

**INFLUENCE OF STAKEHOLDER PARTICIPATION ON
IMPLEMENTATION OF PROJECTS IN KENYA: A CASE OF
COMPASSION INTERNATIONAL ASSISTED PROJECTS IN
MWINGI SUB-COUNTY**

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the Award of the Degree of Master of Arts in Project Planning and
Management of the University of Nairobi**

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DECLARATION

This research project report is my original work and has not been presented for award of any degree in any other University.

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This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this research project to my beloved wife Phyllis and our children Alex, Sharleen and Arnold for their great love, understanding and support.

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TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS AND ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	4
1.6 Significance of the Study	5
1.7 Delimitations of the Study	5
1.8 Limitations of the Study.....	5
1.9 Assumptions of the Study	6
1.10 Definition of Significant Terms Used in the Study	6
1.11 Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 The Concept of Stakeholder Participation in Projects	8
2.3 Stakeholder Participation in Project Initiation and Implementation of Projects.....	10
2.4 Stakeholder Participation in Project Planning and Implementation of Projects	11
2.5 Stakeholder Participation in Project Execution and Implementation of Projects	13

2.6 Stakeholder Participation in Monitoring and Evaluation and Implementation of Projects.....	14
2.7 Theoretical Framework.....	15
2.7.1 Skinner’s Operant Conditioning Theory.....	16
2.7.2 Treseder’s Degree of Participation	17
2.8 Conceptual Framework.....	18
2.9 Summary of the Literature	19
2.10 Knowledge Gap	20
CHAPTER THREE: RESEARCH METHODOLOGY	21
3.1 Introduction.....	21
3.2 Research Design.....	21
3.3 Target Population.....	22
3.4 Sample Size and Sampling Procedure	22
3.4.1 Sample Size.....	22
3.4.2 Sampling Procedure	23
3.5 Research Instruments	23
3.5.1 Pilot Testing of Research Instruments	24
3.5.2 Validity of Research Instruments.....	25
3.5.3 Reliability of Research Instruments.....	25
3.6 Data Collection Procedures.....	26
3.7 Data Analysis Techniques	27
3.8 Operationalization of Variables	28
3.9 Ethical Issues	30
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION	31
4.1 Introduction.....	31
4.2 Questionnaire Response Rate	31
4.3 Demographic Characteristics of the Respondents	32
4.4 Distribution of Respondents by Levels of Project Involvement.....	33

4.5 Stakeholder Participation in Project Initiation and Implementation of Projects.....	34
4.6 Stakeholder Participation in Project Planning and Project Implementation.....	35
4.7 Stakeholder Participation in Project Execution and Implementation of Projects	38
4.8 Stakeholder Participation in Project Monitoring and Evaluation and Project Implementation	40
4.9 Stakeholder Participation in the Implementation of Projects	41

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS..... 44

5.1 Introduction.....	44
5.2 Summary of Study Findings	44
5.3 Discussion of the Findings.....	45
5.3.1 Stakeholder Participation in Project Initiation.....	45
5.3.2 Stakeholder Participation in Project Planning	46
5.3.3 Stakeholder Participation in Project Execution	47
5.3.4 Stakeholder Participation in Monitoring and Evaluation.....	48
5.4 Conclusions of the Study	49
5.5 Recommendations of Study	50
5.6 Suggestions for Further Research	50

REFERENCES..... 51

APPENDICES 55

Appendix i: Letter of Transmittal of Data Collection Instruments.....	55
Appendix II: Questionnaire for Child Development Workers.....	56
Appendix III: Interview Guide for Stakeholders	61
Appendix IV: Research Permit	62

