the local public members in each of the project area argue Yang and Callahan (2007). Public empowerment is linked with sharing and managing information for project decision making (Bendoly & Swink 2007).

### **1.1.3 Political Environment**

There are many internal and external, visible and invisible factors that influence the political environment and create a high amount of risk in accomplishing the project objectives. Political environment is the relationship between elected and non-elected leaders on one hand, and the management of government projects (Neshkova and Guo (2011). The atmosphere that is set by the leaders within the community including government and elected officials defines the political environment (Quintelier and van Deth, 2014). The political environment emanate from the six (6) factors such as political, economic, social, technology, ecology, and legal (PESTEL) that are always considered under project contextual environment because they have the potential to affect the activities of the project (Dekings, 2015).

The problem of political environment on public participation cannot be traced to one or even a few variables. However, an adequate understanding of the difficulty cannot be

attained by considering an individual variable alone, according to De Greiff (2000). Factors such as individual's perceived collective efficacy, adaptive responses, attitudes, identities, and frustration demonstrate one dimension of lack of political environment versus public participation in M & E of projects as stated by Fernandez-Ballesteros et al. (2002). Moreover, the level of representativeness of citizens was critical in ensuring inclusive and democratic participation (Yang and Pandey, 2011). Higher levels of representativeness promoted increased access to, and influence over, decision-making. Citizens' representativeness also increases the confidence of citizens in asserting their rights upon any public project (Osmani, 2007). This fact is supported by study findings in Musa, Amirudin, Sofield and Musa (2015) which showed that political factors significantly affects public housing project success in Nigeria. This provides evidence that political environment can impact on public projects, although the context of public preschools has not been focused much.

#### **1.1.4 County Government Preschool Projects in Migori County**

Information with regard to implementation of ECDE projects in public preschools by devolved units is limited ever since the management of the same was devolved to the 47 counties in Kenya. Section 26 of the Basic Education Act (Republic of Kenya, 2012) states that the roles of the County Government will include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting pre-primary education, childcare facilities, home craft centres and village polytechnics. The scenario here is that the National Government has been disbursing funds to devolved systems meant to cater for but not limited to education, including ECDE, which has been put under the management of County Governments (Republic of Kenya, 2014).

The County Government of Migori has initiated 68 preschool projects since 2014 as is stipulated by the Constitution of Kenya 2010. These projects are meant to ensure that children aged between 3 and 7 years are provided with quality education to enable successful enrollment in primary education with minimum difficulties (ECDE Policy, 2009). The managements of the projects are required to be carried out through

involvement of all stakeholders: parents, teacher, and the County Government. Yet to be established are the types of organizational structures and leaderships, and the state of HR capacities in the county as well as the extent of public participation in M&E of these preschool projects. Similarly, information with regard to the relationship between the aforementioned variables and public participation in M&E of the preschool projects remained scanty. Additionally, the county governments are politically constituted hence there was need to establish how political environment moderates the relationship between organizational structure, leadership, HR capacity, and public participation in M&E of preschool projects in the area.

## **1.2 Statement of the Problem**

The concept of public participation is one of growing interest everywhere in the world, with a commensurate growth in mechanisms to enable it (Rowe and Frewer, 2005). This coupled with results based M & E of projects has made public participation in M & E of projects gain a higher importance, even for the implementation of county government projects in Kenya. To implement the devolution requirements by the Constitution of Kenya 2010, the Kenyan Government has to invest heavily in county governments by committing large sums of money in development projects as observed by Ngesa (2012).

According to Muriithi & Crawford (2013), county governments rarely consider governance related variables when designing public participation in M & E of their projects. The importance of public participation in monitoring and evaluation of projects at all stages of project implementation cannot be gainsaid. It is critical at concept and design stages, through project feasibility studies, formulation of policies to minimize political interference, monitoring of procurement process, adequate and proper design of projects, proper specialization of duties, tasks and responsibilities, transparency and accountability, proper financial planning and capacity building.

This is despite the importance of public including concept and design stages, thorough project feasibility studies, formulation of policies to minimize political interference, monitoring of procurement process, adequate and proper design of projects, proper

specialization of duties, tasks and responsibilities, transparency and accountability, proper financial planning and capacity building,

This study attempts to capture the role played by institutional factors and political environment factors in relation to public participation in projects monitoring and evaluation. The institutional factors consist of human resource capacity, organizational structure and organizational leadership. The political environment factors consist of political situation factors and how these political environment factors moderate the institutional factors (organizational structure and organizational leadership, human resource capacity and capacity building) in relation to public participation in monitoring and evaluation of the county government projects.

Majority of organizational leadership do not understand M&E of projects fully, as such they may not give the required support to those mandated to carry their M&E of project tasks. In many instances, the management allocates some certain percent for M&E of projects related activities as an afterthought mostly at the end of all planning process without the consideration of what informs this allocation as noted in World Bank report of 2013. Governments consistently use social impact assessments and in country situation evaluations as a means to advocate for citizens and minority groups, to fund projects aimed at improving the standard of living for the communities in which they work.

County governance is a new concept in Kenya and there has not been much research on the ways in which institutional factors and political environment variables influence public participation in monitoring and evaluation of county government projects in the country (Lubale, 2012). This study therefore focuses on the influence of selected institutional factors like organizational structure and leadership, human resource and capacity building variables and political environment variables on public participation in the monitoring and evaluation of county government projects in Migori County, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to assess institutional factors and political environment affecting public participation in monitoring and evaluation of pre-school projects in Migori County, Kenya.

#### **1.4 Research Objectives**

This study was guided by the following objectives:

- i. To establish how organizational structure influences public participation in monitoring and evaluation of preschool projects in Migori County.
- ii. To examine how organizational leadership influences public participation in monitoring and evaluation of preschool projects in Migori County.
- iii. To assess the effect of human resource capacity on public participation in monitoring and evaluation of preschool projects in Migori County.
- iv. To establish the effect of political environment on public participation in monitoring and evaluation of preschool projects in Migori County.
- v. To determine the moderating effects of political environment on the relationship between institutional factors and public participation in monitoring and evaluation of preschool projects in Migori County.

#### **1.5 Research Questions**

This study was guided by the following research questions:

- i. How does organizational structure influence public participation in monitoring and evaluation of preschool projects in Migori County?
- ii. In what ways does organizational leadership influence public participation in monitoring and evaluation of preschool projects in Migori County?
- iii. In what ways does human resource capacity influence public participation in monitoring and evaluation of preschool projects in Migori County?
- iv. How does political environment influence public participation in monitoring and evaluation of preschool projects in Migori County?
- v. In what ways does political environment moderate the relationship between institutional factors and public participation in monitoring and evaluation of preschool projects in Migori County?



## **1.6 Hypotheses of the Study**

The following hypotheses were formulated and tested in line with the study objectives:

H<sub>0</sub><sup>1</sup> Organizational structure does not have significant effect on public participation in M & E of preschool projects in Migori County.

H<sub>0</sub><sup>2</sup> Organizational leadership does not have significant effect on public participation in M & E of preschool projects in Migori County.

H<sub>0</sub><sup>3</sup> Human resource capacity does not have significant effect on public participation in M & E of preschool projects in Migori County.

H<sub>0</sub><sup>4</sup> Political environment does not have significant effect on public participation in M & E of preschool projects in Migori County.

H<sub>0</sub><sup>5</sup> Political environment does not have moderating influence on the relationship between institutional factors and public participation in M&E of preschool projects in Migori County.

## **1.7 Significance of the Study**

Participation of citizens in project M&E helps those involved with public development projects to assess if progress is being achieved in line with expectations. Public participation in project M&E of county government projects could be beneficial to all key actors in the following ways: To county government project officials, it can improve project management, by tracking progress against defined goals, a project manager can assess what is working against what is not working in order to determine what changes should be made to a project. To devolved county governments, project monitoring and evaluation can be used to demonstrate progress to internal management; internally, measurable results can justify continued funding and clarify the return on investment of public development efforts to managers and shareholders. To the external stakeholders, the results of project monitoring and evaluation can demonstrate commitment to and

competence in public development, and thus help a county maintain its social license to operate. Public participation in county project monitoring and evaluation can inform an understanding of and ability to report on progress in terms of local public's reception and acceptance of government's projects.

### **1.8 Delimitations of the Study**

This study is delimited into five factors classified into two categories based on their nature: institutional factors and political environment variables. Institutional factors consist of the influence of human resource capacity, organizational structure and organizational leadership on public participation in monitoring and evaluation of county government projects. The political environment variables consist of the influence political leadership on public participation in monitoring and evaluation of county government projects. The dependent variable is public participation in M&E of county government projects in Migori County, Kenya.

The study involved preschool committee members from 68 public schools in the county as well as seven sub county education officers that compose Migori County. This comprised 399 preschool committee members from whom data was collected using study questionnaire and seven sub county officers who were interviewed. The study took place between 2016 and 2017 and presented in 2018.

### **1.9 Limitations of the Study**

The researcher was not able to carry out the study among all preschool projects in the 47 counties in Kenya due to limitations in resources among other issues. The study was therefore done in one county, meaning that generalization of findings to other counties would only be done with caution. Additionally, the study collected data through cross-sectional design at one point in time, meaning that the long term effect of institutional factors and the political environment on public participation in M&E of the preschool projects could not be established. To this end, future studies remain critical using longitudinal research designs to reveal the effects and relationships between the variables.

### **1.10 Assumptions of the Study**

The study assumed the sampled respondents were aware and knowledgeable on issues concerning public participation in M&E, particular of the preschool projects. Additionally, it was assumed that the respondents willingly provided accurate data to the study. The statistical models used in data analysis in the study were assumed to have measured the relationship of the study variables with some significant level of accuracy. Similarly, the mixed method approach of data collection was assumed to have aided in gathering of data for the study.

### **1.11 Operational Definition of Terms**

**Autocratic** refers to management style where decision is centred on the manager

**County Government** is the devolved unit of administration, being one of the 47 administrative units in Kenya

**Democratic** is the management process where decision making is participative

**Devolution** in this study and in the Kenyan context refers to distinct government units with unique county governance and leadership, human resource with distinct law and policy makers, organizational structure, political environment with distinct county assemblies, political environment contexts depending on the varied cultural and socioeconomic context in each of the 47 counties and its relationship with public participation in M & E of county government projects.

**Human Resource Capacity** is the level of empowerment accorded to staff; employees or those charged with M&E of the county government pre-primary projects through public participation process.

**Institutional factors** in this study refer to the project management context like organizational structure, organizational leadership and human resource capacity in relation to public participation and its influence on M & E of county government projects.

**Monitoring and evaluation:** are relatively structured analytic efforts undertaken selectively to answer specific project managerial questions. The two processes focus on why project results are/not being achieved, on unintended project consequences, or on issues of interpretation, relevance, effectiveness, efficiency, impact and sustainability of the county government projects.

**Organizational Leadership** is the county governance system used in executing power from central government in relation to leader-follower relationship. In ascending order of enhancing public participation the (3) main leadership styles are democratic, laissez faire and autocratic.

**Organizational structure** in this study refers to the county government hierarchical organs and how these organs are coordinated in relation to enhancing public participation in M & E of county government projects.

**Political Environment** in this study refers to the extent to which political elite and public partisan affiliations moderate the relationship between institutional factors like (organizational structure, organizational leadership and human resource capacity) on public participation in M & E of county government projects.

**Public participation** in this study indicates a process through which members of public have a voice in public policy decisions and involved in M & E Of county government projects.

**Stakeholder** in this study refers to any individual, group of individuals, government or political entity that has an interest in or is potentially impacted by a county policy or project.

### **1.12 Organization of the Study**

The study was organized into five chapters. Chapter one comprises background to the study; problem statement, purpose of the study, objectives of the study, research questions; hypotheses significance, scope, limitations, and assumptions of the study, definition of significant terms and organization of the study. Chapter two includes

literature review. Chapter three is composed of research paradigm and design, target population, sampling procedure and sample size, research instruments, validity and reliability of research instruments, data collection procedure and data analysis. Chapter four comprises data analysis and discussions and chapter five contains the summary, conclusion and recommendations of the study as well as suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents empirical review of literature relevant to the study, alongside theoretical underpinning guiding the work. The reviewed literature covers the influence of the selected institutional factors consisting of organizational structure, organizational leadership and human resource capacity in relation to public participation in M&E. The political environment variables consist of political environment and how these moderate the influence of institutional factors on public participation in M & E of projects. Literature review provides the status of knowledge in the field of study and also leads to identification and clarification of knowledge gaps. A summary is provided at the end.

#### **2.2 Public Participation on Monitoring and Evaluation Projects**

Public participation is a means of gaining and conveying the society's interest and concerns with regard to development plans and interventions (Marzuki, 2015). This process stimulates information exchange between all the development stakeholders which further enhance mutual understanding and relations between them, resulting into unreserved support for the specific project in question (Cavric, 2011). Theron (2005), on the other hand, argues that it is almost impossible in the modern society to suggest any developmental intervention without involving the intended beneficiaries (p113).

Public participation is considered fundamental to enhancing good governance, efficiency, and fair distribution of wealth (Baiocchi, 2003). Scholars and practitioners have recognized the important role played by public participation in government project decision-making process (Mahjabeenet al., 2009). To the locals, public participation increases the chance for individual voices to be heard. Participation can promote open-ended and public-minded discussions that may not originally be part of the government officials' agenda (Yang and Callahan, 2007). Therefore, it facilitates government officials' accountability (Handley and Howell-Moroney, 2010), exerting either direct or indirect pressure on the officials to be accountable to participating groups.

Public participation has been practiced in various settings. Most studies have examined cooperative participation, that is, public members voicing their concerns in a cooperative manner with officials. These settings include participation in electoral voting (Verbaet al., 1995); county planning (Mahjabeen et al., 2009); budgeting and M & E of projects measurement (Ebdon, 2002), and public monitoring (Blair, 2000). Public meetings, focus groups, simulations, committees, and surveys are among the most used methods to encourage cooperative participation (Berner, 2003). Lack of opportunities for cooperative participation would induce more confrontational participation (Holzner, 2007). Participation can also take many different forms, with some being more interactive and substantive than others (Handley and Howell-Moroney, 2010). Some of the studied settings were more confrontational in nature, such as sending complaints or denunciation letters to the government or joining groups to protest against certain government development projects (Holzner, (2007). It is however not known the form of public participation commonly adopted by devolved governments.

### **2.3 Institutional Factors and Public Participation in M&E**

Institutional and policy frameworks are important for facilitating success in interventions and projects since they create participation opportunities. Institutions are responsible for setting up boundaries within which governments and members of the public interact (World Bank, 2005). Policy frameworks formulated by institutions defines the characteristics of an organization and its ability to implement set objectives (Gaventa & Barrett, 2012). Zhang & Guo (2012) argue that institutions with a high level of responsiveness may improve an organization's ability to serve the interests of citizens. On the other hand, Yang and Callahan (2007) reasoned that such institutions are able to listen to the voices of its citizens and promote equitable opportunities and service delivery.

Responsive institutional frameworks are characterised by effective structures, leaderships, alongside empowered human resource (Work Bank, 2005). Yang and Pandey (2011) asserted that such institutions are able to set up participation mechanisms which connect citizens with public decision-making. For example, the use of multiple mechanisms is likely to be associated with effective participation (Yang & Callahan,

2005) and helps to reach different groups of people to address their diverse needs (Julnes & Johnson, 2011). It was however critical to establish how such factors like organizational structure, organizational leadership and human resource capacity affect public participation in M&E of projects instituted by newly created dispensations including county governments.

### **2.3.1 Organizational Structure and Public Participation in M&E**

The organizational structure determines how an entity allocates work roles and activities. The term organizational structure refers to how the people in a setting are grouped and to whom they report (Tran and Tian, 2013). One of the structures developed in the 20th century is team and the related concept of team development or team building. In small businesses, the team structure can define the entire organization (Thareja, 2008). Teams can be both horizontal and vertical (Thareja, 2007). Horizontal teams receive and deliver information through direct consultation with team members, whereas vertical teams rely on instructions from their seniors. While an organization is constituted as a set of people who synergize individual competencies to achieve newer dimensions, the quality of organizational structure revolves around the competencies of teams in totality (Gummesson, 2002).

Another modern structure is network. While business giants risk becoming too clumsy to pro-act (such as), act and react efficiently (Amaral and Uzzi, 2007), the new network organizations contract out any business function, that can be done better or more cheaply. In essence, managers in network structures spend most of their time coordinating and controlling external relations, usually by electronic means (Braha and Bar-Yam, 2007). The potential management opportunities offered by recent advances in complex networks have been demonstrated (Anderson, 2007), including applications to product design and development (Kogut, Urso, and Walker. 2007) and innovation problem in markets and industries. According to Lim, Griffiths, and Sambrook (2010), the combined expressions of all the employees' formal hierarchical and informal community participation within an organization give rise to the organizational structure. each organization is therefore a unique phenotype along a spectrum between a pure hierarchy and a pure community (flat) organizational structure (Lim et al., 2010).



Whereas research has proved that different types organizational structure have varying effects on performance of specific assignments, effects of the same on M&E of projects, particularly preschool projects, has not been focused much. A study carried out among 216 employees of hotel establishments in the Czech Republic by Kanten, et al (2014) varying effect of different structures. Organic organization structure was found to have no direct effect on job embeddedness and individual adaptive performance. On the other hand, mechanistic organization structure was found to be affecting job embeddedness positively, while it has no direct effect on individual adaptive performance. However, a learning organization was found to affect both job embeddedness and individual adaptive performance positively. How such structures interact with public participation in M&E has, however, not been focused upon as Kanten, et al (2014) did in their study.

Impacts of three main dimensions of organizational structures on organizational commitment in public and private sector firms in Jordan were assessed by Manar (2014): formalization, centralization of hierarchy of authority, and participation. Results revealed that all structure dimensions were related to organizational commitment in both sectors, except centralization of hierarchy of authority. Among the structure dimensions, formalization exhibited the largest correlation with organizational commitment in public firms, whereas participation had the largest correlation with organizational commitment in private firms.

Strong social accountability provisions that county governments are mandated to implement are provide by several statues: the County Government Act (2012), Public Finance Management Act (2012) and Urban Areas and Cities Act (2011), according to Kemoli (2015). In addition Omolo, et al. (2015) further note that participation of citizens affords county governments an opportunity to empower members of public on their operations and to deliberate, debate and influence the allocation of their resources. A suitable organizational structure should therefore be in place to provide a platform for public participation in essential assignments like M&E, particularly of projects like preschool ventures that directly benefits the public. The interplay between county government organizational structure and public participation in M&E of projects has,

however, not been accorded adequate attention compared to other sectors like industrial or service ones.

### **2.3.2 Organizational Leadership and Public Participation in M&E**

Leadership is seen as the process of encouraging and helping others to work enthusiastically towards objectives. Nyagaka and Ajowi (2013) state that this is the human factor that builds a group together and motivates it towards goals through transformation of the group's potential into realities. It is exercised when persons with certain motives and purposes mobilize institutional, political, psychological and other resources so as to rouse, engage and satisfy the motives of followers. Burns (1978) contends that leadership, unlike naked power wielding, is inseparable from followers' needs and goals.

Five styles of leadership were delineated by Steinheider, Bayerl and Wuestewald (2006): autocratic; democratic; *lasses-fair*, transformational, and transactional leaderships. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process (Debruin, 2007). The democratic leadership style involves facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision (Probst, 2005).

The democratic leader must also be able to communicate that decision back to the group to bring unity to the chosen plan of action (Costa and Kahn, 2003). Public participation is one of the cornerstones of democratic governance because it allows equal benefits to all stakeholders like the politicians, government officials and civil society (Metzger, et al., 2012). County government facilitates and encourages public awareness and participation by making information widely available (Kelleher and Lowery, 2009). Effective access to judicial and administrative proceedings, including redress and remedy is also inherently provided (Pring and Noé, 2002).

In an autocratic participative decision-making style, similar to the collective style, the leader takes control of and responsibility for the final decision (Probst, 2005). The

difference is that in an autocratic style, members of the organizations are not included and the final outcome is the responsibility of the leader. This is the best style to use in an emergency when an immediate decision is needed (Metzger, et al., 2012).

In a consensus participative decision-making style widely known as laissez-fair, the leader gives up complete control and responsibility of the decision and leaves it to the members of the organization (Cotton et al., 1988). Everyone must agree and come to the same decision. This might take a while, but the decisions are among the best since it involves the ideas and skills of many other people (Debruin, 2007). Team work is important in this style and brings members closer together while trust and communication increase (Metzger, et al., 2012).

Transformational leadership focuses on the empowerment and development of follower potential in attaining long term goals (Taylor, 2009). Leaders who are transformation oriented focus on the long and short term needs of their followers. They create an environment of trust in which ideas can be shared (Laka-Mathebula, 2004). Transformational leaders also transform the values of followers in such a way that they support the vision and goals of the organisation by creating a climate where relationships can be formed (Stone, Russell & Patterson, 2004). On the other hand, transactional leadership tends to be more to the management side of the leaders/manager continuum (Northouse, 2013). Transactional leaders determine and define goals of their employees (Lussier & Achua, 2010). Followers are remunerated with money and other simple rewards if they complete what they were required to do. The followers are given full responsibility for the tasks that are delegated to them even though they might not have the required resources or competencies to perform those tasks (Taylor, 2009).

The influence of leadership style on public participation in M&E of projects (preschool projects included) has received minimum attention of researchers. This contrasts with massive attention that leadership styles and organizational performance have received from scholars. For instance, Crossen (2015) examined the mediating influences of leadership style, and moderating effects of organisation formalisation, upon the relationship between self-leadership and follower engagement in New Zealand. Overall,

the results suggested a positive relationship between a leader's behaviour-focused strategies and transformational leadership. Another study by Paracha, Qamar, Mirza and Waqas (2012) investigated between transformational and transactional leadership style that has an impact on employee performance using data from 6 schools working in Rawalpindi and Islamabad. Result showed that transactional and transformational both have significant positive association with employee performance. However transactional leadership was more significant than transformational. It is hence clear from the two studies that comparison between leadership style and public participation in M&E among county governments seem to have been hardly considered in research.

Other studies across the globe as well as in the region have also tended to come up with contrasting outcome with regard to this relationship. In Pakistan, Iqbal, Anwar and Haider (2015) inquired the effect of leadership styles practiced in an organization and their effect on employee performance, by seeking and understanding of the effect of different leadership styles: autocratic, democratic, and participative style- on employee performance. It concluded that the autocratic leadership is useful in the short term and democratic leadership style is useful in all time horizons. And participation leadership style is most useful in long term and effect on employees is positive. Similarly, Ogunola, Kalejaiye and Abrifor (2013) assessed the correlations between management style and job performance of employees of selected Nigerian brewing industries. Using a sample of 200 employees from two brewing industries in Oyo and Osun States of Nigeria, it was found that there was a relationship between management styles and job performance. Also, employees were found to be more responsive to the autocratic management style due to the nature of the work in the industries. Apparently, the relationship between leadership style and public participation in M&E seems to be neglected, especially among devolved governments.

In Kenya, a study by Koech & Namusonge (2012) investigated the main effects of leadership styles on organizational performance at state-owned corporations in Kenya. It specifically sought to determine the impact of laissez-faire, transactional and transformational leadership styles on organizational performance at state-owned corporations. Correlations between the transformational-leadership factors and

organizational performance ratings were high (0.518 to 0.696,  $P < .05$ ), whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low (0.219 to 0.375,  $P < .05$ ). As expected, laissez-faire leadership style is not significantly correlated to organizational performance. Using a cross sectional survey design, Anyango (2015) assessed the effect of leadership styles on employees' performance at Bank of Africa, Kenya. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual stimulation dimension, which had insignificant positive correlation with quality of performance. It was thus interesting to discover which type of leadership style is predominantly practiced by the management of preschool projects in Migori County.

### **2.3.3 Human Resource Capacity and public participation in M&E**

For monitoring and evaluation to be effective, the human resource charged with the task must be skilled and knowledgeable, and must be availed with right information and resources (Omolo et al, 2015). Adherence to public participation rights and representation, as well as accountability and transparency in government funded projects are noticeable outcomes among HR with capacity in M&E. According to Thompson (2008), HR capacity in M&E through public participation has the potential of attaining equality of participation related to fairness of the deliberative process.

It is additionally argued by Foresti (2007) that building of HR capacity does not just entail training, but a whole suite of learning approaches comprising secondments to research institutes and opportunities to work on impact evaluations within the organization or elsewhere; to time spent by program staff in evaluation departments and equally, in the field. The team must also be independent and relevant by being free of the control of those responsible for the design and implementation of the development intervention (Briceno, 2010). In support, Vanessa and Gala (2011) state that processing, production and communication of evaluation exercises is hugely determined by the technical capacity of the organization, the value and participation of its human resources, and their motivation to impact decisions.

Financial availability is also a major resource in any functional organization as far as other resources such as human are concerned (Magondu, 2013). To set up a monitoring department, finances are required. Project structural capacity and in particular data systems and information systems are also necessary for monitoring and evaluation exercise (Hassan, 2013). An effective monitoring and evaluation is a major contributor to project success and hence the use of technology to compliment the efforts of the M&E team will strengthen it; which will in turn lead to value. Similarly, human resources tasked with M&E ought to be provided with clear job allocation and designation befitting their expertise. If they are inadequate then training for the requisite skills should be arranged. According to Musomba, Kerongo, Mutua and Kilika (2013), one of the larger aspects of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization.

Providing support and strengthening of M&E team is a sign of good governance which plays a key role in ensuring that the team adds value to the organizations operations (Kamau and Mohamed, 2015). This implies that the more a team is strengthened, the better the performance and value addition to the organization (Naidoo, 2011). Indeed Magondu (2013) noted that financial availability is the main resource in any functional organization as far as other resources such as human are concerned. To set up a monitoring department, finances are required. Kamau and Mohamed (2015) elucidate that staff capacity both in numbers and skills are also very instrumental in any effective implementation and sustainability of monitoring and evaluation. Without relevant skills it's hard to master the rule of any game. Moreover, lack of training among those tasked with monitoring and evaluation activities and unclear institutional framework for conducting the same were established by Musomba et al (2013) to be affecting effective M&E of CDF projects in Kenya.

It is evident from the scholarly arguments that HR capacity is critical for effective M&E of projects. Hassan (2013) noted that ICT resources need to be availed to the M&E team; their skills and numbers should be improved (Kamau and Mohamed, 2015); financial resources should be availed to the team charged with M&E (Magondu, 2013); and some level of autonomy or independence is necessary for the team (Briceno, 2010). It is

however critical to note that none of the aforementioned studies focused on HR capacity and public participation in M&E of county government projects, particularly public preschools.

#### **2.4 Political Environment and Public Participation in M&E**

Project contextual environment has always been analysed under the lenses of six factors: political, economic, social, technology, ecology, and legal factors. These factors are considered to have the potential of affecting the activities of the project (Dekings, 2015). The relationship that exists between elected and non-elected officials including government officers and public projects is, according to Neshkova and Guo (2011), referred to political environment of the project.

The idea of equal political weights of public in decision-making (political equality) and that of expanding the domain of the political to a wider range of social relations (Laclau and Mouffe, 2001) need to be upheld. Public participation in project management is important where a large number of stakeholders are involved from different walks of life, coming together to make a decision which may benefit everyone (Brenda, 2001). In this case, everyone can be involved, from experts, NGOs, government agencies, to volunteers and members of public (Metzger, et al, 2012). One of the primary risks in any public participation decision-making or power-sharing process is that the desire on the part of the management for more inclusive participation is not genuine.

The less predictable the environment and the greater its potential effects, the more it must be taken into account in managing the development of construction projects. The project environmental factors that have been generally identified include; political, legal, institutional, cultural, sociological technological resource, economic, financial, and physical infrastructure (Walker, 1989). According to Ajayi et al (2010) the four most important external environmental factors in decreasing order include community issues, weather conditions, economic situation (boom or meltdown) and government policy.

The political elected public representative leaders can contribute to addressing challenges facing public participation by influencing organizational M&E determinants including

those of facilitating a favourable environment for implementing an effective public participation in M&E to achieve the intended project results. This observation agrees with Sebedi (2012) that political leadership plays an important role in influencing implementation of organizational projects. One form of influence is the use of specific leadership behaviours in interactions with subordinates, peers, and outsiders including project beneficiaries. Rauch and Evans (2000) however contend that M&E of public projects may fail when politicians interfere on the basis of patronage with appointments and decision making in an entity, undermining its two key pillars – meritocracy and the culture of effectiveness, both of which have a direct impact on the quality of end impact.

The problem of political participation cannot be traced to one or even a few variables. However, an adequate understanding of the difficulty cannot be attained by considering an individual variable alone according to De Greiff (2000). Factors such as individual's perceived collective efficacy, adaptive responses, attitudes, identities, and frustration demonstrate one dimension of lack of political participation, according to by Fernandez-Ballesteros, Diez-Nicolas, Capra, Barbaranelli, Bandura, (2002). However, these factors do not account for constraints located in the political structures themselves that reflect the role that the system plays in creating the conditions of individual constraints, inhibiting opportunities, or equitable chances for all interests to be integrated in public discourse asserts Frasier (1997).

In contrast to the individuals who choose not to participate because of their attitudes or perceived efficacy towards current politics, there are others who have tried to participate, but have become disillusioned in their efforts, assert Fernandez-Ballesteros, et al., (2002). Despite the increasing quantities of public discourse, studies show that satisfaction with public discussion is low, indicating that many citizens feel as if these public opportunities are essentially a waste of time, claiming that there is not enough listening and response to their concerns by politically appointed leaders (De Greiff, 2000).

The political environment such as partisan politics and coalitions in government and varying political interests are some factors that may influence public participation in M&E of county government projects. In concurrence, Fung (2006) and Yang and Pandey



(2011) stated that the level of representativeness of citizens was critical in ensuring inclusive and democratic participation. Higher levels of representativeness promoted increased access to, and influence over, decision-making. Citizens' representativeness also increased the confidence of citizens in asserting their rights over particular projects initiated for their benefit (Osmani, 2007). Furthermore, Musa, Amirudin, Sofield and Musa (2015) established in a study done in Nigeria that, among other factors, political factor significantly affects public housing project success.

Public inputs help to ensure that all public resources are properly managed and put into the intended use for the benefit of all public members in the society (Rowe and Frewer, 2005). However, Handley and Howell-Moroney (2010) contend that promoting substantive public involvement has never been an easy task for any of the state governments worldwide. Fischer (2000) concurs that public participation can be facilitated if public feel comfortable in the group they are working with which can be achieved through capacity building.

## **2.5 Theoretical Framework**

The attainment of the intended and targeted results is the surest way of fulfilling the promises made to all stakeholders both the county government officials and the project beneficiaries. In support of this view, Bamberger (2000) stresses that the foregoing statements demand for real, tangible and demonstrable results from the M&E of the county government projects. However, the major concern is that even though some projects might have been successfully implemented, the targeted results may not have been achieved. The theoretical orientation of this study is based on the notion that public participation in M&E aims at the achievement of the targeted results through effective management of county government projects.

Theoretical framework for this study was based on two theories of public participation: stakeholder theory pioneered by Freeman (1983), and deliberative democracy theory pioneered by philosophers John Rawls (1997) and Jürgen Habermas (1989).

### **2.5.1 Stakeholder Theory**

Stakeholder theory was developed by Freeman (1983). The theory holds that the shareholder's task is to protect the various rights of all stakeholders. Institutions are seen as social entities, with responsibilities beyond their fiduciary responsibility to shareholders, stakeholders and public (Bowie, 1982). But the impact of shareholder and stakeholder perspectives on M & E of projects lacks empirical assessment. The focus is partly on legitimacy: stakeholders are presumed to represent the interests of the shareholders who appoint them. In turn, managers, appointed by those shareholders, also safeguard the shareholder interests. In this view boards do not have the right to spend government funds outside the purposes of the government. Freeman (1983) suggests that it is the job of the government to provide for the general welfare of its public.

The government has a network of relationships which make possible a social world in which caring has primary significance (Freeman and Liedtka, 1992). This extends the Coase (1937) view of the government as a "nexus of contracts", both real and implicit, between the equivalent of stakeholder groups. Bowie (1991) has developed a central position in which corporate responsibility obliges political government officials to solve some social problems while pursuing profit, consequent on their duties of gratitude for society's benefits, duties of public comparable to those of citizens, and the duty to exercise their power responsibly. Goodpaster (1993) threw the matter into higher relief.

Classical theory is repositioned as "strategic stakeholder synthesis" under which a government takes stakeholder values and interests into account before formulating its strategy. In other words, the stakeholders and the government should only be satisfied with results provided they have been achieved without damage to all other shareholders. Friedman's (1962) concern for staying "within the rules of the game" is not far away. Freeman (1983) says that this is a mistake because profit is a consequence of the government's activity, not its primary cause. The names and faces approach of this theory supports the notion that stakeholders are public with names (Freeman, 1983).

The government must accept to negotiate with the stakeholders (and identify the relevant representatives of the different stakeholder issues to make this possible). Freeman (1983)

is pragmatic that from a philosophical perspective, that there must be no absolute decision principles. The government must accept to challenge each of its opinions, in order to really take its stakeholders' needs into account. Freeman (1983) believes that an agreement is always possible. If there are conflicting interests between stakeholders, the government must not choose one over the other but must find a compromise, a third way which satisfy both interests. This theory befits this study as institutional factors like legal, organizational structure and leadership influence on public participation in M & E of county government projects must consider diversity of stakeholder needs.

### **2.5.2 Deliberative Democratic Theory**

In opposition to teleological domination, Habermas (1988) gives attention to communicative development which emerges from the legalization of social relations and confronts this new sphere of socialization with the expansion of bureaucracy. They are not antagonist forces for Habermas, but different. The first presents an action directed towards understanding, which serves as a privileged framework for all individuals within a singular context interweaved with life experiences, cultural norms and values. In contrast to the action orientated towards goals, which permits a strategic action based on individual interest, in the communicative action, cooperation and solidarity bonds take priority, insofar as actions are resolved through understanding and not in the individual interest for obtaining previously set goals. In opposition to a coordination of actions in instrumental terms, there is a coordination of actions based on mutual understanding, which means taking into consideration values and norms in life contexts.

For deliberative theory, the main problem then would be the impossibility of justifying conflicts of values and goals in an external source. It must be possible to interweave justifications and the life experience of those involved. The problem for Habermas (2000) is self-legislation, as it is for Rawls (1993): in a democratic framework, nobody can follow a norm if he/she does not feel linked to it. Bureaucracy, although it coordinates action in instrumental terms, has necessarily to adapt, from the point of view of deliberative theory, to the life contexts of individuals, a process in which both spheres (in this case bureaucracy and society) will influence each other. In this way, the instrumental bureaucratic action is not a problem in itself, but when it neutralizes the possibility of

individuals having an influence over it. The objective of deliberative theory is to conceptualize this political setting in which individuals talk about public affairs and can influence the formation of political will, so that they can take part in the conflicts of values and goals from their own life contexts (Habermas, 2000) or from their comprehensive visions of the world (Rawls, 1993).

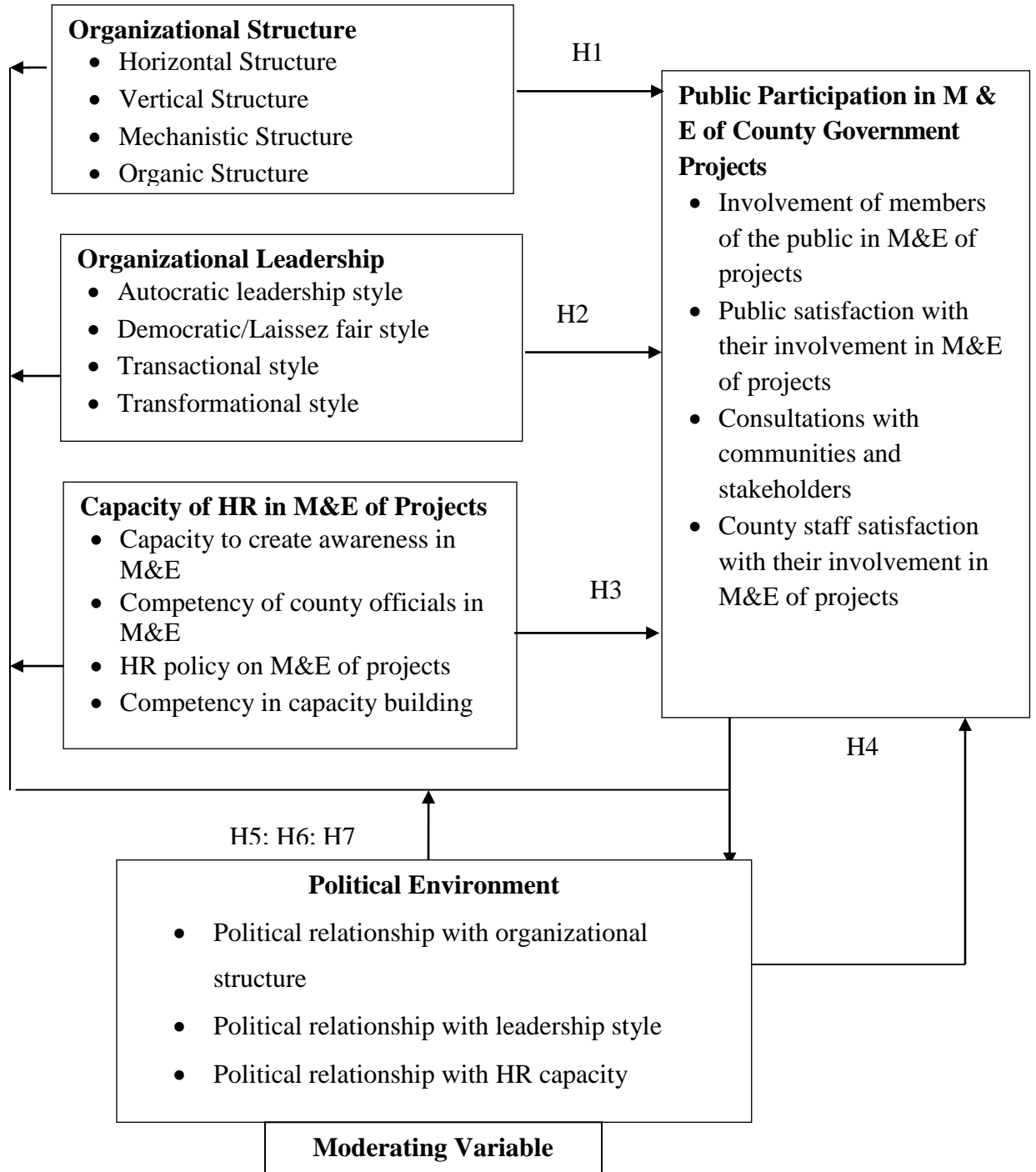
For deliberative theory, the problem of politics in a pluralist society can be understood as a problem about the foundation of public decisions. Being unable to either appeal to sacred reasons, or force imperatives is what makes society seek a new framework of legitimization which includes in its process the direct involvement of individuals from their life contexts and visions of the world.

Richardson thinks that the formation of partially joint intentions best accounts for why democracy respects each individual as a “self originator of claims.” Thus, while his model does not reduce joint intentions to merely individual ones, it is committed to a normative individualism. By contrast, Young thinks that without the recognition of group-based identities in the decision-making process, deliberative democracy will be blind to sources of inequality and asymmetries of power. Adding to her previous work on “group differentiated citizenship,” Young argues here that making groups (rather than individuals) the subjects of deliberation has distinct epistemic advantages. These advantages follow from her non essentialist understanding

According to Christiano, the dilemmas facing deliberative democracy around issues of intractable disagreement can be avoided by uncoupling deliberation from epistemic values and the goal of maximizing agreement. Gaus, too, rejects consensus as the goal of deliberation on conceptual and empirical grounds. While emphasizing the problem of disagreement, unlike Christiano he still insists on the use of reason and public justification in politics. But he rejects any appeal to the norm of reasonableness, which requires what Joseph Raz has called the internally incoherent stance of “epistemic abstinence.” The problem with reasonableness for Gaus is that it gives us a hopelessly thin principle of public justification that is unsuitable to deliberative democracy: it provides no basis for judging any substantive proposals about basic political issues.

## 2.6 Conceptual Framework

This conceptual frame work explains the influence of institutional and political environment factors on public participation in M & E of County Government Projects.



**Figure 1: Institutional Factors, Political Environment and Public Participation in M&E of Preschool Projects**

As shown on Figure 1, the independent variables are institutional factors consisting of organizational structure, organizational leadership, human resource capacity, and political environment. The dependent variable on the other hand, is public participation in M & E of county government projects. Additionally, the political environment is the moderating variable on the relationship between institutional factors and public participation in M & E of preschool projects. The diagram conceptualises that public participation in M&E of preschool projects depends on institutional factors such as organizational structure, organizational leadership, and human resource capacity. However, the dependence of public participation in M&E on institutional factors is moderated by political environment within which the preschool projects are run.

The organizational structure upon which public participation in M&E depends was conceptualised to include horizontal structure, vertical structure, mechanistic structure, and organic structure. Organizational leadership, on the other hand, comprised of autocratic leadership style, democratic or laissez-fair leadership style, transactional leadership style, and transformational leadership style. Similarly, human resource capacity focused in the Figure 1 included skills and training for the M&E team, financial as well as other resource support for the M&E team, and autonomy in decision making for M&E team. Finally, political environment that public participation in M&E was conceptualised to depend on include political relationship with organizational structure, political relationship with organizational leadership, and political relationship with HR capacity in M&E.

Public participation in M&E, the dependent variable was conceptualised to include involvement of members of the public in M&E, public satisfaction with their involvement in M&E of preschool projects, consultations with communities and stakeholders, and county staff satisfaction with their involvement in M&E of preschool projects. Figure 1 additionally presents a situation that conceptualises that political environment moderates the relationship between the dependent and independent variables. This is because, the county government of Migori, being politically constituted, is inclined to follow some political affiliations and adhere to particular manifestos.

The figure also presents political environment as moderating the relationships between organizational structure, organizational leadership, and human resource capacity on one hand, and public participation in M&E of preschool projects. Thus, the first hypothesis (H1) reflects the relationship between organizational structure and public participation in M&E; the second hypothesis (H2) is the relationship between organizational leadership and public participation in M&E; the third hypothesis (H3) is the relationship between human resource capacity and public participation in M&E; while the fourth hypothesis (H4) presents the relationship between political environment and public participation in M&E of preschool projects. The remaining fifth hypothesis, the moderating effect of political environment on the relationships between: organizational structure and public participation in M&E (H5); organizational leadership and public participation (H6); human resource capacity and public participation (H7).

## 2.7 Summary of the Reviewed Literature and Research Gap

The reviewed literature can be summarized as follows: The Institutional factors refer to organizational structure, organizational leadership and human resource capacity, which often affect public participation in M&E of projects. The events in Institutional factors include: Inadequate communication, unclear project objectives, too optimistic goals in relation to project cost and schedule, lack of project sponsorship, unclear lines of responsibility, authority and accountability, slow and cumbersome decision-making process, lack of training of the local staff for sustainability, and lacked of end-user participation that is lack of public participation as shown on Table 2.1.

**Table 2.1: Summary of Empirical Literature**

Author	Focus of the study	Methodology	Findings and conclusions	Gap in knowledge	Focus of Current study
<b>Organizational structure</b>					
Yoo, J., & Brooks, D. (2005).	The role of organizational variables in predicting service effectiveness: An analysis of a multilevel model.	Quantitative and qualitative. A questionnaire was used as the primary data collection instrument.	role of strong leadership behavior and promotion of organizational values should be emphasized in achieving excellent service quality	How organizational service orientation affects public participation in M & E of projects	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.

Sebedi (2012)	Assess relationship between organizational culture, ethics and service orientation in South Africa	Quantitative and qualitative research methods. A questionnaire was used as the primary data collection instrument.	role of strong leadership behavior and promotion of organizational structure should be emphasized for effective P <sup>2</sup> in M & E	How strong leadership behaviour influence public participation in M & E of clients project	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.
Devas N, & Grant U. (2003).	Local government decision-making—public participation and local accountability: some evidence from Kenya and Uganda	Quantitative and qualitative research methods. A questionnaire was used as the primary data collection instrument.	role of strong leadership behavior and promotion of organizational structure should be emphasized for effective P <sup>2</sup> in M & E of projects	How strong leadership behaviour and organizational structure influence public participation in M & E projects	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.
<b>Organizational Leadership</b>					
Koeh& Namusonge (2012)	Exploration of the Effect of leadership styles on organizational M & E of projects at State Corporations in Kenya	A descriptive survey sample of 72, structured questionnaire. & correlation analysis to measure leadership styles that influence organizational M & E of projects	Correlations between the transformational-leadership factors and organizational M & E of projects ratings were high as compared to transactional	Correlations between transformational leadership factors and public participation in M & E of projects	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.
Makanyeza, et al (2013)	Causes of poor service delivery and the strategies to improve service delivery in local authorities using the case of Kajiado Local Authority.	A case study design and mixed approach .Questionnaires was the main instrument (close-ended & open-ended questions.	Leadership interference lack of accountability and transparency, inadequate public participation, poor human resource	How leadership interference, lack of accountability and accountability influence public participation in M&E of projects	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.
<b>Capacity in Monitoring and Evaluation</b>					
Tuckermann B.C. (2007)	Assessment of staff capacity to use M & E of projects as a learning tool.	Survey, random sampling, sample of 42 respondents. Used individual and group semi structured interviews& observation	Understanding M & E of projects helps in accomplishing tasks, leads to changing behaviors and attitudes towards M & E of projects	How understanding M&E projects influence public participation in M & E of projects	Influence of institutional factors and political environment on public participation in M & E of county government projects.
Kimani, et al., (2013).	Factors Affecting the Effectiveness of Monitoring and Evaluation of CDF Projects in Laikipia West Constituency	A case study mixed methods, purposive sampling; a sample 49 use of structured questionnaires.	All inclusive groups public participation in M & E of projects is essential to improve timing of the project	How inclusivity of groups influence public participation in M&E of preschool projects in Migori County	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.



<b>Political environment</b>					
Mulama et al., (2013)	Effectiveness Of Monitoring And Evaluation In Enhancing M & E of Social Development Projects in Busia County	Survey, random sampling, sample of 42 respondents. Used individual and group semi structured interviews& observation	Understanding M & E helps in accomplishing tasks, leads to changing behaviors and attitudes towards M & E of projects	How understanding M & E influence public participation in M&E of projects	Influence of institutional factors and political environment on public participation in M & E of County Government Projects.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises an overview of research methodology. It includes research paradigm, research design, research location, target population, sampling procedures and sample size, methods of data collection, issues of validity and reliability, operationalization of variables of the study, methods of data analysis and ethical issues.

#### **3.2 Research Paradigm**

The term paradigm originated from the Greek word 'paradeigma' meaning a 'pattern'. This term was first used by Thomas Kuhn (1962) to describe a conceptual framework shared by a group of scientists as a convenient model for examining problems and finding solutions in research work. Bryman, Bell, Mills and Yue (2010), citing Bryman (1988), assert that paradigm is 'a cluster of beliefs and dictates which for scientists in a particular discipline, influence what should be studied, how research should be done, and how results should be interpreted.'

A research paradigm directs and helps articulate theories already established, as well as choice of research design, methods of data collection and analysis and the interpretations of the research findings (Mertens, 2005). It is the choice of paradigm that sets down the intent, motivation and expectations for the research (Johnson and Onwuegbuzie, 2004). There exist many paradigms in research which include positivist or post-positivist, Interpretivist/constructivist, emancipator/transformational, realism/pragmatism (Mackenzie & Sally, 2006). These research paradigms are guided by diversity in their ontological epistemological, methodological and axiological underpinnings.

Positivism is based on rationalistic and empiricist research philosophy reflecting a deterministic approach, where causes determine effects (Mertens, 2005). Positivist test theory and describe phenomena through observation or measurement. Positivism was replaced by post positivism which believes in multiple realities, and both are commonly aligned to quantitative method of data collection and analysis (Creswell & Plano, 2011). Constructivists, on the other hand, views research as a world of human experience and

that reality is socially constructed. The researcher relies upon participants' views of the phenomenon being studied. Constructivist researcher is most likely to rely on qualitative data collection and analysis, sometimes a combination of qualitative and quantitative methods (Mackenzie & Sally, 2006). Emancipatory or transformative paradigm arose due to dissatisfaction with the dominant research paradigms of positivist and constructivists (Mertens, 2005). As such emancipatory researchers' utilize quantitative and qualitative data collection and analysis methods in the same way as interpretivists /constructivists allowing them for an understanding of greater diversity of values and positions (Mackenzie &Knipe, 2006).

Pragmatism is not committed to any one system of reality or philosophy. As noted by Creswell (2012) pragmatist focus on what and how with regard to research problem. Comparatively, Mackenzie & Knipe (2006) assert that pragmatists takes the research problem as central and data collection and analysis chosen as those likely to provide greater insight into the question with no philosophical loyalty to any alternative paradigm. While positivism concerns a single reality and interpretivism multiple realities, pragmatism is concerned with multiple perception of a single reality as (Krauss, 2000). Further pragmatists are value laden as opposed to positivism that is value free. As such pragmatists/realists observe empirical domain by discovering it through a mixture of theoretical reasoning and experimentation, naming and describing generative mechanism that operate in the world. Pragmatists/Realists framework, both quantitative and qualitative methodologies are appropriate for researching the underlying mechanisms that drive actions and events.

This study was based on pragmatic/realist paradigm. Pragmatic paradigm was preferred for this study because it allowed the researcher to be free of mental and practical constraints that sometimes is a challenge when considering the dichotomy between positivism and constructivism (Creswell & Clark, 2011). Epistemologically, pragmatism allowed the researcher to decide how to interact with the research; ontologically, pragmatism offered a middle ground providing for a balance between fixed nature in construction of reality as advocated by positivist, constructivism and emancipatory paradigms in qualitative designs. Comparatively from the axiological view, Johnson &

Onwuegbuzie (2004) concurred that pragmatism offers the value free with no research bias, and balances between quantitative and qualitative research. Likewise, Creswell (2012) asserts that pragmatists are of the view that measurable world relates to an existing reality, with encompassing objectives, some subjective and sometimes a mixture of the two. Methodologically, pragmatism balances between deductive and inductive logic as proposed by Tashakkori & Creswell (2007), unlike positivism and post positivism that is guided by deductive logic only (Bryman, et al, 2010) which would have been a limitation to the researcher in this study. On the other hand, emancipatory paradigm advocates for the disadvantaged who are not only the focus of this study, but the study targets both the local members of the public together with county government officers and other stakeholders of county government projects in the project area.