LIST OF TABLES

Table 2.1 Summary of Knowledge Gap	20
Table 3.1 Sample Size.....	23
Table 3.2 Results of Instruments Reliability.....	26
Table 3.3 Operationalization Table of Variables	29
Table 4.1 Questionnaire Response Rate	31
Table 4.2 Distribution of Respondents by Number of Years as a Stakeholder	32
Table 4.3 Distribution of Respondents by Highest Level of Education	33
Table 4.3 Distribution of Respondents by Highest Level of Education	33
Table 4.4 Distribution of Respondents by Levels of Project Involvement.....	34
Table 4.5 Stakeholder Participation in Project Initiation and Implementation of Projects	34
Table 4.6 Decision to Involve Stakeholders in Project Activities	35
Table 4.7 Consultation in Project Activities	35
Table 4.8 Stakeholder Involvement in Budgeting	36
Table 4.10 Decision on When Activities are to be Implemented	36
Table 4.11 Stakeholder Involvement in Goal Setting of Projects.....	37
Table 4.12 Stakeholder Involvement in Determination of Project Costs	37
Table 4.13 Stakeholder Consultation in Planning for Project Resources	38
Table 4.14 Average Program Stakeholder Attendance Rates	38
Table 4.15 Stakeholder Participation in Project Execution	39
Table 4.16 Stakeholder Consultation on Implementation of Project Activities	39
Table 4.17 Consideration of Stakeholder Views When Making Changes.....	40
Table 4.19 Stakeholder Participation in Developing Project Monitoring Tools	41
Table 4.20 Stakeholder Views Sought When Generating Monitoring Report	41
Table 4.21 Representation of Stakeholders in Church Partner Committee	42
Table 4:22 Correlation Co-efficient Between Variables	42

LIST OF FIGURES

Figure 1: Conceptual Framework	18
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LIST OF ABBREVIATIONS AND ACRONYMS

ACRWC:	African Charter on the Rights and Welfare of the Child
CDC:	Child Development Centre
CDF:	Constituency Development Fund
CI:	Compassion International
CKE:	Compassion Kenya
CPC:	Church Partner Committee
UNCRC:	United Nations Convention on the Rights of Stakeholders
ICP:	Implementing Church Partner
IPM:	Institute of Project Management
NGO:	Non-Governmental Organization
UNICEF:	United Nations Stakeholders' Fund

ABSTRACT

Stakeholder participation is widely viewed as the key to ensuring that organizations meet the needs of the people they serve by encouraging transparency and accountability of the organizations and granting the stakeholders ownership of the programs and the solutions therein. Research has however shown that there is minimal stakeholders' participation in most organizations that deal with development. This leads to the projects not being demand-driven and therefore not achieving their intended outcomes. This study sought to establish the influence of stakeholder participation on implementation of projects in Kenya: a case of Compassion International assisted projects in Mwingi sub-county. The study was guided by the following objectives: to establish the extent to which stakeholder participation in project initiation influences the implementation of Compassion International assisted projects in Kenya; to determine how stakeholder participation in project planning influences the implementation of Compassion International assisted projects in Kenya; to assess the extent to which stakeholder participation in project execution influences the implementation of Compassion International assisted projects in Kenya and to examine how stakeholder participation in project monitoring and evaluation influences the implementation of Compassion International assisted projects in Kenya. Descriptive research design was used in this study. The study also used both qualitative and quantitative research methods. The target population was 391 stakeholders within 4 Compassion assisted projects. The study had a sample size of 191 respondents derived by use of Fisher et.al, formula with 80% response rate. The research was carried out using a questionnaire and interview guide. The study established that in projects with stakeholders represented in the project governance structure, stakeholder participation in project initiation strongly influenced project implementation at a correlation coefficient of 0.802, followed by stakeholder participation in project planning at a correlation coefficient of 0.798. Stakeholder participation in project execution had some relatively good influence on project implementation at a correlation coefficient of 0.616. However, stakeholder participation in monitoring and evaluation had weak influence on project implementation at a correlation coefficient of 0.350. The study recommends that there be a review of the existing policies on Compassion sponsorship program with the aim of increasing the influence of stakeholder participation on implementation of Compassion projects making them more effective. It also recommends that organizations should continuously train all project staff and leadership on both stakeholder analysis and participation in their projects to enable them to competently involve all stakeholders in project implementation. The study recommends further research on the influence of project stakeholder participation in implementation of urban based projects since this study was conducted in a rural set up. Finally, a study should be carried out on the barriers to effective project stakeholder participation in project implementation since the research shows that stakeholder participation is not fully embraced.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Participation of stakeholders has been widely acknowledged as a key component of programming since the 1970s (Smith, 2002). Participation is the sharing by people in the benefits of development, active contribution of people to development and involvement of people in decision-making at all levels of society (Johns Hopkins University and William Brieger, 2006). According to World Bank, (2006) stakeholder participation is the process through which stakeholders influence and share control over development initiatives and the decision and resource which affect them. Development experience over the last few decades and the increased concern of international funding agencies and non-profit organizations in social sector have made stakeholder involvement an inevitable part of the development process.