### **3.2.1 Research Design**

A research design provides a framework for the collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process (Bryman et al, 2010), such as data collection methods, data analysis methods, and interpretation and presentation of the analysed data (Saunders, Lewis and Thornhill, 2009). This study adopted mixed-methods research approach utilizing both quantitative and qualitative methods of data collection and analysis. Mixed-methods approach involves gathering both numeric information using questionnaires as well as text information using interviews so that the final database represents both quantitative and qualitative information, according to Creswell (2003). Johnson and Onwuegbuzie (2004) state that mixed method approach offered a bridge and a continuum by using quantitative methods to measure some aspects of the phenomenon under study and qualitative methods for others. The mixed method approach provided for complementarity, completeness, expansion, corroboration or confirmation, compensation and diversity in data collection and interpretation.

Survey research design helped the researcher to describe data and characteristics of the phenomenon being studied and answer the questions who, what, where, when and how (Creswell, 2012). Correlation research design allowed for the measurement of two or more variables and allow for the determination of the extent to which the values for the

variables are related (Mertens, 2005). While the descriptive research design helped the researcher describe the phenomena under the study, correlation research design helped the researcher identify predictive relationships by use of both correlations and regression models; hence both the descriptive and correlation research designs are suitable for this study. The mixed method research approach allowed the use of both qualitative and quantitative data analysis. Similarly, Creswell (2012) states that mixed method provides for flexibility where the researcher can use descriptive and inferential data analysis.

### **3.3 Research Location**

Migori County is situated in the south-western part of Kenya. It borders Homa Bay County to the North, Kisii and Narok Counties to the East and the United Republic of Tanzania to the South. Lake Victoria borders the county to the West. The county is located between latitude 0° 24' South and 0° 40' South and Longitude 34° East and 34° 50' East. The county covers an area of 2,596.5 Km<sup>2</sup> including approximately 478 km<sup>2</sup> of water surface. The county has an altitude varying between 1,140m at the shores of Lake Victoria in Nyatike Sub-county to 4,625m in Uriri Sub-county. There are 7 sub counties in Migori County: Nyatike, Migori, Kuria West, Uriri, Kuria East, Awendo and Rongo Sub-counties. The total population of Migori County according to the 2009 population census was 917,170 comprising of 444,357 male and 472,814 female or 48.6 per cent male and 51.4 per cent female. This was projected to increase to 1,028,028 persons in the year 2012 and with a population growth rate of 3.8 per cent per annum, the population is expected to stand at 1,152,165 persons in 2015 and 1,243,272 persons in the year 2017 respectively.

### **3.4 Target Population**

This study targeted the 68 preschool projects under the management of County Government of Migori (Migori County Preschool Education Office, 2016). The study will target 13 members of preschool committee and at least one trained preschool teacher, alongside one sub county director of ECDE were targeted. The target population was therefore 884 committee members and 7 officers, totaling to 891. Table 3.1 presents the distribution of the target population.

**Table 3.1: Target Population Distribution**

<b>Sub County</b>	<b>Projects</b>	<b>Committee Members</b>	<b>Sub County Officers</b>	<b>Target Population</b>
<b>Migori</b>	11	13	1	144
<b>Kuria West</b>	7	13	1	92
<b>Kuria East</b>	9	13	1	118
<b>Uriri</b>	10	13	1	131
<b>Nyatike</b>	8	13	1	105
<b>Awendo</b>	12	13	1	157
<b>Rongo</b>	11	13	1	144
<b>Total</b>	<b>68</b>	<b>91</b>	<b>7</b>	<b>891</b>

**Source:** Migori County Development Profile (2015)

This study targeted committee members of preschool projects because the management of the projects rest with them. They were therefore considered to be in a better position to understand how selected institutional as well as political environmental factors influence public participation in monitoring and evaluation of county government projects in Migori County. Conversely, Sub County officers are technocrats with knowledge in handling and supervising teachers, teaching and learning materials for quality education of preschools. These officers often interact with preschool lead teachers, the management of preschool projects, and to some extent parents whose children are the intended beneficiaries of the projects. With this regard, the sub county directors of preschools in the seven sub counties were targeted to provide their input concerning the involvement of the public in monitoring and evaluation of preschool projects under their areas of supervision.

### **3.5 Sampling Procedures and Sample Size**

This section highlights the sampling methods and sample size that was selected for the study.

#### **3.5.1 Sample Frame**

This is an objective list of the population from which the researcher can make a selection. Further, Cooper and Schindler (2008) observe that a sampling frame should be a

complete and correct list of population members only. The sampling frame for this study was derived from committee members of all the 68 preschool projects in the County, alongside the sub-county directors of preschool education in the seven sub-counties.

### 3.5.2 Sampling technique

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Kombo, 2006).

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda & Mugenda, 2005). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as respondent or participant. There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size. This study adopted Yamane's (1967) formula; cited by Israel (2013), to calculate the sample size of committee members from upon whom questionnaire were administered as shown below:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{884}{1 + 884(0.05)^2} = 399$$

Where  $n$  is the sample size,  $N$  is the population size, and  $e$  is the level of precision (0.05), the calculated sample size was 399.

To ensure equal representation of each sub county in the study, stratified random sampling which involves dividing the population into homogeneous subgroups and then taking a simple random sample of  $f = n/N \times \text{sample size}$  in each subgroup will be used (Patton, 2002). Where  $f$  is the sample size of the sub group;  $n$  is the population of the sub

group; and  $N$  is the target population. The sample distribution of household heads is as shown in Table 3.2.

**Table 3.2: Distribution of Sample Size**

<b>Sub County</b>	<b>Committee Members</b>	<b>Sample size</b>	<b>Percent</b>
<b>Migori</b>	143/884 x 399	65	16.29
<b>Kuria West</b>	91/884 x 399	41	10.28
<b>Kuria East</b>	117/884 x 399	53	13.28
<b>Uriri</b>	130/884 x 399	58	14.54
<b>Nyatike</b>	104/884 x 399	47	11.78
<b>Awendo</b>	156/884 x 399	70	17.54
<b>Rongo</b>	143/884 x 399	65	16.29
<b>Total</b>		<b>399</b>	<b>100</b>

The study employed simple random sampling to select respondents from whom data was collected by use of questionnaires. Additionally, census method was used to select all the 7 sub county directors of preschool education who were used as key informants: data was collected from these informants by means of interviews.

### **3.6 Methods of Data Collection**

The main data collection techniques that were used in this study included; a survey questionnaire, face-to-face interview guide and documentary reviews of county government project records and the write-ups of minutes of the county project committee meetings. In order to achieve study objectives, the researcher made use of survey questionnaires, interview guides and documentary reviews of minutes, notices and media coverage for data collection.

#### **3.6.1 Survey Questionnaire for School Committee Members**

This is a technique of data collection in which each person is asked to respond to the same set of questions in a predetermined order (Cooper and Schindler, 2008). A survey questionnaire was developed to collect data from project committee members of the sampled active preschool projects in Migori County. This was because questionnaire is convenient for collecting data from a large population (Gall, Gall, and Borg, 2006).The



questionnaire had five sections: Section One assessed the demographic characteristics of the respondents; Section Two contained items on the organizational structure and public participation in monitoring and evaluation; Section Three had items on the organizational leadership and public participation in monitoring and evaluation; Section Four contained items on the human resource capacity and public participation in monitoring and evaluation; while Section Five contained items on the political environment and public participation in monitoring and evaluation.

The questionnaire items were measured on a 5-point Likert scale on a series of statements upon which the respondents were asked to state their levels of agreement as: 1= Strongly Disagree; 2= Disagree; 3= Neither Agree nor Disagree; 4=Agree; 5= Strongly Agree. The questionnaires were distributed to each preschool project and left with the lead teacher to coordinate the onward distribution to the sampled committee members. The filled in instruments were thereafter collected after three days.

### **3.6.2 Interview Guide**

An interview is an open ended discovery oriented method that is well suited for describing both program processes and outcomes from the perspective of the target audience or key stakeholder (Robson, 2010). It can also be described as a conversation with an individual whose goal is to deeply explore the respondent's points of view, feelings and perspectives. In-depth interviews can uncover valuable insights and enable one to find out the real story from the people in the know. This method of data collection was used to systematically record and document responses coupled with intense probing for deeper meaning and understanding of the responses.

The interview involved open-ended questions that were asked to the sub county education officers in charge of ECDE which were constructed from knowledge gained from literature on public participation in M & E of projects. According to Maxwell (2005), interview is often an efficient and valid way of understanding someone's perspective. The researcher asked inquisitive, exploratory and analytical focusing on institutional and political environmental factors influencing public participation in M & E of projects among preschool projects in Kenya.

Before the interviews, it was important to establish whether the individual county directors were willing to participate and whether they wanted the session to be voice recorded. The interviewees were also reminded about ethical guidelines, withdrawal, confidentiality and anonymity too were reviewed and reemphasized. All interviews started with an informal session to establish rapport through greetings and asking general questions about the region. The recordings were played back to the interviewees for them to listen to their responses before the interviews were closed. This was only done with the interviewees who requested to listen to their voices before the sessions were concluded.

### **3.6.3 Document Analysis Guide**

Documentary Literature review is a vast resource for qualitative researchers. Literature contains both first-hand and second-hand information as well as objective and subjective information. Types of literature common in qualitative research are journals, records and personal diaries. The literature is analyzed by reading with purpose like a researcher may have a hypothesis that can be validated or rejected through reading a piece of literature with that hypothesis in mind. In relevant county government records, the researcher analysed the Project Management Framework (PMF) of M&E for County Governments in Kenya. This document articulates openness and accountability including public participation in financial matters in the 47 counties of the Republic of Kenya (Republic of Kenya, 2010). This document was selected based on the fact that evaluation of government funded projects requires the participation of the citizens, particularly the stakeholders.

### **3.6.4 Pilot Testing of Research Instruments**

The outcome of a study is determined by the quality of research instruments (Creswell & Plano (2011). To check the validity of the research instruments, expert opinion was sought through university supervisors. While testing for reliability the survey questionnaire was administered to 48 committee members from the county government project committee members who were not included in the actual sample of the study. After pilot testing of the research instruments they were improved as appropriate.

### **3.6.5 Validity of Research Instruments**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results according to Mugenda and Mugenda (2003). Validity of research instruments was ensured through pilot testing to help refine the instruments, whereby one Sub County Education Officer was randomly selected and interviewed. This ensured that the instructions were clear and all possible responses to a question were captured (section 3.6.7). Prior to pre-testing, the researcher sought expert and peer opinion on the representativeness and suitability of the items. Suggestions for improvement were made as per necessary amendments.

For construct validity, the researcher took care through operationalization of the research variables. The researcher ensured that the operationalization through translation reflects the true meaning of the constructs. This is in line with Kothari (2004) who postulates that construct validity is how the researcher translates or transforms a concept of an idea into function and operating reality. The researcher also consulted the supervisors in validating the operationalization of the research variables.

To ensure content validity, the researcher provided theoretical definitions of the variables and selected indicators that cover the domain and dimensions of each of the research variables. Further the researcher consulted the judgment of the University of Nairobi supervisors to determine content validity. The researcher reviewed and improved the instrument as per the supervisors' comments to ensure that the instruments were able to address the objectives of the study.

Criterion validity was ensured using a suitable sampling method that allowed for good measurement of the variables as well as allow for generalization and transferability. Use of correlation, was helpful to ensure criterion validity through establishing the causal relationship of variables. The researcher also sought the help of the supervisors to appropriately establish measurement procedure which helped in measuring the study variables adequately

### **3.6.6 Reliability of Research Instruments**

Pre-testing of the tools were undertaken to test whether the questions are clear and easily understood. The pre-testing was also done to improve on the content of the questions and to estimate on the time required in undertaking the exercise. The pilot testing of the questionnaire was carried out on 39 school committee members selected through simple random sampling; thereafter issues arising from the questionnaire were clarified. The instrument was administered to the respondents twice (the period between the first and the second test was one week). The results of the first and the second test were correlated with the aid of Statistical Package for Social Sciences (SPSS). The correlation coefficient obtained was above 0.6 (3.6.6.1), indicating that the instrument was able to obtain consistent measurements from the respondent (Nunnally, 1978).

### **3.6.7 Results of Validity and Reliability Test**

The researcher interviewed one member of Public Service Board of Kakamega County during the pilot study to gauge the effectiveness of the interview guide in collecting quality data. Dependability of the tool was ensured through examination of raw data, data reduction products and actively taking notes during the process as well as recording the whole process. After the interview process, the key informant was debriefed of what had been recorded so that unclear areas could be noted and possibly corrected.

Based on data collected during the pilot study, the reliability of the study questionnaire was tested using test retest. The target sample for pilot study was 39 committee members of preschool projects in Migori County. Data was collected from 30 out of the 38 respondents, representing 78.9% return rate. The overall reliability for correlation coefficient was found to be .849 which is greater than the threshold 0.70 (Nunnally, 1978). This means there was 84.9% consistency of response between the first and the second test. Table 3.3 illustrates the reliability analysis results of the study variables:

**Table 3.3: Reliability Analysis of the variables**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Organizational structure	.751	13
Leadership style	.946	23
Human resource capacity for M&E	.803	12
Political environment	.932	16
Public Participation in M&E	.791	12

As presented in Table 3.3 above, the reliability analysis reveals alpha coefficient above the standard of .70. For instance, organizational structure was measured by using 13 items and the reported reliability is .751; leadership style was measured using 23 items and the reported reliability is .95; human resource capacity was measured using 12 items and the reported reliability is .812; political environment was measured using 16 items and the reported reliability is .913; while public participation was measured using 12 items and the reported reliability is .791.

### **3.7 Data Collection Procedures**

The data collection process started by first the study seeking for permission from relevant authorities to conduct the research. Permission was sought from the relevant government authorities including National Council for Science, Technology and Innovation, the County Director of Education of MOE in Migori County and the Migori County Government leadership in charge of county development projects. Two research assistants were recruited for data collection and data entry. The research assistants were taken through training to enable them clearly understand the purpose and variables of the research, as well as ethics of the research to be considered.

### **3.8 Methods of Data Analysis**

This study collected and analyzed both qualitative and quantitative data. Qualitative data was analyzed using Thematic Analysis whereas descriptive statistics and multiple regressions Analysis were used to analyze quantitative data. Descriptive statistics was used to assess the institutional factors affecting public participation in M&E of pre-school projects. This study identified three institutional factors: organizational structure,

leadership style; capacity of HR; and political environment. In this respect, measures of central tendency such as mean (M) and standard deviation (SD) were applied. The data obtained from the Key informants using interview guide was used to triangulate the data obtained ward administrators and sectional heads through questionnaire method.

### 3.8.1 Descriptive Data Analysis

Non parametric data was analyzed descriptively by central tendency and measures of dispersion. The arithmetic mean is the measure for central tendency while standard deviation was the measure of dispersion. Due to the relative homogeneity groups guided by common organizational vision and implemented through a uniform strategy approach of uniform activities, the finite research population is expected to be normally distributed and data is expected to cluster around statistical averages. Data therefore be measured to assess whether it has strong or weak central tendency.

### 3.8.2 Inferential Statistics

Data was analyzed according to indicators of the variables as summarized in the Table 3.5.

**Table 3.5: Variables and Indicators**

<b>Variables</b>	<b>Indicators</b>	
<b>Dependent</b>	Public participation in M & E of Projects (Y)	Public involvement, publicity,
<b>Independent Institutional Factors</b>	Organizational structure (X <sub>1</sub> )	Types of organisation structure
	Organizational leadership (X <sub>2</sub> )	Types of Leadership styles
	HR Capacity in M and E (X <sub>3</sub> )	Competency in awareness creation and capacity building
<b>Political Environment</b>	Political environment (X <sub>4</sub> )	Party politics; Coalitions in government Political interests
	Political environment (X <sub>5</sub> moderator)	Effect of Political environment Organizational structure Organizational leadership Capacity in M and E

Thus, organizational structure, organizational leadership, and human resource capacity in M & E were compared with public participation in M & E. These variables were tested from a general multiple regression equation of the form:

$$Y_i = a_i + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Where

$Y_i$  = Public participation measured on a summated scale of 1= Strongly Disagree and 5 = Strongly Agree

1 – 4:  $Y_1$  is the unit of public participation due to organizational structure;

$Y_2$  is the unit of public participation due to leadership style

$Y_3$  is the unit of public participation due to human resource capacity

$Y_4$  is the unit of public participation due to political environment

$a$  = Level of public participation in M&E projects when institutional factors and political environment are unchanged ( $a_1 \dots a_4$ )

$a_1$ =Level of public participation in M&E projects when the organizational structure is unchanged

$a_2$ = Level of public participation in M&E projects when the organizational leadership is unchanged

$a_3$  = Level of public participation in M&E projects when the human resource capacity is unchanged

$a_4$ = Level of public participation in M&E projects when the political environment is unchanged

$b_i$  = Coefficients of the predictors (being organizational structure; organizational leadership, capacity of human resource; political environment):

$b_1$  = unit change in public participation due to change in organizational structure;

$b_2$  = unit change in public participation due to change in leadership style;

$b_3$  = unit change in public participation due to change in human resource capacity.

$b_4$  = unit change in public participation due to change in political environment.

$x_i$  = Independent (explanatory) variables ( $X_1, \dots, X_4$ ):

$X_1$  = Change in organizational structure explaining unit change in public participation;

$X_2$  = Change in leadership style explaining unit change in public participation;

$X_3$  = Change in human resource capacity explaining unit change in public participation

$X_4$  = Change in political environment explaining unit change in public participation

$\epsilon$  = Margin of error

$\epsilon_1$  = unit change in public participation not explained by unit change in organizational structure;

$\epsilon_2$  = unit change in public participation not explained by change in leadership style;

$\epsilon_3$  = unit change in public participation not explained by change in human resource capacity

$\epsilon_4$  = unit change in public participation not explained by change in political environment

A partial regression coefficient represents the change in dependent variable, due to one unit change in independent variable;  $e$  is the margin term.



### **3.8.3 Qualitative Data Analysis**

The qualitative data obtained from open ended questions in the fourth objective was analyzed using Thematic Analysis. This involved categorizing generated answers into outstanding themes and reported in narrative forms. The qualitative data was used to compliment the information obtained from analysed documents.

### **3.9 Ethical Issues**

It is important to consider the ethical implications of study work. After explaining the purpose and objective of the visit to office or residence; before engaging the respondent, informal consent to participate in this study was obtained from the respondents. The researcher first sought for a research authorization permit from the including National Council for Science, Technology and Innovation. A copy of the research authorization permit was given to the County Director of Education (MOE) Migori County and the Migori County Government leadership in charge of county development projects. The researcher considered adherence to some of the basic individual, group or governments set of ethics. Confidentiality and privacy of information collected was communicated to the respondents before the start of the interviewing process.

### **3.10 Operationalization of the Study Variables**

This section provides an operational explanation of the variables as used in the study. The variables to be studied include as independent variables, organizational structure, organizational leadership and capacity in M & E and the political environment on public participation in monitoring and evaluation of county government projects which was the dependent variable and political environment as the moderating variables of the institutional factors in relation to public participation in monitoring and evaluation of county government projects as shown in Table 3.6, which gives a summary of the operational definition of variables which include their respective indicators, measurement, and type of statistical analysis and tool of analysis.

**Table 3.6: Operationalization of Study Variables**

<b>Objectives</b>	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Indicators</b>	<b>Measurement Scale</b>	<b>Type of tool</b>
Organizational structure influence on public participation in M & E of county projects	Influence of county government structure	Public participation in M & E of county projects	Smoothness of functions	-Nominal Interval	Descriptive statistics Regression analysis
Organizational leadership influence on public participation in M & E of projects of county projects	Influence of organizational leadership styles	Public participation in M & E of county projects	Types of Leadership	Nominal Interval	Descriptive statistics Regression analysis
Influence of human resource capacity on public participation in M & E of county projects	Influence of human resource capacity	public participation in M & E of county projects	Education levels Number of Public hearings	Nominal Interval	Descriptive statistics Regression analysis
Influence of political environment on public participation in M & E of county projects	Influence of political environment	Public participation in M & E of county projects	Political good , politicization of projects	Nominal Interval	Descriptive statistics Regression analysis

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

The purpose of this study was to assess the institutional and political environment factors affecting public participation in monitoring and evaluation of pre-school projects in Migori County, Kenya. The specific objectives were to establish ways in which organizational structure influences public participation in M&E; to examine the extent to which organizational leadership influences public participation in M&E; assess the extent to which human resource capacity influences public participation in M&E; establish ways in which political environment influences public participation in M&E; and to assess the extent to which political environment moderates the relationship between institutional factors and public participation in M&E of pre-school projects in Migori County. This section therefore presents the findings of the study based on the aforementioned specific objectives.

#### **4.2 Participants' response rate**

Out of 399 questionnaires distributed to the sampled respondents, 272 were returned. This represents 68.17% questionnaire return rate. The study considered this return rate appropriate given that public participation in M&E is a new concept within newly devolved units in Kenya.

On the other hand, the researcher was able to conduct interviews with all the six sub county directors of education. For the purposes of confidentiality, the interviewees were provided with codes which ran as: Sub County Director of Education one (SCDE 1) up to Sub County Director of Education seven (SCDE 6). Thus, there was SCDE 1 – SCDE 6.

#### **4.3 Demographic Information of Participants**

In this section the participants' responses on their personal characteristics have been analyzed and explanations given.

### 4.3.1 Participants' gender

The study participants by gender are shown in Table 4.1.

**Table 4.1: Project Committee Members by Gender**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Male	201	73.9
Female	71	26.1
<b>Total</b>	<b>272</b>	<b>100.0</b>

Table 4.1 illustrates that majority (201; 73.9%) of the sampled pre-school committee members are males while 26.1% (71) are females. This implies that the membership of pre-school projects in the county (Migori County) is dominated by male persons. The county seems not to observe one-third gender balance stipulated by the constitution of Kenya (Republic of Kenya, 2010).

### 4.3.2 Participants' Age

The preschool committee members were asked to indicate their age in years using the guidelines given as: Less than 19 years, between 20-29 years between 30-39 years, between 40-49 years and over 50 years. The responses by age were presented as shown in Table 4.2.

**Table 4.2: Project Committee Members by Age in Years**

<b>Age in Years</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Less than 19 years	10	3.7
Between 20-29 years	19	7.0
Between 30-39 years	115	42.3
Between 40-49 years	102	37.5
Over 50 years	26	9.5
<b>Total</b>	<b>272</b>	<b>100.0</b>

As shown in Table 4.2, 79.2 per cent were aged between 30 and 49 years old where (115; 42.3 per cent were aged between 30-39 years and 102 or 37.5 per cent were aged between 40-49 years). There were only 29 or 10.7 per cent aged less than 19 years and between 20-29 years and 26 or 9.5 per cent were aged over 50 years among the county government pre-school project committee membership in Migori County. This shows that most of the county government pre-school project committee membership in Migori County was in the active working age-group and therefore they were mature enough to make informed decisions about the implementation of the county government pre-school projects.

#### 4.3.3 Project Committee Members by highest education level

Based on levels of education the study results were as shown in Table 4.3.

**Table 4.3: Project Committee Members by Highest Level of Education**

<b>Highest Level of Education</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
None	9	3.3
Primary	59	21.7
Secondary	116	42.6
Certificate	66	24.3
Diploma/Degree	22	8.1
<b>Total</b>	<b>272</b>	<b>100</b>

According to Table 4.3, the study findings depicted, most of the committee members (116 or 42.6 per cent) had attained secondary level of education; 66 or 24.3 had certificate levels; 59 or 21.7 percent had primary level; 22 or 8.1 percent had diploma and degree levels of education, and 9 or 3.3 percent had not attained any level of formal education. With over 75 percent of the committee members having secondary and above levels of education, it was expected that they were aware of the project requirements and were expected to be active during public participation forums.

#### 4.3.4 Project Committee Members by Occupation

The preschool committee members were asked to indicate their occupation using the guidelines given as non-skilled artisan career, skilled artisan career and professional career. The results were as shown in Table 4.4.

**Table 4.4: Project Committee Members by Occupation**

<b>Occupation</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Non skilled artisan career	53	19.5
Skilled artisan career	109	40.1
Professional career	110	40.4
<b>Total</b>	<b>272</b>	<b>100.0</b>

As shown in Table 4.4, majority of the committee members (80.5 percent) were either in skilled artisan career (109; 40.1 per cent) or in professional career (110; 40.1 per cent) and only 53 or 19.5 per cent of the committee members worked as unskilled informal artisans. There was high possibility that public participation was positively viewed at the county government pre-school project committee membership because the members understood the need for public participation in M & E of county government pre-school projects in Migori County.

#### 4.4 Descriptive Analysis

This section presents descriptive analysis of the study variables. It begins with the analysis of the dependent variable

##### 4.4.1 Public Participation in M&E

For the purposes of establishing the status of public participation in M&E of pre-school projects in the study area, descriptive analysis was run on involvement of members of the public in M&E of projects, public satisfaction with their involvement in M&E of projects, consultations with communities and stakeholders, and county staff satisfaction with their involvement in M&E of projects. In this regard, respondents were asked to state the level of their agreement/disagreement to various statements presented in the questionnaire with regard to public participation in M&E. A scale of: Strongly Disagree;

Disagree; Undecided; Agree; Strongly Agree; and Don't Know was used to measure the responses from respondents. Table 4.5 presents the descriptive statistics obtained by the study.