Community-based development projects assume participation of beneficiaries in the implementation and management of the schemes under consideration. Participation of stakeholders in project implementation is supposed to make the development demand-driven and effective. However stakeholder' participation in project implementation is not realized across the globe. According to Hansen, (2007) there is very minimal stakeholders' participation in projects in Australia. There is also minimal stakeholders' participation in project implementation in projects in Somali (Newell 2001). According to Newell (2001) all projects which were having stakeholders as primary beneficiaries never involved them in implementation from project initiation to project phase out.

Kenya is facing participation problem because a research conducted by Nyaguthii, (2013) established that 78% of primary stakeholders of project are never involved in implementation in Mwea. According to Compassion Report (2009), 50% of income generating activities fails the first year of initiation because of inadequate stakeholders' involvement among other factors. The United Nations Convention on the Rights of the

Child, (United Nations, 1989) is based on the principles of non-discrimination, the best interest of the child, the rights of survival and development and child participation.

Article 12 of the CRC is described as the departure on child participation and the linchpin of the Convention (Smith, 2002). The article states that stakeholders of all ages and abilities should have a say in any matter concerning them. It requires that adults listen to what they say and take them seriously by recognizing the value of their own experience, views and concerns (Lansdown, 2001) in accordance to their evolving capacities. On the other hand, Article 3 of the CRC deals with the best interest of the child being the primary concern in all applications (United Nations, 1989). This then implies that adults need to learn to work closely in collaboration with stakeholders to help them articulate their lives, develop strategies for change and exercise their rights. This is true for organizations that solicit donor funds to implement programs for stakeholders.

Stakeholder participation is a fundamental principle of the CRC and was ratified by the African Union through the African charter on the rights and welfare of the Child (ACRWC) in 1990 and by the government of Kenya through the Stakeholders' Act of 2001. The United Nations Children's Fund (UNICEF) asserts that meaningful participation is important for their growth and development and emphasizes that the involvement of stakeholders can make a difference in the communities and enhances democracy (UNICEF, 2002). However, according to Kofi Annan, the world is full of vulnerability and exclusivity for stakeholders and calls for the world to fight for the rights of stakeholders that are neglected (UNICEF, 2006). It is shown from previous research (Simon, 1997; World Vision International report, 2006; Reed, 2008; Hansen, 2007; Abelson et al., 2007) that there is little stakeholder participation in project implementation.

Compassion International is one of the leading child focused organizations that have designed their programs along individual stakeholders sponsorship program as a model of alleviating poverty that are actively involved in promoting child participation in their programs. Compassion International champions a response to poverty rooted in creating

opportunity and hope for stakeholders to grow and develop into their God-given potential (Compassion, 2012). Started in 1952 in South Korea by supporting 35 orphaned children, the Christian organization currently supports 1.4 million children.