**Table 4.5: Descriptive Analysis of Public Participation in M&E**

	<b>N</b>	<b>Mean</b>	<b>SD</b>
Involvement of members of the public in M&E of projects	272	4.32	0.736
Public satisfaction with their involvement in M&E of projects	272	2.36	1.003
Consultations with communities and stakeholders	272	2.43	1.132
County staff satisfaction with their involvement in M&E of projects	272	3.15	0.961
<b>Mean Score</b>	<b>272</b>	<b>3.88</b>	<b>0.958</b>

Table 4.5 indicates that the sampled respondents generally agreed with regard to the existence of aspects of public participation presented in the study instrument. Mean score for the aspects of public participation in M&E is 3.88, and based on the study instrument, 3.88 leans closer to 4, denoting agree. Equally, members agreed ( $M=4.32$ ;  $SD=0.736$ ) that there is involvement of members of the public in M&E of projects in the county. However, the sampled respondents disagreed ( $M=2.36$ ;  $SD=1.003$ ) that members of the public are satisfied with their involvement in M&E of pre-school projects in the area. Additionally, the sampled members of pre-school committees also disagreed ( $M=2.43$ ;  $SD=1.132$ ) that there is consultations with communities and stakeholders in M&E processes in the county. The respondents were nonetheless undecided ( $M=3.15$ ;  $SD=0.961$ ) as to whether or not the county staff are satisfied with their involvement in M&E of pre-school projects in the county.

Figures 2 and 3 illustrate some public forum activities, signifying involvement of members of the public in discussing proposed projects.



**Figure 2: Public participation forum in Migori County**





**Figure 3: Public participation meeting in Migori County**

#### **4.4.2 Organizational Structure**

The respondents were also asked to provide their responses concerning types of organizational structures adopted by pre-school projects in the County. Based on a Likert scale of Strongly Disagree; Disagree; Undecided; Agree; Strongly Agree; and Don't Know, responses obtained from the sampled committee members are as presented in Table 4.6.

**Table 4.6: Descriptive analysis of Organizational structure**

	<b>N</b>	<b>Mean</b>	<b>SD</b>
Horizontal structure	272	4.65	0.998
Vertical structure	272	3.56	0.897
Mechanistic structure	272	3.54	0.945
Organic structure	272	4.45	1.005
Mean Score	272	4.05	0.961

Based on the study instrument, Table 4.6 illustrates that the sampled committee members generally agreed ( $M=4.05$ ;  $SD=0.961$ ) that organizational structures of the pre-school

projects are appropriate in the implementation of pre-school projects. Conversely, the respondents agreed ( $M=4.65$ ;  $SD=0.998$ ) that horizontal structure is adopted by the preschool projects; the respondents were undecided ( $M=3.56$ ;  $SD=0.897$ ) whether or not vertical structure is adopted by the pre-school projects. In addition to this, the respondents slightly agreed ( $M=3.54$ ;  $SD=0.945$ ) that mechanistic structure is used to a large extent among the preschool projects. However, they agreed ( $M=4.45$ ;  $SD=1.005$ ) that organic type of organization is practiced in county.

#### 4.4.3 Leadership Styles

The second institutional factor that was assessed was the leadership styles adopted for the management of pre-school projects. The respondents were presented with various leadership styles and requested to state how they (styles) have been employed Most Infrequently (1); infrequently (2); Neither Frequently nor Infrequently (3); Frequently (4); Most frequently (5). Table 4.47 presents the descriptive analysis of leadership styles employed among pre-school projects in the county.

**Table 4.7: Descriptive Analysis of Leadership**

	N	Mean	SD
Autocratic style	272	3.21	0.897
Participative style	272	3.64	1.023
Transactional style	272	3.84	0.975
Transformational style	272	2.98	0.992
Mean Score	272	3.42	0.972

Table 4.7 indicates that the sampled respondents considered none of the presented leadership styles as being frequently or infrequently ( $M=3.42$ ;  $SD=0.972$ ) employed by the leadership of the pre-school projects They indicated that autocratic leadership style ( $M=3.21$ ;  $SD=0.897$ ) was neither frequently nor infrequently employed; participative leadership ( $M=3.64$ ;  $SD=1.023$ ) and transactional leadership style ( $M=3.84$ ;  $SD=0.975$ ) were both slightly frequently employed by the leadership of the projects. Transformational leadership style ( $M=2.98$ ;  $SD=0.992$ ) was however, indicated by the sampled respondents to be neither frequently nor infrequently employed in the

management of the pre-school projects. These results imply that the organizational leadership was neither enhancing nor inhibiting public participation in monitoring and evaluation of the preschool county governments funded construction projects in Migori County.

#### 4.4.3 Capacity of HR in Monitoring and Evaluation

In assessing the capacity of HR in M&E of pre-school projects in the study area, various aspects of HR capacity were presented to the respondents and requested to indicate their agreement as: Strongly disagree (1) Disagree (2) Neutral (3) Agree(4) Strongly Agree (5) and Don't know N/A (6). This was with regard to how they (aspects of HR capacity) have tended to influence public participation in M&E of the projects under study. Table 4.8 presents the descriptive analysis of HR capacity in M&E of pre-school projects.

**Table 4.8: Human Resource Capacity in M & E**

	N	Mean	SD
Capacity to create awareness of M&E	272	3.23	1.263
Competencies of county officials in M&E	272	3.76	0.893
HR Policy on M&E of projects	272	2.89	0.973
Competency in capacity building training	272	2.84	1.013
Mean score	272	3.18	1.0355

Table 4.8 illustrates that the sampled respondents were in overall undecided ( $M=3.18$ ;  $SD=1.0355$ ) as to whether or not aspects of HR capacity presented to them. Similarly, they were also undecided ( $M=3.23$ ;  $SD=1.263$ ) on whether capacity of county officials to create awareness of pre-school projects. However, the sampled committee members slightly agreed ( $M=3.76$ ;  $SD=0.893$ ) with regard to whether competencies of county officials in M&E influence public participation in M&E. The sampled respondents disagreed that HR policy on M&E of projects ( $M=2.89$ ;  $SD=0.973$ ) and competency of county officials in capacity building training workshops ( $M=2.84$ ;  $SD=1.013$ )

#### 4.4.4 Political Environment

The political environment within which the studied pre-school projects are located was also assessed. To this end, various indicators or aspects regarding political environment

in relation to public participation in M&E of county government projects were provided rated on a six point Likert scale ranging from Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5) and Don't know N/A. The responses were as shown in Table 4.9

**Table 4.9: Descriptive Analysis of Political Environment**

	<b>N</b>	<b>Mean</b>	<b>SD</b>
Political relationship with organizational structure	272	3.98	0.892
Political relationship with organizational leadership	272	4.48	0.945
Political relationship with HR capacity	272	3.79	1.003
<b>Mean score</b>	<b>272</b>	<b>4.8</b>	<b>0.947</b>

Table 4.8 illustrates that the sampled respondents generally strongly agreed ( $M=4.8$ ;  $SD=0.947$ ) that political environment has influenced institutional factors presented among the preschool projects in the county. To this end, the respondents agreed that political relationship with organizational leadership ( $M=4.48$ ;  $SD=0.945$ ); organizational structure ( $M=3.98$ ;  $SD=0.892$ ) and political relationship with HR capacity ( $M=3.79$ ;  $SD=1.003$ ) have affected public participation in M&E to some extent. According to results shown in Table 4.8, the political environment has tended to affect public participation in M&E to some extent.

#### **4.5 Hypothesis Testing**

To determine the relationships between the independent and the dependent variables, the researcher ran Pearson's correlations analysis to determine the strength of the direction of the relationship and tested five hypotheses using regressions analysis.

### 4.5.1 Correlations

To determine the nature and direction of the relationship that exists between institutional factors (organizational structure, leadership style, human resource capacity and political environment) and public participation in M&E of preschool projects, the researcher used Pearson's (r) correlation coefficients. Table 4.10 presents the results

**Table 4.10: Correlations between institutional variables and public participation**

		Public participation	Organizational structure	Leadership style	HR Capacity	Political environment
1	Public participation in M&E	1				
2	Organizational structure	.508** (0.01)	1			
3	Leadership style	.503** (0.01)	.224** (0.01)	1		
4	HR Capacity in M&E	.811** (0.01)	.138** (0.01)	.414** (0.01)	1	
5	Political environment	.876** (0.01)	.645** (0.01)	.215** (0.01)	.234** (0.01)	1

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

Source: Survey (2016)

Table 4.10 shows the relationships between the dependent (public participation in M&E of projects) and all the independent (institutional & political factors) variables to be positively correlated. However, significant and strong relationships are found with three of the independent variables; political environment (.876\*\*, p<0.01; 2-tailed); leadership style (.503\*\*, p<0.01; 2-tailed); and HR capacity in M&E (.811\*\*, p<0.01; 2-tailed).

Equally, results in Table 4.10 shows a significant relationship between political environment and organizational structure (.645\*\*, significant at the 0.01 level 2-tailed) as well as between HR capacity and leadership style (.414\*\*,  $p < 0.01$ ; 2-tailed). This also implies that the more there is suitable leadership style, human resource capacity in M&E of preschool projects will be enhanced in Migori County. This is suggestive of the fact that the more favourable political environment, leadership style, and HR capacity in M&E (in that order), the high public participation in M&E of preschool projects would be in Migori County.

#### 4.5.2 Hypothesis 1

$H_0^1$  Organizational structure does not have significant effect on public participation in M & E of preschool projects in Migori County.

To determine the relationship between organizational structure and public participation in M&E of pre-school projects, linear regression analysis was run. Table 4.11 presents linear regression analysis between organizational structure and public participation in M&E.

**Table 4.11: Linear Regression of Organizational Structure and public Participation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.023	.326		6.204	.000
1 Organizational structure	.438	.108	.508	4.047	.003

Dependent Variable: **public participation in M&E of projects**

Table 4.11 present the actual influence of the coefficient (organizational structure) on the dependent variable (public participation in M&E) of pre-school projects. The unstandardized beta for organizational structure is .438. This implies that for every unit improvement in the organizational structure, there were .438 unit improvements in public participation in M&E of pre-school projects. This shows that organizational structure is a significant and positive predictor of public participation in M&E ( $\beta = .438$ ;  $p = 0.003$ ). The

regression equation  $Y = \beta_0 + \beta_1 X_1 + \varepsilon$ , with the constant ( $\beta_0$ ) being 2.023, the coefficient can be plugged into the formula to predict public participation in M&E of pre-school projects using the organizational structure

$$Y = \beta_0 + \beta_1 X_1$$

Public participation in M&E = 2.023 + .438 of organizational structure.

The direction of the relationship (whether negative or positive) between organizational structure and public participation in M&E, was also analysed. Table 4.12 presents the model summary of the analysis.

**Table 4.12: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.508 <sup>a</sup>	.645	.606	.32397	.505	16.377	1

a. Predictors: (Constant), Organizational structure

Table 4.12 illustrates the “goodness fit” of the model. The R- squared of .645 indicates that organizational structure causes 65% change in public participation in M&E of pre-school projects. This implies that the relationship between organizational structure and public participation in M&E of pre-school projects is positive and strong. The remaining 35% of change in public participation in M&E of pre-school projects is due to other factors other than organizational structure.

During interviews conducted with the Sub County Directors of Education, it emerged that stakeholders in preschool projects have clearly defined roles as stated by one officer:

*All officers and members of preschool committees have defined roles and specific tasks to accomplish. There minimal situations of role conflict in the management of preschool projects in the sub county (SCDE 4).*

This tends to imply that the organizational structure of preschool projects have put in place clearly defined reporting structure that minimizes conflict among officers. This is

therefore expected to enhance M&E in preschool projects including public participation in the same.

Another concern that was responded to by the sampled sub county officers was whether rules and procedure in decision making is adhered to by the stakeholders with regard to public participation in M&E of preschool projects. The responses of the sampled officers tended to suggest that although this is the requirement, some committee members are ignorant of the requirements hence are not fully adhering to them fully, as one of them stated:

*Most committee members are parents whose children are attending the public preschool projects in the county. Due to their level of education, they do not adequately comprehend the demands of rules and procedure (SCDE 1).*

This finding portrays a picture of ignorance of procedure and rules that might be important in enhancing essential practices like public participation in M&E of preschool projects. This points at a mechanistic type of structure. This could mean that in the event that committee members are assigned various duties, some members may not be able to accomplish their assignments. It also emerged that the preschool managers often delegate some duties to the subordinates, as stated by one of the officers, that:

*Duties like supervising distribution of reading materials, preparation of parents' meetings, or preparation of geographical tours are often assigned to assistant teachers (SCDE 6).*

Another officer responded that:

*Duties like supervising construction of a toilet for preschool learners are mostly assigned to one or two committee members (SCDE 3).*

This finding seems to point at the fact responsibilities are not concentrated in the center manager's docket, but spread among the stakeholders. This tends to be a relatively positive indicator of public participation in the projects. When the researcher enquired



whether the organizational structure allows public participation in decision making, it emerged that all decisions are arrived at during committee meetings and public forums as stated by one officer:

*Public barazas and other forums like burial ceremonies, church congregations among others are used to invite stakeholders to committee meetings. During these committee meetings, members are asked to make decisions through voting (SCDE 5).*

This finding suggests that every possible method is used to ensure that stakeholders in preschool projects are invited to meetings in which important decisions affecting the projects are made. The importance of public participation in decision making in preschool projects seems to be a major priority among the project managers.

Clarity in communication channels is important in ensuring that the stakeholders are aware of when their participation in project activities is required. When the researcher enquired from the sampled officers whether communication channels among preschool projects is clear, it was revealed that the center managers are directly responsible receiving and dissemination of information. One officer stated that:

*The center manager communicates the expectations of the stakeholders to the county government, which also communicates the same to the stakeholders through the manager (SCDE 2).*

During another interview, one officer asserted that:

*All other staffs working in preschool projects get directives from the center manager who consequently reports to the Sub County Director. The center manager also engages with the committee members on a daily basis in the management of the project (SCDE 5).*

This is an indication that the center manager is the focal point in as far as delegation of authority as well as receiving of instructions from the Sub County Director's offices is

concerned. To this point, it seems there exists some vertical type of communication structure where instructions are flowing from the sub county education officers to the preschools in the area. Having established that there is communication clarity in the preschool projects, the researcher enquired whether there is a monitoring and evaluation department in the County. It was revealed from the interviews that the county has an established M&E department as stated by one officer:

*Within the county project officer's office, there is the monitoring and evaluation department. This department monitors and evaluates all projects initiated by the sub county on behalf of the county (SCDE 6).*

This finding implies that an M&E department exists in the county and is charged with monitoring as well as evaluating all the preschool projects among others. It is therefore expected that the activities of M&E of preschool projects in the county are well coordinated. The organizational structure adopted by the sampled officers was suggested to be one where authority is freely delegated to subordinates as well as committee members. This was stated by most of the sampled officers, as had been asserted by one of them as:

*The organizational structure is one that spreads the authority or responsibilities to various stakeholders and officers (SCDE 1).*

This tends to point at a structure in which power is not concentrated in the hands of one officer. This is as opposed to a structure where authority is concentrated in the hands of one individual. Thus, a trend of a mixture of organizational structures is emerging from the interviews. Equally, the sampled Sub County officers were requested to whether there is accountability and responsibility requirement for project officers. Responses suggested that project officers are required to account for every resource that is utilised during project implementation by adequately submitting timely reports to the committee, as stated by one respondent:

*Project expenditures are often presented to the committee during committee meetings where budgets and expenditures are endorsed through casting of votes (SCDE 4).*

This tends to imply that the public is fully involved in the decision making process in preschool projects in the study area. Further scrutiny of the Public Management Framework revealed that the framework provides extensive public participation avenues in financial matters as enshrined in Article 201 of the Kenyan Constitution (republic of Kenya, 2010).

Most researchers agree that participative decision-making is not a unitary concept. Somech (as cited in Steinheider, et al., 2006) delineates five aspects of PDM: decision domain, degree of participation, structure, target of participation, and rationale for the process. Public participation differs between county and centralized government. A number of studies suggested that public participation is more in devolved county governments because small communities promote more attachment and social capital (Steinheider, et al., 2006) Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process (Sager, 1999). The democratic leadership style involves facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision (Probst, 2005).

The democratic leader must also be able to communicate that decision back to the group to bring unity to the plan chosen (Costa and Kahn, 2003). Public participation is one of the cornerstones of democratic governance because it allows equal benefits to all stakeholders like the politicians, government officials and civil society (Metzger, et al., 2012). County government facilitates and encourages public awareness and participation by making information widely available (Kelleher and Lowery, 2009). Effective access to judicial and administrative proceedings, including redress and remedy is provided (Pring and Noé, 2002).

In an autocratic participative decision-making style, similar to the collective style, the leader takes control of and responsibility for the final decision (Probst, 2005). The difference is that in an autocratic style, members of the organizations are not included and the final outcome is the responsibility of the leader. This is the best style to use in an emergency when an immediate decision is needed (Metzger, et al., 2012).

In a consensus participative decision-making style, the leader gives up complete control and responsibility of the decision and leaves it to the members of the organization (Cotton et al., 1988). Everyone must agree and come to the same decision. This might take a while, but the decisions are among the best since it involves the ideas and skills of many other people (Debruin, 2007). Team work is important in this style and brings members closer together while trust and communication increase (Metzger, et al 2012).

### 4.5.3 Hypothesis 2

$H_0^2$  Organizational leadership does not have significant effect on public participation in M & E of preschool projects in Migori County

The second hypothesis was meant to test the relationship between organizational leadership and public participation in M&E of pre-school projects. The actual influence of the coefficient (organizational leadership) on public participation in M&E of pre-school projects was computed using linear regression analysis. Table 4.13 presents the linear regression analysis.

**Table 4.13: Linear Regression Analysis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	240.945	5.116		47.093	.000
	Organizational leadership	19.277	1.896	.503	10.167	.000

Dependent Variable: **public participation in M&E of projects**

According to Table 4.13, the unstandardized beta for organizational leadership is 19.277. This implies that for every unit improvement in the organizational leadership, there were

19.277 unit improvements in public participation in M&E of pre-school projects. The regression equation  $Y = \beta_0 + \beta_2 X_2 + \varepsilon$ , with the constant ( $\beta_0$ ) being 240.945, the coefficient can be plugged into the formula to predict public participation in M&E of preschool projects using the organization leadership.

$$Y = \beta_0 + \beta_2 X_2$$

Public participation in M&E = 240.945 + 19.277 of the organization leadership

The direction of the relationship (whether negative or positive) between organization leadership and public participation in M&E of preschool projects was also analysed. Table 4.14 presents the model summary of the organization leadership and public participation in M&E.

**Table 4.14: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.503 <sup>a</sup>	.482	.606	.32397	.545	16.377	1

a. Predictors: (Constant), Leadership style

Table 4.14 illustrates that  $R^2$  is .482 ( $R^2 = .482$ ;  $P < 0.05$ ). This illustrates that the direction of the relationship is positive and strong; the contribution of organization leadership towards public participation in M&E is strong, hence the model was a good predictor of the variation in the dependent variable. This finding implies that leadership of the organization explains 48% of variation in public participation in M&E of pre-school projects in the area. Consequently, 52% of variation in academic achievement of pupils is explained by other variables other than income level of parents.

Through interviews conducted with the sub county officers in charge of education, the study revealed that the final decision making authority in the county is a preserve of the Governor, although such decisions are informed by advices from respective heads of departments. This is what one officer commented:

*Decisions made by the County regarding educational matters are informed by issue raised from educational projects on the ground. There are no unilateral decisions which are not supported by issues from the ground (SCDE 3).*

This finding implies that the final decision making, although pronounced by the Governor, is actually a preserve of the different entities or projects spread within the county. The researcher also enquired from the respondents whether the county officer of education includes project committee members in decision making. The general theme that emerged from the responses gathered is that decisions touching on the preschool projects are made based on the recommendations of the committee members as stated by one officer:

*The County Director often requests committee members of projects to convene a meeting to discuss any emerging issue in line with the government policy requirement. The deliberation of the committee is then adopted as a decision made by the committee (SCDE 4).*

The comments attributed to SCDE 4 suggest that decisions touching on preschool projects are arrived at through the participation of committee members. This would mean that each and every project has its own unique style of leadership to govern it. As concerns whether such decisions are generally based upon majority voting, the outstanding theme obtained by the study is that majority rule reigns in all decision making processes. This was succinctly stated by one respondent as:

*Committee members are first requested to contribute their opinion concerning the issue at hand; thereafter recommendations for adoption are raised and seconded by members. These recommendations are thereafter voted against either through secret ballot or through other means acceptable by all members (SCDE 1).*

This comment tends to suggest that the leadership style follows democratic tenets where process of carrying out any activity is acceptable by all concerned parties. The recommendations adopted are also made by the majority of stakeholders concerned. This therefore indicates that the County Education officer only makes decisions concerning

the preschool projects after consulting the committee members as was stated by one respondent:

*The county officer in charge of preschool projects only makes decisions based on recommendations of the preschool committee members' meeting (SCDE 2).*

This finding implies that decisions made by the county officer of preschool projects are direct products of recommendations of committees of various projects. This, in essence, is decisions made with regard to consultation process or participatory process.

The study also sought to establish the forums through which decisions touching on preschool projects are made. To this end, responses obtained from the sampled officers suggested that two main forums are frequently used for making such decisions: public barazas and parents and teachers association (PTA) meetings. This was the comment of one respondent:

*During public barazas convened by community administrators, members of the public are at times requested to make a decision concerning certain projects like where a preschool project is to be situated (SCDE 3).*

Another officer commented that:

*A PTA meeting is often convened to decide on how certain activities of preschool project, like starting up feeding programme, is to be initiated and managed (SCDE 5).*

The comment by SCDE 5 tends to imply that the leadership style of the preschool projects involve various open or public forums benefiting individual areas to make decisions involving the projects. In analysing the PMF of Kenya, the study found that this was a requisite of the framework: that public participation, accountability and transparency in all project activities need to involve the citizens. The framework emphasizes that the public is the best managers when involved in the management of their money.

Basically, findings suggest that leadership style is satisfactory in the county in as far as public participation is supported by the same. This concurs with a study done by Crossen (2015) in examining the mediating influences of leadership style, and moderating effects of organisation formalisation, upon the relationship between self– leadership and follower engagement in New Zealand. Overall, the results suggested a positive relationship between a leader’s behaviour-focused strategies and transformational leadership. Another study by Paracha, et al. (2012) investigating between transformational and transactional leadership style that has an impact on employee performance using data from 6 schools working in Rawalpindi and Islamabad found that transactional and transformational both are significantly positive associated with Employee performance however transactional leadership was more significant than transformational..

Equally in Pakistan, Iqbal, et al. (2015) established that although autocratic leadership is useful in the short term, democratic leadership style is useful in all time horizons. Participation leadership style is most useful in long term and effect on employees is positive. But in contrast, Ogunola, et al. (2013) assessed the correlations between management style and job performance of employees of selected Nigerian brewing industries, it found that there was a relationship between management styles and job performance. Also, employees were found to be more responsive to the autocratic management style due to the nature of the work in the industries.

In Kenya, a study by Koech & Namusonge (2012) investigated the main effects of leadership styles on organizational performance at state-owned corporations in Kenya. As expected, laissez-faire leadership style is not significantly correlated to organizational performance. Anyango (2015), on the other hand, assessed the effect of leadership styles on employees’ performance at Bank of Africa, Kenya. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual simulation dimension, which had insignificant positive correlation with quality of performance.



#### 4.5.4 Hypothesis 3

$H_0^3$  Human resource capacity does not have significant effect on public participation in M & E of preschool projects in Migori County.

The third hypothesis tested the relationship between human resource capacity in M&E and public participation in M&E of preschool projects. The influence of the coefficient (HR capacity in M&E) on public participation in M&E of pre-school projects was computed using linear regression analysis. Table 4.15 presents the linear regression analysis.

**Table 4.15: Regression analysis**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	321.023	.326		6.204	.000
	HR Capacity	.51.390	.108	.811	4.047	.003

Dependent Variable: **public participation in M&E of projects**

Table 4.15 indicates that the Unstandardized Beta for HR capacity is 51.390, implying that for every one unit improvement in HR capacity in M&E, there was 51.390 unit improvement in public participation in M&E of preschool projects in the county. Public participation in M&E when HR capacity in M&E is zero is 321.023. The regression model is therefore presented as:

$$Y = \beta_0 + \beta_3 X_3 + \varepsilon$$

Public participation = 321.023+ 51.390 of HR capacity in M&E of preschool projects

The study also sought to establish the direction of the relationship between HR capacity in M&E and public participation in M&E of preschool projects. Table 4.16 presents the model summary of HR capacity and public participation in M&E of preschool projects.

**Table 4.16: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.811 <sup>a</sup>	.745	.706	.32397	.645	16.377	1

a. Predictors: (Constant), HR Capacity

Table 4.16 illustrates that  $R^2$  is .745 ( $R^2 = .745$ ;  $P < 0.05$ ). The direction of the relationship between the capacity of HR in M&E is positive and strong. This implies that the model was a good predictor of the variation in the dependent variable. This finding suggests that HR capacity explains 75% of variation in public participation in M&E of preschool projects. Consequently, 25% of variation in public participation is explained by other variables other than HR capacity in M&E of preschool projects.

During the key informant interviews, the sampled officers were asked to provide their opinion as to whether the public are made aware of the implementation of all the county projects in the area. The emerging theme from the interviews seems to suggest that all the county projects are made aware to the public, as was captured from one officer:

*Before any project is initiated, members of the public who are living in the area where the project is to be located are educated through public forums on the intended project (SCDE 3).*

This comment denotes that the public is not ambushed by projects initiated by the county, but are adequately made aware of the same before initiation. This would therefore be expected to win acceptance from the community in which the project is to be located.

In enquiring from the sampled officers whether the public have the ability to monitor and evaluate county projects, it emerged that such abilities are lacking on the side of the public. This aptly captured in one statement made by an officer:

*The amount of materials or proportions of materials to be used in, for instance, constructing a building for ECDE classroom is beyond the knowledge of committee members. To monitor and evaluate such projects require special skills and knowledge (SCDE 6).*

This finding tends to suggest that monitoring and evaluation require some skills and knowledge to accomplish. Members of the public in question might not have had such expertise to accomplish M&E of projects. On the other hand, it was established from the interviewees that the county government project officers have the ability to monitor and evaluate county projects. This was based on responses obtained by most of the sampled officers and captured in a statement made by one of them as:

*One of the requirements for selection to the position of the county project officer is possession of monitoring and evaluation qualifications and experience (SCDE 4).*

This is an indication that ability to monitor and evaluate county projects informs selection to the position of county project officer. It is therefore expected that all project officers have the ability to monitor and evaluate county projects. The interviewees also enthused that there is county project M&E framework that provides the procedure to be followed during the process of monitoring and evaluation. One of the statements depicting this is that:

*The procedure to be followed during M&E of county projects is specified in the M&E framework that has been developed from recommendations of the national Public Management Framework (PMF) of Kenya (SCDE 3).*

Another statement from the sampled officers indicated that:

*County M&E framework not only spells out the procedure to be followed, but also how the people to conduct the process are to be selected (SCDE 4).*

These comments suggest that the procedure of conducting M&E alongside people to conduct the same are clearly spelt out. It is therefore expected that there is minimal ambiguity in the all process of M&E of county projects in the area.

Similarly, the study sought to establish from the sampled sub county officers whether there are continuous capacity building workshops for the public and project officers on

M&E of county projects. Responses obtained from the interviews indicated that such initiatives are not there: there is no capacity building workshops for public and project officers in the county. This was captured in the statement provided by one officer:

*The project officers rely on the knowledge and skills (including experience) they possess in M&E for carrying out the same on county projects. At the same time, members of the public who do not have such skills are left fumbling around the whole process (SCDE 1).*

This statement implies that without capacity building workshops, the participation of the public in M&E of preschool projects may not be as effective as is envisaged by the PMF. However, in analysing the PMF with regard to capacity building workshop, the study discovered that it (PMF) is silent on the same (capacity building). This could mean that monitoring of county projects may not be professionally achieved by the public through participation, although feedback from the project can inform evaluation outcomes.

In contrast to reviewed literature, public participation, if correctly done, can greatly improve county government performance since it strengthens social equity outcomes for disadvantaged groups, helps reduce government inefficiencies and makes it more responsive to publics' needs and preferences. Counties are required by law to put in place legislation on public participation to give full effect to the County Government Act (CGA, 2012), subsequently improving its quality. Quality participation can eliminate or minimize risks often associated with devolution. A Public Participation Framework provides a roadmap for implementing participation at devolved level.

Equality of participation is a common criterion analyzed in evaluative studies and relates to the fairness of the deliberative process (Thompson, 2008). Word counts and "turns taken" by participants are direct and simple measures of participation, but are, of course, qualified by the recognition that perfect equality of contributions is not necessary for good deliberation (Steenbergen et al., 2003). Participant engagement measures the degree to which participants are engaged in the process, interact with one other, and question and build on others' ideas as well as there being evidence of genuine dialogue and

interchange of ideas. The public empowerment's four operational domains consist of four components: Activation of the public, competence of the public members in solving their own problems, project management skills, and ability of mobilizing resources (political, social, intellectual and financial (Bush, et al., 2002).

The activation of the public (domains) is understood as public members' participation in public problem solving process, creation of public groups, leaders, and networks, and their involvement level and relationship quality (Thompson, 2008). Competence of the public is considered as the knowledge and skills the public has to solve its problems, also problem-specific awareness, information dissemination skills, and communication skills within and between groups. Project management skills are understood as the ability of the public groups to use evidence-based methods in identifying and solving their problems during project development, implementation and evaluation. Mobilizing resources is defined as the ability to invest in social, intellectual, political and financial capital.

These operational domains represent those aspects of public empowerment that allow individuals and groups to organize and mobilize themselves towards commonly defined goals of political and social change (Laverack and Wallerstein, 2001). The term 'public' has many contradictory definitions. Different actors - practitioners, financiers, politicians and public members understand public in different ways. As a result, the concept of public is often contested causing confusion for policy makers when considering who benefits from public empowerment and capacity building. Napier (2002) defined public as a term associated with existing formal and informal public networks and local public governments.

Public empowerment includes efforts to deter public threats, improve quality of life, and facilitate public participation. The public empowerment model suggested by Wallerstein (1992) is multi-dimensional and includes the dimension of improved self-concept, critical analysis of the world, identification with the public members, participation in organizing public change. She defines empowerment as a social-action process that promotes participation of people, governments, and communities towards the goals of increased

individual and public control, political efficacy, improved quality of public life, and social justice.

#### 4.5.5 Hypothesis 4

H<sub>0</sub><sup>4</sup> Political environment does not have significant effect on public participation in M & E of preschool projects in Migori County.

The fourth hypothesis tested the relationship between political environment and public participation in M&E of preschool projects in Migori County. The prediction of the influence of political environment on public participation in M&E was measured through linear regression, using the model:  $Y = \beta_0 + \beta_4X_4 + \epsilon$ . Table 4.17 presents linear regression analysis of political environment and public participation in M&E.

**Table 4.17: Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	287.023	.326		6.204	.000
	Political environment	22.598	.108	.876	4.047	.003

Dependent Variable: **public participation in M&E of projects**

Table 4.17 indicates that the Unstandardized Beta for income level is 22.598, implying that for every one unit improvement in political environment; there is 22.60 unit improvements in public participation in M&E of preschool projects. Public participation in M&E of preschool projects when political environment is zero is 287.023. The regression model is therefore presented as:

$$Y = \beta_0 + \beta_4X_4 + \epsilon$$

Public participation in M&E = 287.023+ 22.60 of political environment

The study also sought to establish the direction of the relationship between political environment and public participation in M&E of preschool projects. Table 4.18 presents

the model summary of political environment and public participation in M&E of preschool projects in Migori County.

**Table 4.18: Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.876 <sup>a</sup>	.785	.756	.32397	.645	16.377	1

a. Predictors: (Constant), Political environment

Table 4.17 illustrates that  $R^2$  is .876 ( $R^2 = .876$ ;  $P < 0.05$ ). This shows a strong and positive relationship between political environment and public participation in M&E in preschool projects. This model was therefore a good predictor of the variation in public participation in M&E of preschool projects. This finding implies that political environment explains 88% of variation in public participation in M&E of preschool projects in Migori County. Consequently, 12% of variation in public participation is explained by other variables other than political environment. This finding tends to suggest that political environment influence public participation a lot.

The interviews that were conducted with the sampled sub county officers with regard to political affiliations of public officers revealed that the officers have varying political affiliations. One statement attributed to one of the sampled respondents was that:

*The officers are affiliated to different political parties, although this does not cause much friction for public participation in M&E of preschool projects (SCDE 6).*

This statement tends to imply that diversity in party affiliation among public officers in the county does not hinder public participation in M&E of county projects: rather, it could be helping the process. As to the ability of community members to analyse political interference with respect to M&E of preschool projects, the stakeholders (parents and lead teachers in particular) were found to be able to delineate such antagonisms. One of the statements provided during interviews candidly captured this as:

*Parents whose children are attending public preschools are very sensitive to issues that can interfere with learning processes emanating from political leaders.*

*Most parents and teachers strictly follow directives of the center managers (SCDE 2).*

This statement tends to suggest that stakeholders who are directly involved or are beneficiaries of preschool projects are averse to political interference. It would therefore be expected that politics would not derail activities in preschools within this particular area. With regard to corruption, the interviews conducted with the selected officers revealed that incidences of corruption are not rampant, although areas of supplies of basic resources like teaching and learning materials seem to be hindered by corruption. This was reflected in a statement made by one of the officers as:

*The awarding of tenders for teaching and learning materials seem to be clouded in corruption owing to the fact that materials reaching the centers are somehow inferior and do not contribute to quality ECDE (SCDE 3).*

This comment implies that other than in the area of teaching and materials, incidences of corruption are scarce among county projects. Abrupt changes in policies that affect public participation in M&E in preschool projects caused by political changes have not been experienced in the county. A statement by one of the sampled officers indicated that:

*There have never been incidences of policy changes that interfere with preschool projects. Such changes, if there would be any, are first discussed in public forums before they are put into operation (SCDE 4).*

The statement by SCDE 4 tends to suggest that there is stability in preschool projects in the county. The operations of the projects are therefore expected to run smoothly without substantial interference.

In addition, the sampled officers were asked during the interviews to state whether politicians do dictate parties to be awarded preschool tenders. Emerging themes from the interviews indicated that such incidents do not exist, and tendering process strictly follows stipulations of the public procurement Act, as suggested by one statement:



*Suppliers and contractors are awarded tenders based upon their capabilities to deliver and their meeting the thresholds laid in each offer. There is little interference with this process by politicians (SCDE 2).*

This suggests that tendering in the county is not hindered by corruption or nepotism. In turn, the supply of inferior teaching and learning materials to preschool projects may be due to some other factors and not corruption. Open participation in tendering is in line with the PMF for the management of public finance in place for all counties. In analysing the framework, the study confirms that the requirement that open process is put in place for the scrutiny by all members of the public is adhered to.

In contrast to reviewed literature, the idea of equal political weights of public in decision-making (*political equality*) and that of expanding the domain of the political “to a wider range of social relations (Laclau and Mouffe, 2001) need to be upheld. Public participation in project management is important where a large number of stakeholders are involved from different walks of life, coming together to make a decision which may benefit everyone (Latham, as cited in Brenda, 2001). In this case, everyone can be involved, from experts, NGOs, government agencies, to volunteers and members of public (Metzger, et al, 2012). One of the primary risks in any public participation decision-making or power-sharing process is that the desire on the part of the management for more inclusive participation is not genuine.

The less predictable the environment and the greater its potential effects, the more it must be taken into account in managing the development of construction projects. The project environmental factors that have been generally identified include; political, legal, institutional, cultural, sociological technological resource, economic, financial, and physical infrastructure (Walker 1989). According to Ajayi, et al. (2010), the four most important external environmental factors in decreasing order include community issues, weather conditions, economic situation (boom or meltdown) and government policy.

The political elected public representative leaders can contribute to addressing challenges facing public participation by influencing organizational M & E determinants including those of facilitating a favourable environment for implementing an effective public

participation in M & E to achieve the intended project results. This observation agrees with Sebedi (2012) that leadership plays an important role in influencing implementation of organizational projects. One form of influence is the use of specific leadership behaviours in interactions with subordinates, peers, and outsiders including project beneficiaries.

The problem of political participation cannot be traced to one or even a few variables. However, an adequate understanding of the difficulty cannot be attained by considering an individual variable alone according to De Greiff (2000). Factors such as individual's perceived collective efficacy, adaptive responses, attitudes, identities, and frustration demonstrate one dimension of lack of political participation as according to Fernandez-Ballesteros, Diez-Nicolas, Capra, Barbaranelli, Bandura, (2002). However, these factors do not account for constraints located in the political structures themselves that reflect the role that the system plays in creating the conditions of individual constraints, inhibiting opportunities, or equitable chances for all interests to be integrated in public discourse (Frasier, 1997).

In contrast to the individuals who choose not to participate because of their attitudes or perceived efficacy towards current politics, there, are others who have tried to participate, but have become disillusioned in their efforts (Fernandez-Ballesteros, et al., 2002). Despite the increasing quantities of public discourse, studies show that satisfaction with public discussion is low, indicating that many public feel as if these public opportunities are essentially a waste of time, claiming that there is no enough listening and response to their concerns (De Greiff, 2000).

Thus, lack of public participation could partially be attributed, not to apathy or preconceived attitudes, but rather to individual frustration with ineffective public discussion structures and processes that do not encourage dialogic communication and leave public with the impression (and possible reality) that they are not being heard (Fernandez-Ballesteros, et al., 2002). The political environment such as partisan politics and coalitions in government and varying political interests are some factors influencing public participation in M & E of county government projects. Other type of moderating

variables was the demographic factors of the participants like age of individual public participant, ethnicity of individual public participant and gender of individual public participant.

The socio-cultural dimensions of the political environment consist of customs, lifestyles, and values that characterize a society (Iam (2002), while population demographics, rising educational levels, norms and values, language and attitudes toward social responsibilities are examples of socio-cultural variables (Engobo, 2009). These variables have the potential to influence or affect organizations that operates within the society. The outcomes of public empowerment may emerge as actual socio-environmental and political changes in public development agenda. Furthermore, in several studies it is found that increased empowerment in public led to an increase in social capital (Zhou and Bankston, 1994; Harpham, et al., 2002; Higgins, 1997; Lomas, 1998; Hawe and Shiell, 2000; Wallerstein, 1992). This suggest that there is need to consider the indicators of the structural (participation, institutional linkages, collective action, links to groups) and cognitive (social support, trust, reciprocity) components of social capital as the outcomes of public empowerment and assessment of the changes in the indicators of social capital as the outcomes of public empowerment for public participation in county government project monitoring and evaluation.

#### 4.5.6 Hypothesis 5

H<sub>0</sub><sup>5</sup> Political environment, organizational structure, organizational leadership and human resource capacity has a significant joint influence on public participation in M & E of county government projects. Introduce it as a new hypothesis

**Table 4.19: Model of prediction using multiple regressions**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	231.218	.166		7.354	.000
	Organizational structure	.428	.102	.164	4.179	.000
	Leadership style	1.188	.093	.609	12.790	.000
	HR capacity in M&E	.601	.048	.468	12.414	.000
	Political environment	1.198	.99	.723	12.879	.000

a. Dependent Variable: **public participation in M&E of projects**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.891 <sup>a</sup>	.794	.792	.60088	.794	360.831	3	281	.000

a. Predictors: (Constant), Organizational structure, Leadership style, HR capacity in M&E, Political environment

Table 4.18 shows results from a linear regression where the independent variables were organizational structure, leadership style, HR capacity in M&E, and political environment, while the dependent variable was public participation in M&E of preschool projects. The coefficient for organizational structure is 0.164. Thus, for every unit improvement in organizational structure, we expect 0.164 increases in public participation in M&E of preschool projects. Equally, the coefficient for leadership style is

0.609. This implies that for every unit improvement in leadership style, we expect 0.609 unit increase in public participation in M&E of preschool projects in Migori County. Additionally, the coefficient for HR capacity in M&E is 0.468. This implies that for every unit improvement in HR capacity, we expect 0.468 unit increase in public participation in M&E of preschool projects in Migori County. Lastly, the coefficient for political environment is 0.723. Hence for every unit improvement in political environment, 0.723 unit increase in public participation in M&E of preschool projects is expected. All the coefficients are significantly different from 0 at an alpha level of 0.05.

Findings from the model above revealed that the most important factor in determining public participation in M&E of preschool projects is political environment ( $\beta = 0.723$ ;  $p < 0.01$ ). These results suggest that Migori County is likely to exhibit higher public participation in M&E of preschool projects if the political environment is made better. It was also established that leadership style was significantly crucial in determining public participation in M&E of preschool projects ( $\beta = 0.609$ ;  $p < 0.01$ ). This implies that to improve on public participation in M&E of preschool projects in Migori County, the leadership style in the county need to be improved. Equally, HR capacity was also found to be significantly crucial in determining public participation in M&E of preschool projects ( $\beta = 0.468$ ;  $p < 0.01$ ), suggesting that improving the capacities of human resource has the potential of enhancing public participation in the county.

With  $R^2 = 0.794$  in the model summary (Table 4.11), the coefficient of determination (predictor indicator) reveals that 1 unit change in institutional factors and political environment under this study results in 79.4% change in public participation in M&E of preschool projects. Thus, the institutional factors: organizational structure, leadership style, human resource capacity as well as political environment all account for 79.4% of public participation in M&E of preschool projects in Migori County. The stability of this result is reflected by the minimum adjustment in the adjusted  $R^2$  value of 0.792; only showing a decrease of 0.002. Hence, both institutional factors and political environment only explain 79.2% of public participation in M&E of projects, with a significant model fitting ( $F=360.83$ ;  $p < 0.000$ ). This implies that 20.8% of public participation is attributed to other factors outside this study.

Almost any person or organization with interest in a project is a stakeholder. Each project has its own unique set of stakeholders. According to Albert (2007), it is therefore important to do a stakeholder analysis to classify and assess the influence of the stakeholders. And the view point or input of every stakeholder should be considered (Cleland and Ireland, 2007). Participation through networking and information sharing reduces the risk of groups being excluded or isolated (Small and Newman, 2001). For these reasons, public participation in government provides opportunities to influence government for one's own benefit.

Public participation has been practiced in various settings. Most studies have examined cooperative participation, that is, public members voicing their concerns in a cooperative manner with officials. These settings include participation in electoral voting Verba *et al.* (1995), county planning (Mahjabeen *et al.*, 2009), budgeting and M & E of projects measurement (Ebdon, 2002), and public monitoring (Blair, 2000). Public meetings, focus groups, simulations, committees, and surveys are among the most used methods to encourage cooperative participation (Berner, 2003).

Lack of opportunities for cooperative participation would induce more confrontational participation (Holzner, 2007). Participation can also take many different forms, with some being more interactive and substantive than others (Handley and Howell-Moroney, 2010). Some of the studied settings were more confrontational in nature, such as sending complaints or denunciation letters to the government or joining groups to protest against certain government development projects (Holzner, 2007).

Encouraging substantive public participation in monitoring and evaluation of government projects is not an easy task. Baiocchi (2003) noted that government officials' negative attitude toward public participation may be a major barrier to authenticating public participation in M E of government projects. Handley and Howell-Moroney (2010), concur by saying that, facing competing demands, government officials may fear that public involvement could increase conflict in the political system, increase problems with government policymaking and decrease government agency effectiveness. In support, Yang and Callahan (2007) assert that government officials are also criticized for

promoting their own agendas, as well as for their unwillingness to share power. In addition, lack of resources and overwhelming responsibilities can also be a source of fear for promoting public participation.

According to Timotijevic & Raats (2007), people need to consider the indicators of the structural (participation, institutional linkages, collective action, and links to groups) and cognitive (social support, trust, reciprocity, etc.) components of social capital as the outcomes of public empowerment. Respect is a common criterion of a successful deliberative process (Edwards et al., 2008) Democratic deliberation is particularly useful when public opinion is needed on issues that are new, complex, or technical (Kim et al., 2009).

A study by Mahjabeen *et al.*, (2009) differs by arguing that, barriers for authentic public participation may also come from public members as well. Yang (2005) concurs by also noting that public members are often criticized for lacking competence, expertise, skills, and a commitment to public participation in government funded projects. Yang and Callahan, 2007 concurs by suggesting that the public members who frequently participate tend to promote their own agenda and thus are not necessarily representative of the entire public. These barriers suggest that participation opportunities are not equal for everybody.

#### **4.5.7 Hypothesis 6**

H<sub>0</sub><sup>6</sup> Political environment has a moderating effect on:

- a) The relationship between organizational structure and public participation in M & E of preschool projects,
- b) The relationship between organizational leadership and public participation in M & E of preschool projects.
- c) The relationship between human resource capacity in M&E and public participation in M &E of preschool projects

**Hypothesis 6a: Political environment has a moderating effect on the relationship between organizational structure and public participation in M&E of preschool projects.**

Regression analysis was carried out to determine the moderation effect of political environment on the relationship between organizational structure and public participation in M&E of preschool projects. Table 4.20 presents the regression of the moderator (political environment) against the coefficient (organizational structure) with the dependent variable being public participation in M&E of preschool projects.

**Table 4.20: Organization Structure, Political Environment and Public Participation in M&E**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	231.218	.166		7.354	.000
	Organizational structure	.228	.102	.164	4.179	.000
	Political environment	.198	.99	.723	12.879	.000

a. Dependent Variable: **public participation in M&E of projects**

Table 4.20 illustrates that the regression or the moderating effect of political environment on organization structure is significant ( $B = .22, p = .00$ ). This implies that for every unit improvement in the political environment, there will be 0.22 unit improvement in the influence that organizational structure has on public participation in M&E of preschool projects.



**Hypothesis 6b: Political environment has a moderating effect on the relationship between organizational leadership and public participation of preschool projects.**

The eighth hypothesis tested the moderating effect of political environment on the relationship between organizational leadership and public participation in M&E of preschool projects in Migori County. Table 4.21 presents the moderation effect on organizational leadership.

**Table 4.21: Organization Leadership, Political Environment and Public Participation in M&E**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	231.218	.166		34.658	.000
	Organizational Leadership	1.188	.093	.609	27.432	.012
	Political environment	1.567	.75	.649	21.354	.000

Table 4.21 illustrates that the regression or the moderating effect of political environment on organizational leadership is significant ( $B = 1.19$ ,  $p = .01$ ). This implies that for every unit improvement in the political environment, there will be 1.19 unit improvements in the influence that organizational leadership has on public participation in M&E of preschool projects.

**Hypothesis 6c: Political environment has a moderating effect on the relationship between human resource capacity and public participation in M&E of preschool projects**

The ninth hypothesis tested the moderating effect of political environment on the relationship between human resource capacity and public participation in M&E of

preschool projects in Migori County. Table 4.22 presents the moderation effect on human resource capacity.

**Table 4.22: Human Resource Capacity, Political Environment and Public Participation in M&E**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	231.218	.166		17.654	.000
	HR capacity in M&E	.401	.026	.468	16.489	.115
	Political environment	.158	.45	.723	12.879	.000

a. Dependent Variable: **public participation in M&E of projects**

Table 4.22 illustrates that the regression or the moderating effect of political environment on organizational leadership is not significant ( $B = .401$ ,  $p = .115$ ). This implies that for every unit decrease improvement of the political environment, there will be 0.401 unit increase in improvements of the influence that organizational leadership has on public participation in M&E of preschool projects.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter consists of the summary of the findings, conclusion, recommendations and suggestions for further studies.

#### **5.2 Summary of findings**

The general objective of this study was to investigate the influence of institutional factors as well as political environment on public participation in Monitoring and evaluation (M&E) of preschool projects in Migori County. The County has 68 preschool projects which are active since 2015. This study found that organizational structure of the County Government of Migori does not enhance public participation in M&E of preschool projects. Although organizational structure has a positive relationship with public participation in M&E of projects, the County Government of Migori hardly utilise the structure for the same.

Similarly, the study found that the leadership style of Migori County Government does not support public participation in M&E of preschool projects. The leadership of the county does not involve the public a lot in project initiation as well as management. Despite the fact that the correlations between leadership of projects and public participation in Migori County is very high (.816<sup>\*\*</sup>,  $p < 0.01$ ; 2-tailed), the respondents consider it (leadership style) unsupportive of public participation in M&E of preschool projects. Additionally, the study established that for every unit improvement in leadership style, we expect 0.609 unit increase in public participation in M&E of preschool projects in Migori County.

The study equally found that the capacity of the human resource does not influence public participation in M&E of preschool projects in Migori County. However, there exist high and positive correlations between capacity and public participation of projects. Additionally, the study finds that for every unit improvement in HR capacity, we expect 0.468 unit increase in public participation in M&E of preschool projects in Migori County.

Similarly, the study found that political environment in Migori County is not supportive of public participation in M&E of preschool projects in the area. Political environment was also found to correlate very highly ( $.876^{**}$ ,  $p < 0.01$ ; 2-tailed) with public participation in M&E of preschool projects in Migori County. In this regard, it was established that for every unit improvement in political environment, 0.723 unit increase in public participation in M&E of preschool projects is expected.

The findings of the model revealed that the institutional factors like organizational structure, leadership style, human resource capacity as well as political environment all account for 79.4% of public participation in M&E of preschool projects in Migori County, whereas the 20.8% of public participation is attributed to other factors outside this study.

Additionally, political environment was found to have significant moderating effect on the relationship between organizational structure and public participation in M&E of preschool projects on one hand, organizational leadership and public participation in M&E of preschool projects on the other hand. However, there is no significant moderating effect of political environment on the relationship between human resource capacity and public participation in M&E of preschool projects in Migori County.

## **5.2 Conclusion**

From the objectives, it is concluded that institutional factors as well as political environment has influence on public participation in M&E of preschool projects in Migori County. On the results of the first objective, it is concluded that the organizational structure of Migori County negatively influences (is not supportive of) public participation in M&E of preschool projects. This irrespective of the fact that it (organizational structure has the potential of positive influence on public participation in M&E of projects in general.

The study also concludes the leadership style of Migori County Government does not support public participation in M&E of preschool projects, although the same (leadership style) has high correlations with public participation in M&E of projects. This is because

improvement in leadership style is expected to positively increase public participation in M&E of projects.

Equally, it is concluded that the capacity of the human resource in the County Government of Migori does not influence public participation in M & E of preschool projects despite the same having high and positive correlations with public participation of projects. This is because a unit improvement in HR capacity is expected to increase public participation in M&E of preschool projects in the County Government.