The programs implemented by this agency include the child survival program, child sponsorship program, leadership development program and complementary interventions. All the four programs are focused on holistic child development that targets the stakeholders' spiritual, cognitive, educational, physical and socio-emotional needs. All the Compassion supported children are taken through the Compassion International holistic child development curriculum (Compassion, 2012) during program days. The stakeholder participation in the initiation, planning, execution and monitoring of activities that target the four areas of child development in the child development centers hereafter referred to as projects, is the focus of this study.

1.2 Statement of the Problem

Stakeholder participation is widely viewed as the key to ensuring that organizations and institutions meet the needs of the people that they serve. Through participation, stakeholders feel ownership of projects and solutions and encourage transparency and accountability of the organizations offering service. Studies have however shown that most organizations deny their stakeholders an opportunity to participate in the implementation of their projects thus making them not realize their intended outcomes.

Stakeholder participation in project initiation, project planning, project execution and project monitoring and evaluation have all been studied by numerous authors at different levels. However, the methodologies used to arrive at conclusions were varied. This study therefore focused on looking at the influence of stakeholder participation in all the stages of the project cycle and came up with the strengths of relationships between stakeholder participation in project initiation, project planning, project execution and project evaluation and project implementation.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of stakeholder participation on implementation of projects in Kenya: A case of Compassion International assisted projects in the Mwingi Sub-county.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the extent to which stakeholder participation in project initiation influences the implementation of Compassion International assisted projects in Kenya.
- ii. To determine how stakeholder participation in project planning influences the implementation of Compassion International assisted projects in Kenya.
- iii. To assess the extent to which stakeholder participation in project execution influences the implementation of Compassion International assisted projects in Kenya.
- iv. To examine how stakeholder participation in project monitoring and evaluation influences the implementation of Compassion International assisted projects in Kenya.

1.5 Research Questions

The study sought to answer the following research questions:

- i. To what extent does stakeholder participation in project initiation influence the implementation of Compassion International assisted projects in Kenya?
- ii. How does stakeholder participation in project planning influence the implementation of Compassion International assisted projects in Kenya?
- iii. To what extent does stakeholder participation in project execution influence the implementation of Compassion International assisted projects in Kenya?
- iv. At what level does stakeholder participation in project monitoring and evaluation influence implementation of Compassion International assisted projects in Kenya?

1.6 Significance of the Study

It is hoped that this study would add to the pool of knowledge to project management so as to improve sustainability of interventions. The information acquired may be used by donors, project implementers, program practitioners, researchers as well as consultants to fine tune development dynamics especially in rural development projects. It is also hoped that this study would help in opening up collaboration among key stakeholders in project implementation in Kenya and ensure that future project interventions are based on desired outcomes and impacts as outlined in the research report.

This study is hoped to be significant to NGOs by providing requisite information and generate recommendations for better adoption of stakeholder engagement practices in project design and execution. Development actors would therefore map or structure their stakeholder involvement strategies basing on recommendations from this research.

1.7 Delimitations of the Study

This study was delimited to projects assisted by Compassion International in Mwingi Sub County only. Projects studied were the ones which had been in existence for more than five years. The study was again delimited to the geographical boundaries as constitutes Mwingi Sub-County of Kitui County. This scope was considered sufficient for data collection and for making meaningful inferences about stakeholder participation.

1.8 Limitations of the Study

The study faced a number of limitations. This study was undertaken in the mostly hinterland areas of Mwingi sub-County. The practicability of reaching all respondents was therefore remote. To overcome this, the researcher identified experienced research assistants familiar with the terrain of target Sub County. Again, since the study envisaged stakeholders who were mostly farmers as targeted respondents, getting them to respond to a technical questionnaire was not easy. To circumvent this, the researcher scheduled his engagements in time and established direct contacts with respondents in advance.

1.9 Assumptions of the Study

The researcher assumed that targeted respondents would be accessed in reasonable time and that local terrain in most of the hinterland areas won't be so bad to the extent of impeding this research. The researcher also assumed that respondents would not only be available and responsive but would appreciate the contribution of this study to growth of the Kenyan rural areas hence willingly facilitate this research by giving true and accurate information.