In addition, the study also concludes that the political environment of Migori County Government does not support public participation in M&E of preschool projects. Moreover, political environment highly correlates with public participation in M&E of projects, and any improvement in political environment is expected to result into very high increase in public participation of M&E of preschool projects in the area. In general, therefore, the study concludes that close to 80% of public participation in M&E of preschool projects in Migori County Government can be attributed to prevailing institutional factors and political environment.

Finally, the study concludes that political environment has moderating effect on the relationship between organizational structure as well as organizational leadership and public participation in M&E of preschool projects in Migori County.

### **5.3 Recommendations**

In order to improve public participation in M&E of preschool projects in Migori County Government, the study recommends that the organization structure should adopt policies that support participation of all stakeholders in M&E of projects. One of the suitable policies is horizontal communication, whereby preschool projects would be expected to interact directly with stakeholders where necessary without seeking clearance from the county offices.

It is also recommended by the study that leadership style in Migori County Government should be improved so as to enhance public participation in M&E of preschool projects. The entity need to adopt such styles like democratic or leizes faire leadership style which,

unlike bureaucratic or dictatorship, allows local managers of individual projects to make individual decisions based on the unique needs of each project. This includes engaging or involving stakeholders directly in issues concerning each preschool project.

The capacity of the county, particularly the human resource, needs to be enhanced in order to improve public participation. Skilled and competent HR is able to understand the need of involving each stakeholder in M&E of projects. Therefore, the study recommends that training as well as retraining of personnel (particularly M&E officers) be done continuously by the County Government so as to help improve public participation in M&E of preschool projects.

The study also recommends that political environment need to be improved so that public participation, particularly in M&E of preschool projects, is improved. Preschool projects provide the foundation for education of children which consequently leads to skilled manpower in the future. Any disturbance to such projects caused by political agitations could have negative consequences on the general education in the county. In this regard, the study recommends that politicians should not be allowed to sit in the preschool committees within the county.

#### **5.4 Suggestions for Further Research**

Considering the recommendations for improving institutional factors and political environment aimed at enhancing public participation in preschool projects, the researcher suggest that further studies need to be conducted in some of the following areas. First and foremost, it was found that the organizational structure of the county is not supportive of public participation in preschool projects. It is therefore recommended that a study be done on the effect of horizontal communication strategy on public participation in M&E of preschool projects in Migori County Government.

Leadership style in an organization can encourage involvement of stakeholders in any activity, M&E of preschool projects included. Owing to the fact that the leadership of Migori County Government is not supportive of public participation in M&E of projects, the researcher recommends that a study be done on the influence democratic leadership

style on public participation of M&E of preschool projects in Migori County Government.

## REFERENCES

- Abelson, J and Gauvin, F., (2008) Assessing the Impacts of Public Participation: Concepts, Evidence and Policy Implications
- Ajayi, O. O (2006). Experiences in the Application of the Core Welfare Indicator Questionnaire (CWIQ) Survey Technology in Africa: The Journey so Far. *The African Statistical Journal*, Vol. 3 Nov 2006.
- Albrecht D, Hocquard H, Papin P. 2010. Urban development in Kenyan: the rise of local authorities resources, limits, and evolution of local governance. Focales Report #5. Agence Française de Développement.
- Alexander, D. (2002). Face to face: Science in search of God. *The Guardian*, 1-24. Retrieved September 5, 2002, from ProQuest Database.
- Amaral, L.A.N. and Uzzi. B., (2007) Complex Systems—A New Paradigm for the Integrative Study of Management, Physical, and Technological Systems. *Management Science*, 53, (7): 1033–1035.
- Anderson, C. (2007). The Long Tail. *Random House Business Books*, 23, 53 - 54.
- Anderson, M.L. and Taylor, H.F. (2009). *Sociology: The Essentials*. Belmont, CA: Thomson Wadsworth.
- Antunes, P., Kallis, G., Videira, N., Santos, R., (2009). Participation and evaluation for sustainable river basin governance. *Ecological Economics*, 68, 931–939.
- Aragonès, E., Sánchez-Pagés, S., (2009). A theory of participatory democracy based on the real case of Porto Alegre. *European Economic Review*, 53, 56-72.
- Arneson, R., (2002). “Democracy at the Centralized Level,” in *Philosophy and Democracy*, ed. T. Christiano, Oxford: Oxford University Press.
- Arnstein, S.R. (1969), "A Ladder of Public Participation," *JAIP*, Vol. 35, No. 4, July 1969, 216-224.
- Bächtiger A., Niemeyer S., Neblo M., Steenbergen M. R., Steiner J. (2010). Disentangling Diversity in Deliberative Democracy: Competing Theories, Their Blind Spots and Complementarities. *The Journal of Political Philosophy*, 18, 1, 32-64.
- Baiocchi G. (2003). Emerging public spheres: talking politics in participatory governance. *American Sociological Review* 68(1): 52–74.
- Bamberger, M. (2000). The Evaluation of International Development Programs: A View from the Front. *American Journal of Evaluation*, 21(1), 95-102.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44: 1175-84.



- Barber B. 1984, *Strong Democracy. Participatory Politics for a New Age*, University of California Press: Berkeley.
- Barnlund, D. C. (2008). A transactional model of communication Inc. C. D. Mortensen (Eds.) *Communication theory* (2nd ed., 47-57). New Brunswick, New Jersey: Transaction.
- Barro, R., and Grilli, V. (1994). *Public Economics; The European Macroeconomics Journal*: Chapters 15-16. London: McGraw-Hill Ltd.
- Beitz, C., 1989, *Political Equality: An Essay on Democratic Theory*, Princeton: Princeton University Press.
- Bell, C. and Newby, H. (1978). *Public studies*. London: George Allen & Unwin.
- Benhabib S. 1996, "Toward a Deliberative Model of Democratic Legitimacy", in Benhabib, *Democracy and Difference. Contesting the Boundaries of the Political*, Princeton University Press: Princeton.
- Berg, B. L. (2004). *Qualitative research methods for the social science* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Berman E, Wang X. 2000. M & E OF PROJECTS measurement in U.S. counties. *Public Administration Review* 60(5): 409–420.
- Berner M. 2003. Current practices for involving public members in local government budgeting: moving beyond method. *Public Administration Quarterly* 27(3/4): 410–432.
- Bernstein, E., Wallerstein, N., Braithwaite, R., Guitierrez, L., Labonte, R. and Zimmermann, M. (1994). Empowerment forum: a dialogue between quest editorial board members. *Education Quarterly*, 21: 281-294.
- Blackburn, J. (2000) Understanding Paulo Freire: reflections on the origins, concepts and possible pitfalls of his educational approach. *Public Development Journal*, 35: 3–15.
- Blaikie, N. (1993), *Approaches to Social Enquiry*, 1st ed, Polity Press, Cambridge.
- Blaikie, N. (2000), *Designing Social Research*, 1st ed, Polity Press, Cambridge.
- Blair H. 2000. Participation and accountability at the periphery: democratic local governance in six countries. *World Development* 28(1): 21–39.
- Blau, P., (1964). *Exchange and Power in Social Life*. New York: John Wiley and Sons, Inc.,
- Blau, Peter, *Exchange and Power in Social Life*. New York: John Wiley and Sons, Inc., 1964.

- Boaventura de Sousa Santos 2002, *Democratizzare la democrazia. I percorsi della democrazia partecipativa*, CittàApertaEdizioni: Troina.
- Bobbio L. 2006, *Dilemmi della democrazia partecipativa*, "Democrazia e diritto", 4, 11-26.
- Bobbio N. 1984, *Il futuro della democrazia. Una difesa delle regole del gioco*, Einaudi: Torino.
- Bohman J, 1998, *The Coming Age of Deliberative Democracy*, "Journal of Political Philosophy", 6, (4), 399-423.
- Bohman, J. (1996) *Public Deliberation: Pluralism, Complexity, and Democracy*. Cambridge, MA: MIT Press.
- Bookman, A. and Morgen, S. (eds.) (1984). *Women and the politics of empowerment*. Philadelphia: Temple University Press.
- Booth, Alan and Nicholas Babchuk, "Personal Influence Networks and Voluntary Association Affiliation." *Sociological Inquiry*, 39 (Spring): 179-188.
- Booth, Alan and Nicholas Babchuk, "Personal Influence Networks and Voluntary Association Affiliation." *Sociological Inquiry*, 39 (Spring): 179-188, 1969.
- Bracht, N. and Tsouros, A. (1990). Principles and strategies of effective public participation. *Promotion International*, 5: 199–208.
- Braha, D. and Y. Bar-Yam. (2007) The Statistical Mechanics of Complex Product Development: Empirical and Analytical Results. *Management Science*, 53, 7: 1127–1145.
- Braithwaite, R. L. and Lythcott, N. (1989). Public empowerment as a strategy for promotion for black and other minority populations. *JAMA*, 261:282-283.
- Breslow, L. (1989). Status Measurement in the Evaluation of Promotion. *Medical Care*, 3(27), 205-215.
- Bridges, iam R., *Helping Public Develop Their Communities*. Lexington: University of Kentucky, Cooperative Extension Service, 1974.
- Bridges, iam R., *Helping Public Develop Their Communities*. Lexington: University of Kentucky, Cooperative Extension Service, 1974.
- Brodbeck, M. (1962). Explanation, prediction, and "imperfect" knowledge. In H. Fiegel & G. Maxwell (Eds.), *Minnesota studies in the philosophy of science* (pp. 231-273). Minneapolis: University of Minnesota Press.
- Brown, L., LaFonf, A. and Mavintyre, K. (2001). *Measuring Capacity Building*. Chapel Hill: University of North Carolina Press.

- Bryman, A., Bell, E., Mills, A.J. and Yue, A.R. (2010). *Business Research Methods (Canadian Edition)*. Oxford University Press, Canada.
- Buchanan J. M., & Musgrave, R. A. (1989). *Public Finance and Public Choice: Two Contrasting Visions of the State*. MIT Press.
- Bulkeley, H. and Mol, A.P.J. (2003), 'Participation and Environmental Governance: Consensus, Ambivalence and Debate', *Environmental Values* 12 (2): 143–54.
- Bull, R.T., (2013); Making the Administrative State "Safe for Democracy": A Theoretical and Practical Analysis of Public participation in Agency Decisionmaking *Administrative Conference of the United States*
- Burns, J. P., & Zhiren, Z. (2010). Performance Management in the Government of the People's Republic of China: Accountability and Control in the Implementation of Public Policy. *Oecd Journal on Budgeting*, 10, 2, 1-28.
- Bush, R., Dover, J. and Mutch, A. (2002). *Public capacity manual*. Centre for Primary Care. Melbourne: University of Queensland.
- Busiinge C. (2010), The Impact of Donor Aided Projects through NGOs on the Social and Economic Welfare of the rural poor
- Cahn, Edgar S. and Jean Camper, "Public Participation," *Public Participation in Urban Development*, Hans B.C. Spiegel, ed. Washington D.C.: N&L Institute for Applied Behavioral Science, 1968.
- Cahn, Edgar S. and Jean Camper, (1968). "Public Participation," *Public Participation in Urban Development*, Hans B.C. Spiegel, ed. Washington D.C.: N&L Institute for Applied Behavioural Science,
- Caren N, Ghoshal R, Ribas V. 2011. A social movement generation: cohort and period trends in protest attendance and petition signing. *American Sociological Review* 76(1): 125–151.
- Centralized Council for Law Reporting (Kenya), (2010). *The Constitution of Kenya 2010*.
- Centralized Council for Law Reporting (Kenya), (2011). *Urban Areas and Cities Act 2011*.
- Centralized Council for Law Reporting (Kenya), (2012). *The Devolved county governments Act 2012*.
- Centralized Council for Law Reporting (Kenya), (2012). *The Intergovernmental relations Act 2012*.
- Centralized Council for Law Reporting (Kenya), (2012). *Transition to Devolved Government Act 2012*.

- Chavis, D. and Wandersman, A. (1990). Sense of public in the urban environment: A catalyst for participation and public development. *American Journal of Public Psychology, 18* (1): 55-81.
- Chavis, D. M. and Newbrough, J. R. (1986).The meaning of ‘public’ in Public Psychology.*Journal of Public Psychology, 14*: 335-340.
- Cheadle, A., Beery, W., Wagner, E., Fawcett, S., Green, L., Moss, D., Plough, A., Wandersman, A., Woods, I. et al. (1997). Conference Report: Public-Based Promotion-State of the Art and Recommendations for the Future. *American Journal of Preventive Medicine, 13*(4): 240-243.
- Chia, R. (2002), "The Production of Management Knowledge: Philosophical Underpinnings of Research Design", in Partington, D. (ed.) *Essential Skills for Management Research*, 1st ed, SAGE Publications Ltd., London, pp. 1-19.
- Christenson, James A. & Robinson, Jerry W., *Public Development in America*. Ames, Iowa: Iowa State University Press, 1980.
- Christenson, James A. & Robinson, Jerry W., *Public Development in America*. Ames, Iowa: Iowa State University Press, 1980.
- Christiano, T., 1996, *The Rule of the Many: Fundamental Issues in Democratic Theory*, Boulder, CO: Westview Press.
- Christiano, T., 2004, "The Authority of Democracy," *Journal of Political Philosophy*, Vol. 12, n. 3 (August): pp. 266-290.
- Citroni G. 2010, *Mai più soli. Note sullademocraziapartecipativa*, BonannoEditore: Firenze.
- Cizek, C. J. (1995). Crunchy granola and the hegemony of the narrative.*Educational Researcher, 24*(2), 26-28.
- Clark, A. M. (1998). The qualitative-quantitative debate: Moving from positivism and confrontation to post-positivism and reconciliation. *Journal of Advanced Nursing, 27*(6), 1242-1250. Retrieved September 19, 2002, from ProQuest Database.
- Clayton, P. (1997). Philosophy of science: What one needs to know.*Zygon: Journal of Religion and Science, 32*(1), 95-105.
- Closer, L. and B. Rosenburg, *Sociological Theory: A Book of Readings*. New York: MacMillan Government, 1970.
- Closer, L. and B. Rosenburg, *Sociological Theory: A Book of Readings*. New York: MacMillan Government, 1970.
- Coch, L. and French, J.R.P. (1948). Overcoming resistance to change, *Human relations, 1*, 512-532

- Cohen J. 1989, "Deliberation and Democratic Legitimacy", in Hamlin A., Pettit P. (a c. di), *The Good Polity, Normative Analysis of the State*, Basil Blackwell: Oxford.
- Cohen J., Arato A. 1992, *Civil society and political theory*, MIT Press: Cambridge.
- Cohen J., Fung A. 2004, *Radical Democracy*, "Swiss Journal of Political Science", 10, 4, pp. 23-34.
- Cohen, J., 2002, "Procedure and Substance in Deliberative Democracy," in *Philosophy and Democracy*, ed. T. Christiano, Oxford: Oxford University Press.
- Cohen, L., & Manion, L. (1994). *Research methods in education*. (4th ed.) London: Routledge.
- Colaizzi, P. F. (1978). Psychological research as the phenomenologist views it. In R. S. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 49-71). New York: Oxford University Press.
- Coleman JS. 1988. Social capital in the creation of human capital. *American Journal of Sociology* 94: S95–S120.
- Cook, James B., *Public Participation: A Concepts Battery*. Columbia: University of Missouri, Department of Regional and Public Affairs, 1975.
- Cook, James B., *Public Participation: A Concepts Battery*. Columbia: University of Missouri, Department of Regional and Public Affairs, 1975.
- Costa LD, Kahn EM. 2003. Civic engagement and public heterogeneity: an economist's perspective. *Perspectives on Politics* 1: 103–112.
- Crawford, P. & Bryce, P. (2003). "Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation." *International Journal of Project Management*. 21 (5): 363-373.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Czuba, C. E. (1999). Empowerment: What Is It? *Journal of Extension*, 37(5).
- D'Andrade, R. (1986). Three scientific world views and the covering law model. In D. W. Fiske & R. A. Schweder (Eds.), *Metatheory in social sciences: Pluralisms and subjectivities* (pp. 19-41). Chicago: University of Chicago Press.
- Davidson EJ. (2001) Mainstreaming evaluation into an government's "Learning Culture." Paper presented at: the 2001 meeting of the American Evaluation Association; November 2001; St. Louis, Mo.
- Davies, A. (2001). 'What silence knows – planning, public participation in government's project and environmental values', *Environmental Values*, 10: 77–102.

- De Greiff, P. (2000). Deliberative democracy and group representation. *Social Theory and Practice*, 26, 397-415.
- Denzin, N. and Lincoln, Y. (2003), "The Discipline and Practice of Qualitative Research", in Denzin, N. and Lincoln, Y. (eds.) *Collecting and Interpreting Qualitative Materials*, 2<sup>nd</sup>ed, SAGE Publications, Inc., California, pp. 1-45.
- Devas N, Grant U. 2003. Local government decision-making—public participation and local accountability: some evidence from Kenya and Uganda. *Public Administration and Development* 23: 307–316.
- Downs A. 1957, *An Economic Theory of Democracy*, Harper & Row: New York.
- Downs, A., 1957, *An Economic Theory of Democracy*, New York: Harper and Row.
- Dresbach, Sereana Howard, *Commitment and Volunteer Governments: Variables Influencing Participation In Public Governments*. Unpublished dissertation, The Ohio State University, 1992.
- Dresbach, Sereana Howard, *Commitment and Volunteer Governments: Variables Influencing Participation In Environmental Governments*. Unpublished dissertation, The Ohio State University, 1992.
- Dryzek J. 1990, *Discursive Democracy: Politics, Policy and Political Science*, Cambridge University Press: Cambridge.
- Dryzek J. 2000, *Deliberative Democracy and Beyond. Liberals, Critics, Contestations*, Oxford University Press: Oxford.
- Dryzek J. 2009, *Democratization as Deliberative Capacity Building*, "Comparative Political Studies", 42, 11, pp. 1379-1402.
- Dryzek J. 2009, *Democratization as Deliberative Capacity Building*, "Comparative Political Studies", 42, 11, pp. 1379-1402.
- Dryzek J., Niemeyer S. 2006, *Reconciling pluralism and consensus as political ideals*, *American Journal of Political Science*, 50, pp. 634-649.
- Dryzek, J., 2000. *Deliberative democracy and beyond: liberals, critics, contestations*. Oxford University Press: Oxford, UK.
- Du Plessis, A. (2008), 'Public Participation, Good Environmental Governance and Fulfillment of Environmental Rights', *Potchefstroom Electronic Law Journal*, 11(2): 170-201.(4)
- Du Plessis, A. (2008), 'Public Participation, Good Governance and Fulfillment of Government projects Rights', *Potchefstroom Electronic Law Journal*, 11(2): 170-201.(4)

- Dworkin, R., 2000, *Sovereign Virtue: The Theory and Practice of Equality*, Cambridge, MA: Harvard University Press.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2008), *Management Research*, 3rd ed, SAGE Publications Ltd., London.
- Ebdon C. 2002. Beyond the public hearing: public participation in the local government budget process. *Journal of Public Budgeting, Accounting, and Financial Management*14(2): 273–294.
- Edge, H. (2001). Readings in the philosophy of science: From positivism to postmodernism. *The Journal of Parapsychology*, 65(1), 96-102.
- Elkins, A. (1980). *Management structures, functions, and practices*, Massachusetts: Addison-Wesley, pp. 539.
- Elster J. 1998, *Deliberative Democracy*, Cambridge University Press: Cambridge.
- Elster, J., 2002, “The Market and the Forum: Three Varieties of Political Theory,” in *Philosophy and Democracy*, ed. T. Christiano, Oxford: Oxford University Press.
- Ely, J. H., 1980, *Democracy and Distrust: A Theory of Judicial Review*, Cambridge, MA: Harvard University Press.
- Emerson, Richard M., "Social Exchange Theory." *Annual Review of Sociology*, Inkeles, Alex, James Cleman and Ned Smelser (eds.), 2:335-362, 1976.
- Emerson, Richard M., "Social Exchange Theory." *Annual Review of Sociology*, Inkeles, Alex, James Cleman and Ned Smelser (eds.), 2:335-362, 1976.
- Engobo, E. (2009), Social responsibility in practice in the oil producing Niger Delta: assessing corporations and government’s actions *journal of Sustainable Development in Africa*, 11 (2) pp. 113–115
- Engwall, M., & Jerbrant, A. (2003). The resource allocation syndrome: the prime challenge of multi- project management? *International Journal of Project Management*, 21(6), 403- 409.
- Eriksson, P. and Kovalainen, A. (2008), *Qualitative Methods in Business Research*, 1st ed, SAGE Publications Ltd., London.
- Estlund, David, 2002, “Beyond Fairness and Deliberation: The Epistemic Dimension of Democratic Authority,” in *Philosophy and Democracy*, ed. T. Christiano, Oxford: Oxford University Press.
- Fadel, K. J., & Brown, S. A. (2010). Information Systems Appraisal and Coping: The Role of User Perceptions. *Communications of AIS*, 26(6), 107-126
- Fawcett, S. B., Paine-Andrews, A., Francisco, V. T., Schultz, J. A., Richter, K. P., Lewis, R. K., Harris, K. J., iams, E. L., Berkley, J. Y., Lopez, C. M. and Fisher, J. L.

- (1996). Empowering public initiatives through evaluation; *In* (eds.) D. Fettermann, A. S. Kaftarian and A. Wandersman, *Empowerment evaluation: Knowledge and tools for self-assessment and accountability*. Beverly Hills: Sage.
- Fawcett, S. B., White, G. W., Balcazar, F. E., Suarez-Balcazar, Y., Mathews, R. M., Paine, A. L., Seekins, T., & Smith, J. F. (1994). A contextual-behavioral model of empowerment: Case studies with public with physical disabilities. *American Journal of Public Psychology*, *22*(4), 471-496.
- Fernandez-Ballesteros, R., Diez-Nicolas, J., Capra, G.V., Barbaranelli, C, Bandura, A. (2002).Determinants and structural relation of personal efficacy to collective efficacy.*Applied Psychology: An International Review*, *51*, 107-125.
- Fetterman, D. M (1996). Empowerment evaluation: an introduction to theory and practice. *In* (eds.) D. M., Fetterman, S. J. Kaftarian and A. Wandersman.*Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability*. Thousand Oaks, Sage.
- Fischer, F. (2000) *Public members, Experts and the Government projects*, Durham, NC: Duke University Press, p.222.
- Florin T, & Cristina-Elena I. (2013).The Dynamic of Project Monitoring and Evaluation Mechanisms within Modern Organizations; *Review of International Comparative Management*Volume 14, Issue 4, pg. 628- 636.
- Florin, P., and Wandersman, A. (1990). An introduction to public participation, voluntary governments, and public development: insights for empowerment through research. *American Journal of Public Psychology*, *18*(1): 41-54.
- Flyvbjerg B. 1998, *Habermas and Foucault: thinkers for civil society?*, “The British Journal of Sociology”, *49*, 2, pp. 211-233.
- Fraser N. 1997, “Rethinking the public sphere: a contribution to the critique of actually existing democracy”, in *Justice interruptus: critical reflections on the “Postsocialist condition”*, Routledge: London.
- Frasier, N. (1997). *Justice interruptus*. New York: Sinclair-Stevenson.
- French, J.R.P. Israel, J. and As, D. (1960).An experiment on participation in a Norwegian factory.*Human Relations*, *13*, 3-19
- Fung A. 2005, *Deliberation Before the Revolution: Towards an Ethics of Deliberative Democracy in an Unjust World*, “Political Theory”, *33*, pp. 397-419.
- Fung A., Wright E. O. 2003, *Deepening Democracy. Institutional Innovations in Empowered Participatory Governance*, Verso: London and New York.
- Gall, M.D., Gall, J.P. and Borg, W. (2006).*Educational Research: An Introduction* (8th edn). New York: Longman.



- Gasparre A. 2011. Emerging network of organized urban poor local public: restructuring the engagement with government toward the inclusion of the excluded. *VOLUNTAS: International Journal of Voluntary and Nonprofit Governments* 22: 779–810.
- General Statistics Office of Kenya (GSO). 2011. Centralized statistics. Available at: <http://www.gso.gov.ke>. [Accessed on November 1, 2013].
- Gibbon, M., Labonte, R. and Laverack, G. (2002). Evaluating public capacity). *and Social Care in the Public*, 10(6): 485-491.
- Gibbon, M., Labonte, R. & Laverack, G. (2002). Evaluating public capacity. *& Social Care in the Public*, 10 (6): 485-491.
- Gikonyo, W. (2008) *The COUNTY GOVERNMENT Social Audit Guide: A Handbook for Communities* Nairobi: Open Society Initiative for East Africa.
- Glazebrook T. (2001). The role of the *Beitrag* in Heidegger's critique of science. *Philosophy Today*, 45(1), 24-32. Retrieved September 5, 2002, from ProQuest Database.
- GOK (2007): Ministry of Planning and Vision 2030, (October 2007). Kenya Vision 2030: A Globally Competitive and Prosperous Kenya.
- GOK (2010): Article 177 (c), The 2010 Constitution of Kenya
- GOK (2010): Article 177, (1) Governance of a County Assembly, the 2010 Constitution of Kenya.
- GOK (2010): Article 6, Devolution and access to Services, The 2010 Constitution of Kenya
- GOK (2010): Article 97, (1) (b) Governance of the Centralized Assembly, The 2010 Constitution of Kenya
- GOK (2010): Article 98, (1) (a), Governance of the Senate, the 2010 Constitution of Kenya
- GOK (2012): County executive committees". Kenya Law Reform Commission. 29 August 2012.
- GOK (2012): Devolved county governments Act, 2012
- GOK (2012): Devolved county governments". Kenya Law Reform Commission. 29 August 2012.
- GOK (2012): Kenya Centralized Bureau of Statistics; and the final report of the IEBC as ratified in the Centralized Assembly Constituencies and County Assembly Wards Order, 2012.