The researcher also assumed that nothing drastic would happen during the data collection process. Natural calamities such as flooding and mudslides had in the recent past characterized most of the targeted areas; the researcher therefore assumed that none of these occurrences happened to the magnitude of impeding the research process. The researcher also assumed that competent assistants would be found from targeted areas.

1.10 Definition of Significant Terms Used in the Study

Compassion International: An international agency that works in partnership with local churches to assist stakeholders by offering school fees and other educational related support resources.

Implementation of Projects: Strategies designed to undertake projects by moving targeted interventions from current levels to desired levels.

Stakeholder Participation: The process of involving people holding an interest in a project in day to day activities of any project.

Monitoring and Evaluation: Approaches used collection and interpretation of project related data to make corrective decisions in any project

Project Execution: Systematic steps in the implementation of project related interventions.

Project Initiation: The process of generating project or intervention idea that eventually grows to become a project

Project Planning: The process of planning project intervention structures through following various stages; from initiation to completion

1.11 Organization of the Study

This study is organized in five chapters. Chapter one discusses the background to the study in which contextual and conceptual issues are highlighted. The chapter also highlights on conceptual analysis by presenting key statistics that offers direction to the study. It covers the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and definitions of significant terms.

Chapter two covers empirical and theoretical literature organized according to study themes which are: project initiation and implementation of projects, project planning and implementation of projects, project execution and implementation of projects and project evaluation and implementation of projects. This chapter also contains theoretical and conceptual frameworks and a matrix showing the knowledge gap identified from the literature reviewed.

Chapter three covers research methodology that encompasses the research design, target population, sample size and sampling procedure, research instruments, data collection procedures, data analysis techniques, operationalization of variables and ethical considerations. Chapter four entails data analysis, presentation, interpretation and discussion of research findings from the collected data while chapter five covers summary of research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of related empirical and related theoretical literature on stakeholder participation in project implementation. The review was undertaken based on study themes. The chapter also contains a theoretical foundation of the study, a conceptual framework and a knowledge gap.

2.2 The Concept of Stakeholder Participation in Projects

For implementation of Compassion International projects to be successful, many stakeholders are involved within the project life cycle. A stakeholder is an individual or group of individuals who may affect or be affected by, or perceive themselves to be affected by a decision, activity, or outcome of a program (Boddy, 2003). Stakeholders may be actively involved in the program or have interests that may be positively or negatively affected by the performance or completion of the program. Different stakeholders may therefore have competing interests that might create conflicts within the program. Stakeholders may also exert influence over the program, its deliverables, and the project team in order to achieve a set of outcomes that satisfy given strategic business objectives or other needs.

Project stakeholders include all members of the project team as well as all interested parties that are both internal and external to the organization. It is the duty of the project team to identify internal and external, positive and negative, and performing and advising stakeholders in order to determine the project requirements and the expectations of all the parties involved (Williams, 2008). Project stakeholders have varying levels of authority and responsibility when participating in a project. This level changes over the course of the project's life cycle. Their involvement may range from occasional contributions during needs assessment, participation in specific activities, to full project sponsorship

which includes providing financial, political or other support. On the other hand, some stakeholders may also detract from the success of the project, either passively or actively. These stakeholders require the project manager's attention throughout the project's life cycle as well as planning to address any issues they may arise.

Project stakeholders include sponsor who is a person, group or organization that provides resources and support and is accountable for enabling success. Then there are customers, users or beneficiaries who use the program's product, service or result (PMI, 2013). In the case of the Compassion International projects the sponsors are the Church Partner Committee that are accountable for the program outcomes while the primary stakeholders are the sponsored children who gain directly from the services offered at the projects. Other stakeholders in the Compassion projects include the children's caregivers, project staff, church representatives and community leaders. The needs, interests and experience of all stakeholders should be sought out in order for the projects to be relevant at all times.