- GOK (2013): Kenyan County Commissioners Re-Organised Under New Structure, <http://allafrica.com/stories/201307230067.html>
- Goodin, R., (2003), *Reflective Democracy*, Oxford: Oxford University Press.
- Gorard, G. (2004). *Combining methods in educational and social research*. Berkshire: Open University Press.
- Gould, C., 1988, *Rethinking Democracy: Freedom and Social Cooperation in Politics, Economics and Society*, New York: Cambridge University Press.
- Government of Kenya (2003) Constituencies Development Fund Act; Retrieved 9<sup>th</sup> 9 2014 from [http://www.county.government.go.ke/images/docs/revised%20county government %20act%20\\_annotatedversion.pdf](http://www.county.government.go.ke/images/docs/revised%20county%20government%20act%20_annotatedversion.pdf).
- Government of Kenya (2007): Ministry of finance: 2007/08 budget outlook paper. Nairobi: Government Printers.
- Government of Kenya and the United Nations, (2003): Millennium Development Goals: progress report for Kenya. Nairobi: Government printers.
- Gratton, L. (2004). *The Democratic Enterprise*, Financial Times Prentice Hall, pp. xii-xiv.
- Guba, E. (1990). *The paradigm dialogue*. Newbury Park, CA: Sage.
- Guba, E. G. (1990). The alternative paradigm dialog. In E.G. Guba (Ed.), *The paradigm application* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Gummesson, E. (2002). *Total Marketing Control*. Butterworth-Heinemann, p. 266.
- Gutmann A., Thompson D. 1996, *Democracy and Disagreement. Why Moral Conflict Cannot Be Avoided in Politics, and What Should Be Done About It*, Harvard University Press: London.
- Habermas J. 1984, *The Theory of Communicative Action*, Beacon Press: Boston.
- Habermas J. 1992, *Fatti e norme. Contributi a una teoria discorsiva del diritto e della democrazia*, tr. it. di Ceppa L. 1996, Guerini e Associati; Milano.
- Habermas, J., 1984. *The Theory of Communicative Action*. Beacon Press: Boston, USA.
- Handley MD, Howell-Moroney M. 2010. Ordering stakeholder relationships and public participation: evidence from the Public Development Blocks Grant Project. *Public Administration Review* 70(4): 601–609.
- Hardt M., Negri A. 2002, *Impero. Il nuovo ordinamento della globalizzazione*, Rizzoli: Milano.

- Hardt M., Negri A. 2005, *Multitude: War and Democracy in the Age of Empire*, Penguin Books: London.
- Harpham, T., Grant, E. And Thomas, E. (2002). Measuring social capital within surveys: key issues. *Policy and Planning*, 17(1): 106-111.
- Harry, J., R. Gale, and J. Hendee, "Conservation: An Upper-middle Class Social Movement." *Journal of Leisure Research*, 13(2):246-254, 1969.
- Harry, J., R. Gale, and J. Hendee, "Conservation: An Upper-middle Class Social Movement." *Journal of Leisure Research*, 13(2):246-254, 1969.
- Harwood Group. (1991). *Public and politics: A view from Main Street America*. Dayton, OH: Kettering Foundation.
- Hatch, M. J. and Cunliffe, A. L. (2006), *Government Theory*, 2nd ed, Oxford University Press, Oxford.
- Hauptmann E. 2001, *Can Less Be More? Leftist Deliberative Democrats' Critique of Participatory Democracy*, "Palgrave Macmillan Journals" 33, 3, pp. 397-421.
- Hawe, P. (1994). Capturing the meaning of 'public' in public intervention evaluation: some contributions from public psychology. *Promotion International*, 9: 194-210.
- Hawe, P. and Shiell, A. (2000). Social capital and promotion: a review. *Social Science and Medicine* 51: 871-85.
- Hayek, F., 1960, *The Constitution of Liberty*, Chicago, IL: University of Chicago Press.
- Heberlein, Thomas A., *Principles of Public Involvement*. Madison: University of Wisconsin, Department of Rural Sociology, 1976.
- Heberlein, Thomas A., *Principles of Public Involvement*. Madison: University of Wisconsin, Department of Rural Sociology, 1976.
- Hempel, C. (1965). *Aspects of scientific explanation and other essays in the philosophy of*
- Higgins, M. and Nohria, N. (1999). The sidekick effect: Mentoring relationships and the development of social capital. In (eds.) R. T. Leenders and S. M. Gabbay. *Corporate social capital and liability*. Boston: Kluwer Academic Press.
- Hobbes, T., 1651, *Leviathan*, ed. C. B. MacPherson, Harmondsworth, UK: Penguin Books, 1968.
- Holzner AC. 2007. The poverty of democracy: neoliberal reforms and political participation of the poor local public in Mexico. *Latin American Politics and Society* 49(2): 87-122.
- Homans, G.C., *Social Behavior: It's Elementary Forms* (rev.). New York, Harcourt, Brace and World, 1974.

- Homans, G.C., *Social Behaviour: It's Elementary Forms* (rev.). New York, Harcourt, Brace and World, 1974.
- Howe, K. (1985). Two dogmas of educational research. *Educational Researcher*, 14(3), 13-20.
- Hume, D., 1748, "Of the Original Contract," in *Hume's Ethical Writings*, ed. Alasdair MacIntyre, Notre Dame: University of Notre Dame Press, 1965.
- Huspek, M., Kendell, K.E. (1991). On withholding political voice: An analysis of the political vocabulary of a nonpolitical speech public. *Quarterly Journal of Speech*, 77, 1-19.
- Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy* (D. Carr, Trans.). Evanston, IL: Northwestern University Press. (Original work published 1936)
- Hyman, H.H. and C.R. Wright, "Trends in Voluntary Association Governance of American Adults: Replication Based on Secondary Analysis of Centralized Sample Surveys. *American Sociological Review*, 36(2): 191-206, 1971.
- Hyman, H.H. and C.R. Wright, "Trends in Voluntary Association Membership of American Adults: Replication Based on Secondary Analysis of Centralized Sample Surveys. *American Sociological Review*, 36(2): 191-206, 1971.
- Institute for International Research (N.Z.). (1992). *Effective financial management of public sector assets*. Auckland, N.Z: The Institute.
- Institute for International Research (N.Z.). (1993). *Public sector M & E of County Government Preschool Project Management and resource management: 18 & 19 October 1993, James Cook Hotel, Wellington*. Auckland, N.Z: The Institute.
- Islam, M., (2012), Participatory Monitoring & Evaluation System Making Markets Work for Small-Holder Farmers and Rural Producers Project Markets and Livelihood Project Practical Action Bangladesh *Journal of International Development* 2012; 13 (1):121-150
- Lumumba, F., (2015), Public Participation in Public M & E of County Government Preschool Project Management Management under the New Kenya's (2010) Constitutional Dispensation
- Mapheto, R. F. (2012). *Citizen participation in the budget process of Polokwane Municipality*.

- Ohemeng, F. L. K. (2011). Institutionalizing the Performance Management System in Public Organizations in Ghana. *Public Performance & Management Review*, 34, 4, 467-488.
- Theletsane, K. I. (2014). Ethics course in public administration curriculum. *Journal of Public Administration*, 49, 1, 362-374.
- Israel, B. A. Checkoway, B. Schultz, A. and Zimmerman, M. (1994). Education and Public Empowerment: Conceptualizing and Measuring Perceptions of Individual, Governmental and Public Control. *Education Quarterly* 21(2): 149-170.
- Jackson, Frederick Turner, *The Frontier in American History*. New York: Rinehart and Winston, 1962.
- Jackson, Frederick Turner, *The Frontier in American History*. New York: Rinehart and Winston, 1962.
- Jackson, T., Mitchell, S. and Wright, M. (1989). The public development continuum. *Public studies*, 8(1): 66-73.
- James, K. and Vinnicombe, S. (2002), "Acknowledging the Individual in the Researcher", in Partington, D. (ed.) *Essential Skills for Management Research*, 1st ed, SAGE Publications Ltd., London, pp. 84-98.
- Johnson, R. B. (1999). Examining the validity structure of qualitative research. In A. K. Milinki (Ed.), *Cases in qualitative research: Research reports for discussion and evaluation* (pp. 160-165). Los Angeles: Pyrczak.
- Jupp, B. (2000). *Working Together: Creating a Better Environment for Cross-Sector Partnerships*. London: Demos.
- Kamau , C.G, & Bin Mohamed, H.(2015). Efficacy of Monitoring and Evaluation Function in Achieving Project Success in Kenya: A Conceptual Framework. *Science Journal of Business and Management*. Vol. 3, No. 3, pp. 82-94. doi: 10.11648/j.sjbm.20150303.14
- Karani,N, F.Bichanga, O,W.Kamau, GC (2014). Effective Use of Monitoring and Evaluation Systems in Managing HIV/AIDS Related Projects: A Case Study of Local NGOS in Kenya. *Science Journal of Business and Management*. Vol. 2, No. 2, pp. 67-76. Doi: 10:11648J.sjbm.201402.13
- Karim ,J.A(2011)Project Management Information Systems (PMIS)Factors: An Empirical Study of Their Impact on Project Management Decision Making (PMDM) M & E OF PROJECTS. *Research Journal of Economics, Business and ICT*. Vol 2.Pg 22-27
- Kawachi, I. and Kennedy, B. (1997).and Social Cohesion – Why care about income inequality? *British Medical Journal* 314: 1037-1040.

- Kelleher AC, Lowery D. (2009). Central city size, metropolitan institutions and political participation. *British Journal of Political Science* 39: 59–92.
- Khan, F (2012), Monitoring and Evaluation to assess implementation of governmental plans, UNESCO, Doha <http://www.rcepunesco.ae/EN/Activities/Documents/Event%20Documents/03-04Apr2012%20KHAN.RCEPa%20APRIL.pdf> .
- Kibua, N.T. (2006). An Assessment of the Management and Utility of the COUNTY GOVERNMENT in Kenya. Nairobi: *Institute of Policy Analysis and Research*.
- Kieffer, C. (1984). Public empowerment: a developmental perspective. In (eds.) J. Rappaport, C. Swift and R. Hess. *Studies in empowerment: Steps toward understanding and action*. Binghamton: The Haworth Press.
- Kimani, J, Mwangi, Nyang'wara, M, Jackson Ole Kulet, J. (2013). Factors Affecting the Effectiveness of Monitoring and Evaluation of Constituency Development Fund Projects In Kenya: A Case of Laikipia West Constituency. *Journal of Economics and Finance* (IOSR-JEF) e-ISSN: 2321-5933, p-ISSN: 2321-5925. Volume 6, Issue 1. Ver. I, PP 74-87 [www.iosrjournals.org](http://www.iosrjournals.org)
- Kimweli, M.J. (2013). The Role of Monitoring and Evaluation Practices to the Success of Donor Funded Food Security Intervention Projects .A Case Study of Kibwezi District. *International Journal of Academic Research in Business and Social Sciences* June 2013, Vol 3, No 6.
- Koech, P.M. Namusonge, G.S (2012). The Effect of Leadership Styles on Organizational M & E of projects at State Corporations in Kenya *International Journal of Business and Commerce* Vol. 2, No.1: Sep 2012[01-12] (ISSN: 2225-2436)
- Kogut, B., Urso, P. and Walker. G., (2007) Emergent Properties of a New Financial Market: American Venture Capital Syndication, 1960–2005. *Management Science*, 53(7), 1181-1198.
- Kombo, D.K. (2006). *Proposal and Thesis writing*. Pauline publication: Africa.
- Korten, D.E. (1987). *Public management*. West Hartford, CT: Kumarian Press.
- Kumar, R. (2005). *Research Methodology*; New Delhi: Sage Publications
- Kreisberg, S. (1992). *Transforming power: Domination, empowerment, and education*. Albany, NY: State University of New York Press.
- Kuhn, T. (1970). *The structure of scientific revolutions* (2nd ed.). Chicago: University of Chicago Press.

- Kullberg, Vicki (1977), "Toward a Formal Statement of Homan's Social Exchange Propositions." *Humbolt Journal of Social Relations*, 4(2): 9-20, 1977.
- Kyale, S. (1996), *InterViews*, 1st ed, Sage Publications, Inc., London.
- Partington.(Cranfield School of Management), (2008), *Research Strategies Overview* (unpublished Teaching Material), UK.
- Labonte, R. (1989). Public Empowerments: The Need for Political Analysis." *Canadian Journal of Public* ,80: 87-88.
- Labonte, R. (1990). Empowerment: notes on public and professional dimensions. *Canadian Research on Social Policy*, 26: 64-75.
- Labonte, R. (1994). promotion and empowerment: Reflections on professional practice. *Education Quarterly*, 21(2): 253-268.
- Labonte, R. (1998). *A public development approach to promotion: a background paper on practice tensions, strategic models and accountability requirement for authority work on the broad determinants for* . Edinburgh: Education Board of Scotland.
- Labonte, R. and Laverack, G. (2001). Capacity building in promotion, Part 1: for whom? and for what purpose? *Critical Public* , 11(2): 111-127.
- Labonte, R. and Robertson, A. (1996). Delivering the goods, showing our stuff: The case for a constructivist paradigm for promotion research and practice. *Education Quarterly*, 23: 431-427.
- LaFond AK, Baughman LN, and Balaban V.I., (2006).*Building Centralized HIV/AIDS Monitoring and Evaluation Capacity: A Practical Guide for Planning, Implementing, and Assessing Capacity Building of HIV/AIDS Monitoring and evaluation s* (draft). Rockville, Md: US Dept of Health and Human Services, Centers for Disease Control and Prevention, Global AIDS Project in *Journal of International Development* 2006;13(1):121-150.
- Lappe, F. M. and Dubois, P. M. (1994).*The quickening of America: Rebuilding our nation, remaking our lives*. San Francisco: Jossey-Bass,Inc. Publishers.
- Laverack, G. (2001). An identification and interpretation of the governmental aspects of public empowerment.*Public Development Journal*, 36(2): 40-52.
- Laverack, G. (2003). Building capable communities: Experiences in a rural Fijian context. *Promotion International*, 18(2): 99-106.
- Laverack, G. (2004). *promotion practice: Power and empowerment*. Thousand Oaks: Sage.
- Laverack, G. and Wallerstein, N. (2001) Measuring public empowerment: a fresh look at public domains. *Promotion International*, 16(2), 179-185.

- Lim, M., G. Griffiths, and S. Sambrook. (2010). Organizational structure for the twenty-first century. Presented the annual meeting of The Institute for Operations Research and The Management Sciences, Austin.
- Little A., Lloyd M. (ed. By) (2009), *The politics of radical democracy*, Edinburgh University Press: Edinburgh.
- Loughry, M.L.; and Tosi, H.L. (2008) M & E OF PROJECTS implications of peer monitoring in the *Government Science Academic Journal* 19 (6), p876
- Lukes, S. (1994). *Power: A radical view*. London: Macmillan Press Ltd.
- Lusthaus C, Anderson G, Murphy E. (1995). *Institutional Assessment: A Framework for Strengthening Governmental Capacity for IDRC's Research Partners*. Ottawa, Canada: International Development Research Centre;
- Mackenzie, N.&Knipe, S. (2006).Research dilemmas: Paradigms, methods and methodology. *Issues In Educational Research, Vol 16,Pgs 193-205*
- Mahjabeen Z, Shrestha KK, Dee AJ. (2009). Rethinking public participation in urban planning: the role of disadvantaged groups in Sydney metropolitan strategy. *Australian Journal of Regional Studies*15(1): 45–63.
- Manoharan, A. P. (2010) A study of institutional, contextual and socioeconomic factors affecting county e-government *Public Administration, Internet in public administration, Electronic government information, Political participation--Technological innovations Extent xi, 196 p. : ill.*
- Mansbridge J. (2007), “Deliberative Democracy or Democratic Deliberation”, in *Can the Public Govern? Deliberation, Participation, and Democracy*, Palgrave Macmillan: London.
- Mansfield, N.R. Ugwu, O.O. and Doran, T. (1994), Causes of delay and cost overruns in Nigerian construction projects *Int. J. Proj. Manag.*, 12 (4)254.
- Maxwell, J. (2005). *Qualitative research design: An interactive approach* (2nd edn). Thousand Oaks, CA: Sage.
- Mayer, J. P. (1994). *Building public capacity: The potential of public foundations*. Minneapolis: Rainbow Research, Inc.
- McDonald B, Rogers P, Kefford B. (2003). Teaching public to fish? Building the evaluation capacity of public sector governments.*Evaluation*. 2003;9:9-29.
- Mckay R, Horton D, Dupleich L, Andersen A. (2002), Evaluating governmental capacity development.*Can J Project Eval*. 2002;17(2):121-150.
- McNeil, A., &Clemmer, J., (1988). *The V.I.P. strategy-governance skills for exceptional M & E OF PROJECTS*, Toronto: Key Porter Books Ltd.



- Mertens, D.M. (2005). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. (2nd ed.) Thousand Oaks: Sage.
- Metzger, E.M., Jeffrey A. Alexander, J.A., and Weiner, B.J (2012). The Effects of Governance and Governance Processes on Member Participation in Public Health Coalitions
- Milen, A. (2001). *What do we know about capacity building? An overview of existing knowledge and good practice*. Geneva: World Government.
- Milstein B, and Cotton DA. (2000) Defining concepts for the presidential strand on building evaluation capacity. Paper presented at: the 2000 meeting of the American Evaluation Association; October 2000; Honolulu, Hawaii.
- Minkler, M. (1992). Public organizing among the elderly poor local public in the United States: A case study. *International Journal of Services*,22: 303-316.
- Minkler, M., Thompson, M., Bell, J. and Rose, K. (2001). Contributions of Public Involvement to Governmental-Level Empowerment: The Federal y Start Experience. *Education & Behavior*, 28 (6): 783-807.
- Mitchell KR, Agle RB, Wood JD. (1997). Toward a theory of stakeholder identification and salience: defining the principle of who and what really counts. *Academy of Management Review*22(4): 853–886.
- Mizrahi Y. (2004). *Capacity Enhancement Indicators: Review of the Literature*. Washington,
- Montana, P. J., and Charnov B. H., (2008) *Management*, (4<sup>th</sup> Edition). New York. Barron's Educational Series, Inc. Pg 333
- Morlino L. (2003), *Democrazie e democratizzazione*, Il Mulino: Bologna.
- Morrisson, T. (2001). *Actionable learning – A handbook for capacity building through case based learning*. Jakarta: ADB Institute.
- Mouffe C. (2000), *The democratic paradox*, Verso: London and New York.
- Mouffe C. (2005), *On the political*, Routledge: New York.
- Mugenda, M.O and Mugenda, G.A (2005): *Research Methods: Quantitative and Qualitative Approaches*. Acts University Press, Nairobi.
- Mulwa F. W (2007) Participatory Monitoring and Evaluation of Public Projects.Public Based Project Monitoring, Qualitative Impact Assessment and Public Friendly Evaluation Methods.

- Mungai, M. (2009). Civil Society Organisations' Role in Enhancing Accountability and Public's Participation in the Management of Public Governments: The Case of the County Development Fund in Kenya. Research Paper in *International Institute for Social Studies*.
- Murray, C.E., et.al., *Group Work in Public Life*. New York: Association Press, 1954.
- Murutu, J., (2014). Enhancing Public Participation in County Governance Publication series Event contributions Published Kenya, March 22, 2014
- Musgrave R. A., & Musgrave, P. B., (1973). *Public finance in theory and practice*, MIT Press.
- Musgrave, R. A., (2008). Public finance: *in the Abstract of the new Palgrave Dictionary of Economics*.
- N.A. Saleemi, (2009), General Principles of Law Simplified, Saleemi Publications Ltd., Nairobi
- Napier, A. J. (2002). *Lessons for public capacity building: A summary of the research evidence*. Australia: Mount Isa Centre for Rural and Remote .
- Nash, D; Elul, B; Rabkin, M; Tun, M; Saito, S; Becker, M; and Nuwagaba-Biribonwoha, H., (2009), strategies for more effective monitoring and evaluation s in HIV projectmatic scale-up in resource-limited settings: implications for health systems strengthening.in the *JAIDS Journal of Acquired Immune Deficiency Syndromes: November 2009 - Volume 52 Supplement Article*
- Nettleton, S. and Bunton, R. (1995). Sociological critique of promotion. In (eds.) S. Nettleton, R. Bunton and R. Burrows. *The Sociology of Promotion*. London: Routledge.
- Ngcobo, M., (2015). Public/Public participation Projects Practitioner:
- Nguyen VC, Tran A. (2014). Poverty identification: practice and policy implications in Kenyan. *Asian-Pacific Economic Literature*28(1): 116–136.
- Nguyen VT. (2005). Learning to trust: a study of interfirm trust dynamics in Kenyan. *Journal of World Business*40(2): 203–221.
- Nicola-McLaughlin, A. and Chandler, Z. (1984). Urban politics in the higher education of black women: A case study. In (eds.) A. Bookmen and S. Morgen. *Women and the politics of empowerment*. Philadelphia: Temple University Press.
- Niemeyer S., Dryzek J. (2007), *The ends of deliberation: metaconsensus and inter-subjective rationality as ideal outcomes*, *Swiss Political Science Review*, 13, pp. 497-526.

- Nishimura, N., Yamano, T., and Sasaoka, Y., (2008), Impacts of the Universal Primary Education Policy on educational attainment and private costs in rural Uganda, *International Journal of Educational Development*, Vol28; No2: pp. 161-175.\
- Nu'Man J., King, W., Bhalakia, A., and Criss, S., (2007), A Framework for Building Governmental Capacity Supplement: HIV Prevention Capacity Building Integrating Planning, Monitoring, and Evaluation in Capacity Building; *Journal of Public Health Management & Practice Volume 13 Number 1* - Pages S24 - S32.
- Nunnally, J.C. (1978). *Psychometric Theory* (2<sup>nd</sup> Ed.). New York, USA : McGraw-Hill.
- Nyamori, O.R. (2009). 'Making Development Accountable: A critical analysis of the systems of accounting and accountability for the County Development Fund in Kenya', *Journal of Accounting and Organisational Change* 5(2): 197 - 227.
- Ochieng, F. O, Chepkuto, P Tubey, R. and Kuto L. Y (2012): Effectiveness of monitoring and evaluation of County Government projects in Kenya. A case of Ainamoi County *International Journal of Arts and Commerce* Vol. 1 No. 6 November 2012 pp 186-194
- Office of the Deputy Prime Minister and Ministry of Local Government, (April 2011). Volume I: Report of the Task Force on Devolved Government.
- Oladapo, R.A. and Olotuah A.O. (2007), Appropriate real estate laws and policies for sustainable development in Nigeria *J. Struct. Surv.*, 25 (3/4) pp. 330–338
- Omolo, A., (2013). *Policy Reports on Public Participation in Devolved Governance in Kenya* Nairobi: The Institute For Social Accountability (TISA)
- Osland, J., Kolb, D., Rubin, I., & Turner, M. (2007). *Governmental Behavior: An Experiential Approach*: Pearson/Prentice Hall, New Jersey, 8 th Edition.
- Owens, S. (2000). 'Engaging the public: information and deliberation in government projects policy', *Governance and Planning A*, 32: 1141–8.
- Owens, S. (2000). 'Engaging the public: information and deliberation in environmental policy', *Environment and Planning A*, 32: 1141–8.
- Oyugi, N.L. (2006) Equity in Resource Allocation: The Need for Alternative County Development Fund Allocation Criteria (Vol. 76). Nairobi: *Institute for Policy Analysis and Research*.
- Painter M. (2003). Public administration reform in Kenyan: problems and prospects. *Public Administration and Development* 23(3): 259–271.
- Pellizzoni, L. (2003): 'Uncertainty and Participatory Democracy', *Environmental Values* 12(2): 195-224.

- Persons, Babchuk N. and A. Booth,(1984)."Voluntary Association Membership: A Longitudinal Analysis." *American Sociological Review*, 34 (Feb.):31-45, 1969.
- Bellah, R.N., R. Madsen, W.M. Sullivan, A. Swindler, and
- Peterson, N.A. and Zimmermann, M.A. (2004). Beyond the individual: Toward a nomological network of governmental empowerment. *American Journal of Public Psychology*, 34(1/2): 129-145.
- Pont, B., Nusche, D. & Moorman, H., (2008). *Improving school leadership*; Paris: OECD.
- Powers, A., (2012), Introduction to Projectme Evaluation, Battelle Centres for Public Health
- Pring, G. and Noé, S.Y. (2002) 'The Emerging International Law of Public participation Affecting Global Mining, Energy, and Resource Development' in Zillman, D.M., Lucas, A. and Pring, G.(eds) *Human Rights in Natural Resource Development: Public participation in government's project monitoring and evaluation in the Sustainable Development of Mining and Energy Resources*, Oxford University Press, Oxford, P 76.
- Ramos, G. (2008) Public participation in government's project monitoring and evaluation in Governance. *Globalnation.inquirer.net*. 2008-07-21.Retrieved 2015-08-06.
- Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for public psychology. *American Journal of Public Psychology*, 15: 121-148.
- Rawls, J. (1997). "The idea of public reason: postscript," in J. Bohman and W. Rehg (eds.), *Deliberative Democracy: Essays on Politics and Reason*, Cambridge, MA: MIT Press, 131–141.
- Rawls, J., (1996, *Political Liberalism*, New York: Columbia University Press, revised edition.
- Reed, M., (2008. Stakeholder participation for environmental management: A literature review, *Biological Conservation*, 141, 2417–2431.
- Renn, O., Scheizer, P.J., (2009). Inclusive Risk Governance: Concepts and Application to Environmental Policy Making. *Environmental Policy and Governance*, 19, 174–185.
- Rissel, C. (1994). Empowerment: The holy grail of promotion. *Promotion International*, 9(1): 39-47.
- Robbins, S.F., Judge, T.A. (2007). *Organizational Behaviour*. 12th edition. Pearson Education Inc., p. 551-557.
- Robbins, S.P., (2007). *Essentials of organizational Behaviour*, London: Englewood cliffs: P.H.

- Robertson, A. and Minkler, M. (1994). New promotion movement. *Education Quarterly*, 21: 295–312.
- Robinson, K. L and Elliott, S. J. (2000) The practice of public development approaches in heart promotion *Education Research Theory and Practice*, 15: 219–231.
- Rosenau, P. V. (1994). Politics Meets Post-Modernism: Its Meaning and Implications for Public Organizing. *Journal of Politics*, 19(2): 303-333.
- Rosenberg S. W (2007, *Deliberation, Participation and Democracy. Can the Public Govern?*, Palgrave Macmillan: New York.
- Rowe, G and Frewer, L.J., (2005). Evaluating Public-Participation Exercises: A Research Agenda
- Rowe, G. and Frewer, L.J. (2000) Public participation in government's project monitoring and evaluation methods: A framework for evaluation, *Science, Technology, & Human Values*, 25 (1), 3-29.
- Rowe, G. and Frewer, L.J. (2000) Public participation methods: A framework for evaluation, *Science, Technology, & Human Values*, 25 (1), 3-29.
- Rowe, G. and Frewer, L.J. (2005) A typology of public engagement mechanisms, *Science, Technology, & Human Values*, 30 (2), 251-290.
- Roy M. B., (2010). *Communicating* (11<sup>th</sup> Edition), Boston, MA: Pearson Education, Inc., p.9-12
- Saltzstein HG. (1992). Bureaucratic responsiveness: conceptual issues and current research. *Journal of Public Administration Research and Theory* 2(1): 63–88.
- Sanders L. (1997, *Against Deliberation*, "Political Theory", 25, pp. 347-76.
- Saunders, M., Lewis, P. and Thornhill, A. (2007), *Research Methods for Business Students*, science. New York: Macmillan/Free Press.
- Sen, A., (1999). Democracy as a Universal Value. *Journal of Democracy*, 10, 3, 3-17.
- Smith, N., Littlejohns, L. B. and Thompson, D. (2001). Shaking out the cobwebs: insights into public capacity and its relation to outcomes. *Public Development Journal*, 36: 30–41.
- Smyth, H J; Morris, P W G. (2007). 'An epistemological evaluation of research into projects and their management: Methodological issues', *International Journal of Project Management* 25 (4): 423–436.
- Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Thousand Oaks: Sage.

- Speer, P. W., and Hughey, J. (1995). Public organizing: An ecological route to empowerment and power. *American Journal of Public Psychology*, 23:(5), 729-748.
- Springett, J. (2001) Appropriate approaches for the evaluation of promotion. *Critical Public*, 11: 139–151.
- Starhawk (1987). *Truth or dare: encounters with power, authority, and mystery*. San Francisco: Harper and Row.
- Stern, S.E., and F.P. Noel (1973).Affiliation-participation in Voluntary Associations: A Factor in Organized Leisure Activity.*Sociology and Social Research*.57:(4) 473-481.
- Stufflebeam, D. L. (1995). Empowerment Evaluation, Objectivist Evaluation, and Evaluation Standards: Where the Future of Evaluation Should Not Go and Where It Needs to Go. *Evaluation Practice*, 15(3): 321-338.
- Swift, C. and Levin, G. (1987). Empowerment: An emerging mental technology. *Journal of Primary Prevention*, 8(1-2): 71-94.
- Tashakkori, A., & Teddlie, C. (2003).*Handbook of mixed methods in social and behavioural research*. London: Cassell.
- Tashakkory, A. and Tedlie, C. (1998).*Mixed methodology: combining qualitative and quantitative approaches*. Thousand Oaks: Sage.
- Taylor, J. (2000). *So now they are going to measure empowerment!*Public Development Resource association: World Wide Web: <http://www.cdra.org.za/articles.htm>
- Thareja P (2008), "Total Quality Organization Thru' People,(Part 16), Each one is Capable",FOUNDRY, Vol. XX, No. 4, July/Aug 2008
- Thareja P. (2007). A Total Quality Organisationthru'People Each One is Capable. Available at: <http://www.foundry-planet.com>
- Thomas, E.U. Martin, L. (2004) Essentials of construction project management (first ed.)University of New South Wales Press Ltd., Australia
- Tones, K. and Tilford, S. (2001). *Promotion: Effectiveness, Efficiency and Equity*. Cheltenham, UK: .Nelson Thornes Ltd.
- Tudor Jackson (1986), the Law of Kenya an Introduction, Kenya Literature Bureau, Nairobi
- Turner, Jonathan H., *The Structure of Sociological Theory*. Homewood, II: The Dorsey Press, 1975.
- UNDP (1995).*Capacity Development for Sustainable Human Development: Conceptual framework and operation signpost*. New York: United Nations Development Projectme

- UNDP (2002). Handbook on Monitoring and Evaluation for Results. New York: UNDP
- UNDP.2012. The Kenyan Provincial Governance and Public Administration M & E OF PROJECTS Index (PAPI) 2011: Measuring Public Experience. United Nations Development Project: Hanoi.
- UNICEF, (2002) Measures and Indicators for Evaluating Life Skills-Based Education s. Draft – UNICEF
- UNICEF, (2003) Assessment Strategies for Skills-based Health Education with a focus on HIV prevention and related issues.UNICEF.
- UNICEF, (2003).Assessing Learning Achievement.UNICEF.
- United Nations Environment Projectme (2007) Convention on the Rights of Persons with Disabilities".*Un.org. 2007-03-30.Retrieved 2015-04-06.*
- Vatn, A., 2009. An institutional analysis of methods for environmental appraisal, *Ecological Economics*, 68, 2207–2215.
- Verba S, Schlozman K, Brady H. 1995. Voice and Equality. Harvard University Press: Cambridge, MA.
- Vroom, V. (2000): “ Governance and the Decision-Making Process,” *Governmental Dynamics*, v28(4): 82-94.
- Vroom, V. (2003): “Educating Managers for Decision Making and Governance,” *Management Decision* ,41(10), 968-978.
- Vroom, V., &Jago, A. (2007): “The Role of the Situation in Governance,” *American Psychologist*, v62(1), (2007): 17-24.
- Vroom, V.,&Jago, A. (1995): “Situation Effects and Levels of Analysis in the Study of Leader Participation,” *Governance Quarterly* , 6(2), 169-181.
- Waldron, J., 1999, *Law and Disagreement*, Oxford: Oxford University Press.
- Wallerstein, N. (1992) Powerlessness, empowerment and . Implications for promotion projects. *American Journal of Promotion*, 6: 197–205
- Wallerstein, N. and Bernstein, E. (1988). Empowerment education; Freire’s ideas adapted to education. *Education Quarterly*, 15(4): 171-186.
- Wang X. (2001). Assessing public participation in U.S. cities; Public M & E OF PROJECTS & Management Review24(4): 322–336.
- Ward, J. (1987). Public development with marginal public: the role of conflict. *Public Development Journal*, 22: 18-27.
- Weiss, C, H., (1998), Evaluation, Upper Saddle River, NJ: Prentice-Hall.

- Wilkinson, R.G. (1997) Income inequality and social cohesion. *American Journal of Public* ,8: 104-106.
- iams, W. (2002), Citizenship questions and environmental crisis in the Niger Delta: a critical reflection *Nordic J. Afr. Stud.*, 11 (3) pp. 377–382
- Wilson, P. (1996). Empowerment: Public economic development from the inside out. *Urban Studies*, 33(4-5), 617-630.
- Winter, M; Smith, C; Morris, P W G; Cicmil, S. (2006). ‘Directions for future research in project management: The main findings of a UK government-funded research network’. *International Journal of Project Management* 24 (8): 638–649.
- World Bank, (2005): *From crisis to sustainable growth in sub-Saharan Africa*. New York: Oxford University Press..
- Yang K, Callahan K. (2007).Public involvement efforts and bureaucratic responsiveness: participatory values, stakeholder pressures, and administrative practicality. *Public Administration Review*67(2): 249–264.
- Young I. M. (2001), *Activist challenges to deliberative democracy*, “Political Theory”, 29, pp. 670-690.



## APPENDICES

### Appendix I: Transmittal Letter

To,  
Head of Department,  
Migori County,

Dear Sir/Madam,

**RE: Transmittal letter**

I am a student at the University of Nairobi currently pursuing a PhD Degree in Project Planning and Management. I invite you to take part in a survey aimed at establishing Institutional Factors, Political environment and Public Participation in M & E; a case of preprimary school projects in Migori County, Kenya.The questionnaire takes approximately 30 minutes to fill. Information collected will be treated confidential and will be used specifically for academic purpose and benefit policy formulators in coming up with more suitable guidelines for planning, implementing, monitoring and evaluating of county government funded projects.

Thank you in advance,

Yours Faithfully,

Chepchieng', Joshua Kimwetich

## Appendix II: Survey Questionnaire

### Introduction and climate setting

This questionnaire is meant to collect information on institutional factors, political environment and public participation in M & E of county government projects with specific reference to preschool education projects funded by the county government. The information to be collected helped address challenges faced in implementing public participation in M&E of pre-primary schools' projects for quality of service delivery. The information you give will only be used for the purpose of this study and your identity will not be exposed. Thanks in advance.

**Serial number of the participant:** \_\_\_\_\_

### Section A: Demographic Information

1. Gender: Male: \_\_\_\_\_ Female \_\_\_\_\_
2. Please indicate your Age \_\_\_\_\_ in years
3. Please indicate your level of Education using the choices given below;
  - a) No Schooling ( )
  - b) Primary education level ( )
  - c) Secondary education level ( )
  - d) Tertiary education level ( )
4. Please indicate your occupation using the choices given below
  - a) Non skilled artisan career ( )
  - b) Skilled artisan career ( )
  - c) Professional career ( )
  - d) Other (specify)
5. Please indicate your Marital status using the choices given below
  - a) Married ( )
  - b) Single ( )
  - c) Widow ( )

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1)	Functions of the county government are well defined and run smoothly					

**Section B: Organizational Structure**

The questions below provide various indicators of structure in the organization. Please tick the most appropriate response to organization structure in implementation of county government projects in Migori County. The responses are rated on a six point likert scale ranging from Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5) and Don't know N/A. Please tick the response that is most appropriate to your county preschool education project.

2)	Duties and responsibilities for every position are outlined in job descriptions					
3)	Rules and procedures guide decision making					
4)	Managers delegate some of their tasks to lower level managers					
5)	The existing structure of management allows the general public to participate in decision making					
6)	Channels of communication are clear					
7)	The County government has a monitoring and evaluation department					
8)	Communication is always formalized in writing					
9)	The county structure is characterized by loose, informal control and heavy dependence on informal relationships					
10)	The county structure is underdeveloped hence does not allow public involvement in projects					
11)	The channels of communication are open with important financial information flowing quite freely throughout the county structure					
12)	Everyone involved in a county project is held accountable and responsible for the task assigned					
13)	Specialists (lawyers, engineers, economists, information systems experts, etc) are employed by the County Government to either make or assist in making decisions.					

**Section C: Leadership Styles**

This questionnaire contains statements about leadership style and beliefs on public participation in M & E of preschool county projects. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True (AAT) -- 5
- Frequently True (FT) -- 4
- Occasionally True (OT) --3
- Seldom True (ST) --2
- Almost Never True (ANT) --1

	<b>Statements about leadership style beliefs</b>	<b>AAT</b>	<b>FT</b>	<b>OT</b>	<b>ST</b>	<b>ANT</b>
1.	County officer is always retaining the final decision making authority within the preschool county project committee team.	5	4	3	2	1
2.	County officer is always trying to include one or more preschool county project committee members in determining what to do and how to do it. However, the officer maintains the final decision making authority.	5	4	3	2	1
3.	Preschool county project committee members and county officer always vote whenever a major decision has to be made.	5	4	3	2	1
4.	County officer do not consider suggestions made by other county project committee members, as he/she do not have the time for them.	5	4	3	2	1
5.	County officer asks for public ideas about preschool county project and inputs them on the upcoming projects' plans.	5	4	3	2	1
6.	For a major decision to pass in the preschool county project, it must have the approval of each individual or the majority of the public members.	5	4	3	2	1
7.	County officer tells the Preschool county project committee members and the public members what has to be done and how to do it about the preschool county project.	5	4	3	2	1
8.	When things go wrong and the county project officer need to create a strategy to keep a project or process running on schedule, he/she calls a meeting to get the public's advice.	5	4	3	2	1
9.	County project officer want to create an environment where the public members take ownership of the preschool county project, by allowing them to participate in the decision making process.	5	4	3	2	1
10.	County project officer allows the public members to determine what needs to be done and how to do it about the preschool county project.	5	4	3	2	1
11.	County project officer thinks the public members know more about the preschool county project than he/she does, so allowing them to carry out the decisions to do	5	4	3	2	1

	their the preschool county project.					
12.	County project officer allows the public members to set the preschool county project priorities with his/her guidance.	5	4	3	2	1
13.	County project officer delegates project tasks to the public members in order to implement a new procedure or process in managing the M & E of the preschool county project.	5	4	3	2	1
14.	County project officer closely monitor the public members to ensure they are performing their project tasks correctly.	5	4	3	2	1
15.	When there are differences in role expectations, the county project officer works with the public members to resolve the differences.	5	4	3	2	1
16.	County project officer likes the power that his/her leadership position holds over the public members in implementing the preschool county project.	5	4	3	2	1
17.	County project officer likes to use his/her leadership power to help the public members grow in managing the preschool county project.	5	4	3	2	1
18.	County project officer likes to share his/her leadership power with the public members in managing the preschool county project.	5	4	3	2	1
19.	County project officer thinks that public members must be directed or threatened with punishment in order to get them to achieve the preschool county project objectives.	5	4	3	2	1
20.	County project officer thinks that public members exercise self-direction if they are committed to the preschool county project objectives.	5	4	3	2	1
21.	County project officer thinks that public members have the right to determine their own preschool county project objectives.	5	4	3	2	1
22.	County project officer thinks that public members know how to use creativity and ingenuity to solve the preschool county project problems.	5	4	3	2	1
23.	County project officer thinks that public members can lead themselves just as well as he/she can in	5	4	3	2	1

implementing the preschool county project.						
--	--	--	--	--	--	--

**Section D: Capacity in M & E**

The questions below provide various indicators of aspects regarding human resource capacity in relation to public participation in monitoring and evaluation of county government projects rated on a six point likert scale ranging from Strongly disagree (1) Disagree (2) Neutral (3) Agree(4) Strongly Agree (5) and Don't know N/A. Please tick the response that is most appropriate to your county preschool education project.

		SD (1)	D (2)	N (3)	A(4)	SA (5)	DK (6)
1	Public is aware of implementation of county project						
2	Ability to monitor and evaluate county projects by individual citizens						
3	County government project officers have ability to monitor and evaluate county projects						
4	Policy on monitoring and evaluation of county projects exists						
5	Policy on monitoring and evaluation of county projects is always followed						
6	Capacity building and training workshops on M&E are held for members of the public and project staff						
7	Public is aware of their role in the implementation of county project						
8	Public members have ability to monitor and evaluate county projects						
9	Public is aware of their role in monitoring and evaluation of county projects						
10)	Capacity building and training workshops on M&E are held monthly for members of the public early before proposing the project						
11)	Public is aware of the policy on monitoring and evaluation of county projects						
12)	Clear project roles are stipulated in the policy on M & E for members of the public and project staff						

**Section E: Political Environment**

The questions below provide various indicators of aspects regarding human resource capacity in relation to public participation in monitoring and evaluation of county government projects rated on a six point likert scale ranging from Strongly disagree (1) Disagree (2) Neutral (3) Agree

(4) Strongly Agree (5) and Don't know N/A. Please tick the response that is most appropriate to your county preschool education project.

		<b>SD(1)</b>	<b>D(2)</b>	<b>N(3)</b>	<b>A(4)</b>	<b>SA (5)</b>	<b>DK</b>
1)	There is variance in political affiliation of county public/officers						
2)	There is variance in public/officers political interests						
3)	Politicians are corrupt and cause public dissatisfaction						
4)	Politicians appreciate of the political environment of projects						
5)	Community members are able to analyze political problems						
6)	County management is able to address political environment problems promptly						
7)	Policies on public participation in M&E at National regional level's levels are inconsistent						
8)	Abrupt change of policies adversely affects achievement of county project objectives						
9)	Corruption from county agencies and politicians affect implementation of projects						
10)	Corruption from the project lenders and experts (engineers, supervisors, and consultants) favour some contractors						
11)	panels inspecting and accepting finished county projects are corrupt						
12)	contractors are ready to buy tenders of county projects with bribes						
13)	Misinterpretation of laws and regulations to favour any of the parties is common						
14)	Combating corruption in county projects by control of fraud and corruption is done						
15)	Politicians direct on partisan lines about those to be awarded the county government project tenders						
16)	County management is unable to resolve political environment problems promptly in county projects						



**Section F: Public Participation in M & E of County Projects**

Indicate the extent to which you agree with the following aspects regarding public participation in M & E of preschool county government projects in your recently on-going project. The questionnaire is rated on a six point likert scale ranging from Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5) and Don't know N/A. Please tick the response that is most appropriate to your county preschool education project.

		<b>SD (1)</b>	<b>D (2)</b>	<b>N (3)</b>	<b>A(4)</b>	<b>SA (5)</b>	<b>DK N/A</b>
	<b>(a) Involving public members in M &amp; E of county projects</b>						
1	Engagement of professional public members, contributes to successful project						
2	Skilled human resource has contributed to better project performance						
3	Trainings have helped improve the quality of project benefits						
4	Technical support improved overall project performance margin						
5	Use of information has contributed to innovation & learning by farmers						
	<b>(b) Publics' satisfaction with their involvement in M &amp; E of county projects</b>						
6	Most of the county projects are relevant to public beneficiaries						
7	Most of the county projects impact positively on public beneficiaries 'needs						
8	Most of the public members are satisfied with level of their involvement in M & E of county project						
9	Most of the public members are dissatisfied with level of their involvement in M & E of county project						
	<b>( c) County staff satisfaction with public involvement in M &amp; E of county project</b>						
10.	County staff are satisfied with public involvement in M & E of county projects						

11.	County staff satisfaction leads to high public participation in M & E of county projects						
12.	Most of the county officers are happy working with the public members in M & E of county projects						

**Thank you for taking your time to respond**

### **Appendix III; Interview Schedule for sub County Directors of ECDE**

This guide will aid the researcher to conduct face to face interview with the seven Sub County Directors of ECDE, in as far as public participation in M&E of preschool projects in the County is concerned.

**Introduction:** Good morning/afternoon sir/madam. Thank you for having granted me permission to interview you. I would like to assure you that the researcher intends to use the information gathered from this interview solely for academic work.

**The interview questions as per study variables:**

#### **Section A: Organizational Structure**

The reporting or communication structure of an organization defines responsibilities bestowed to each office. This in turn highlights who to report to and who is do carry out particular duties. With regard to circumstances that may enhance public participation in M&E, kindly respond to the following:

- i. Clarity of definition of the functions of the county government
- ii. Definition of duties for every position
- iii. Adherence to rules and procedure in decision making
- iv. Managers delegate some of their duties to subordinates
- v. Does the structure of the organization allows public participation in decision making
- vi. Are channels of communication clear?
- vii. Is there a monitoring and evaluation department in the County?
- viii. What is the organizational structure? Describe it.
- ix. Is there accountability and responsibility requirement of project officers?

#### **Section B: Organization Leadership style**

The leadership of a project is normally charged with a duty to influence some activities like public participation in an organization through certain practices. Kindly respond to the following practices with regard to organizational leadership style and public participation in M&E.

- i. Who retains the final decision making authority in the County?
  - ii. Does the county officer include project committee members in decision making?
  - iii. Is decision making generally based on majority voting?
  - iv. Does the county officer consult preschool committee members in decision making?
  - v. Are decisions concerning preschool projects made through public forums?
- Comment.

### **Section C: HR Capacity in M&E**

The capacity of the human resource to implement M&E of preschool projects can also enhance public participation in the same. Kindly provide your opinion regarding the following:

- i. Are the public made aware of implementation of all the county projects?
- ii. Do the public have the ability to monitor and evaluate county projects?
- iii. Do the county government project officers have the ability to monitor and evaluate county projects?
- iv. Is there county project M&E framework to be followed during monitoring and evaluation? Comment on your response
- v. Are there continuous capacity building workshops for the public and project officers on M&E?

### **Section D: Political Environment**

The political environment of any project has the potential of enabling public participation in M&E of preschool projects. Kindly provide your opinion regarding the following:

- i. Are public officers having varying political affiliations?
- ii. Are community members able to analyse political interference with respect to M&E of preschool projects?
- iii. Does corruption interfere with preschool projects in the area? Explain incidences and prevalence
- iv. Are there cases of abrupt changes in policies caused by political changes that affect public participation in M&E in preschool projects?

- v. Do politicians dictate parties to be awarded preschool tenders? How does this relate with M&E and consequently public participation in the same?

**Thank you for taking your time to respond**



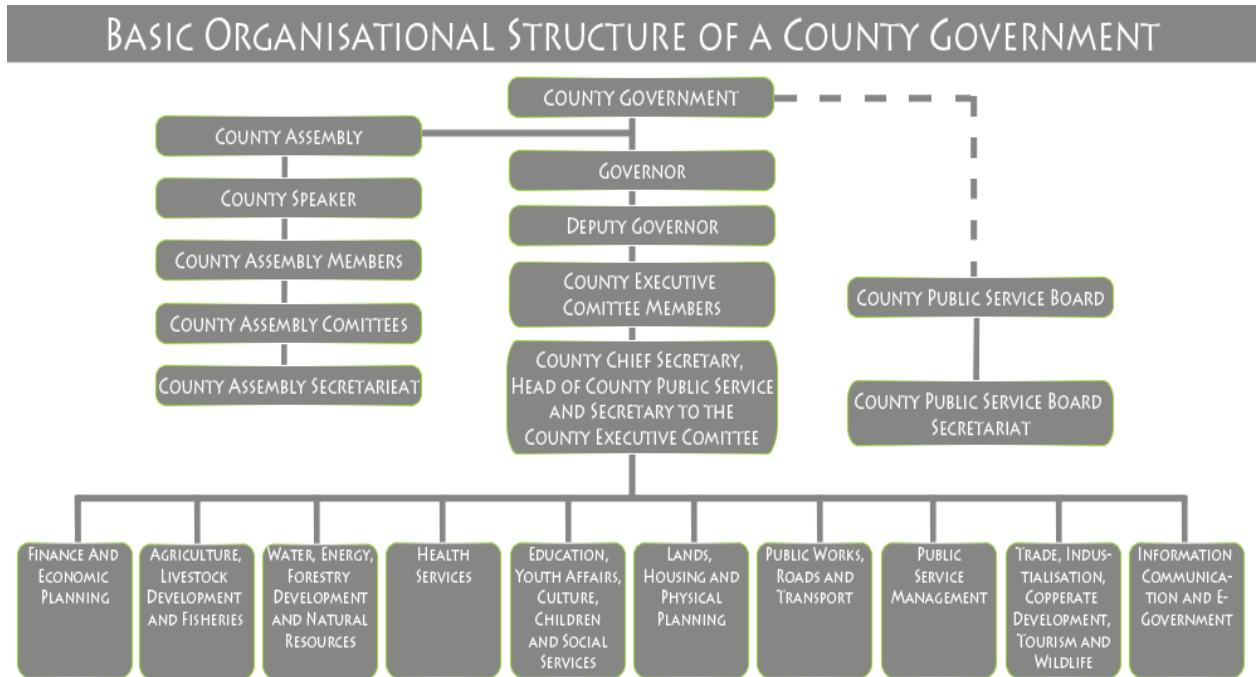
#### **Appendix IV: Document analysis guide**

The researcher will analyse the Public Management Framework (PMF) to compare it with the findings of interviews as well as those of the quantitative data. This is intended to establish whether there is compliance with the framework or not. Areas of compliance to be verified include the following:

1. Whether the organizational structure supports public participation in M&E of the preschool projects
2. Whether the organization's leadership style provides adequate environment for public participation in M&E of preschool projects
3. Whether human resource capacity enhances public participation in M&E of preschool projects
4. Whether political environment around the study area supports public participation in M&E of preschool projects.

## Appendix VII: Organisational Structure of a County Government in Kenya

The structure of the Government of Migori County include: governor who is deputized by the deputy governor as shown in the basic organisational structure of a county government in Kenya



The legislature of the county is called the County Assembly and has 35 representatives from the 35 wards. The county is divided into 7 sub-counties for administrative purposes. The county has 10 executive officers in charge of each ministry in Migori County.