The project stakeholders should be involved in the articulation of the development problem and the proposed development solution (CIDA, 2003). Ownership, learning and commitment among all stakeholders increase through early involvement in the project cycle. According to Hinton, (2008) and Hart, (2002) engagement of stakeholders in all stages of the project lifecycle as much as possible can lead to effective project implementation. They believe that stakeholder participation throughout a project can lead to tangible benefits to stakeholders' wellbeing and also enhances their project ownership. DFID (2010) on the other hand identifies organizational development, policy and planning, implementation and monitoring and evaluation as the four operational areas in which stakeholders and youth can actively participate in creating change. Cahil, (2007) states that active participation of stakeholders and young people in programming can foster greater sustainability of programs. Furthermore, it is noted that stakeholder participation enhances ownership and commitment to development initiatives (Van Beers, 2003).

DFID, (2010) and Cahil, (2007) state that active participation of stakeholders in programming fosters greater sustainability of projects. According to DFID, (2010) whether intentionally or not, a few stakeholders can interfere and ruin the participation of other stakeholders in project implementation through authoritarian behavior, unethical behavior, ignorance, poor management and or lack of adequate training and reluctance to attend forums or workshops in which some stakeholders are participating.

2.3 Stakeholder Participation in Project Initiation and Implementation of Projects

The idea may be internally generated or may be the consequence of a contract with external customers. Initiation is complete when a project charter and preliminary scope statement have been prepared and a project manager has been assigned to the project. A project charter is an outline of what the sponsors of the project expect the project to accomplish. It should define constraints and identify the major stakeholders involved. A preliminary scope statement on the other hand is a detailed look at what exactly the project is expected to deliver. At this point there is little or no discussion of how but just what and why.

During project initiation phase, time, resources and effort are invested to define needs, explore opportunities, analyze the project environment, cultivate relationships, build trust, develop partnerships and design alternatives. According to Williams (2008), the decisions made during the initiation phase connect to existing strategies and determine the overall framework within which the project will subsequently evolve. This phase provides an opportunity early in the project life cycle to begin creating the norm of participation whereby all the stakeholders work together to shape the project. The project stakeholders in the Compassion projects include the sponsored stakeholders, their caregivers, church leaders and staff, the Compassion representative, school teachers, Sunday school teachers, community leaders among others.

While participatory approaches to project design and development can require more time and resources, the stakeholders have the opportunity to take control of their own development process, make the ultimate project design stronger and increase project ownership among them (Japanese Ministry of Education, 2009). According to CIDA (2011), involving stakeholders at the initiation phase leads to identification of project design weaknesses and developing more effective implementation strategies. By consulting stakeholders at this stage, stakeholders' experiences and concerns about poverty are reflected in projects (Morrow, 2006). DFID, a CSO Working Group (2010), believes that involving stakeholders early in the project cycle creates an obligation to involve them in implementation and to meet their expectations.

The first step in the project cycle is to identify an issue or issues that a project could address. This usually involves a needs assessment which finds out what stakeholder's needs are and whom they affect. One of the challenges of carrying out needs assessment is that the process is highly subjective since every stakeholder has an interest that they are pursuing (Save the Stakeholders, 2010). Stakeholders can have radically different ideas about what should be defined as a need and what should not. As a result, the need definition process in a single project can result in significantly different results depending on who is consulted and what approach is employed. The needs of stakeholders may appear quite obvious to caregivers, church leaders and staff as they initiate projects but these perceived needs may not be the stakeholder's felt needs. All project activities should therefore come out of what the stakeholders say they want and not from assumptions that the adult stakeholders make.

2.4 Stakeholder Participation in Project Planning and Implementation of Projects

The project planning phase begins with the outputs of initiation and at the end of planning, the entire project has been thought through; what will be done, how, in what order and at what cost. The project planning process consists of those processes performed to establish the total scope of the effort, define and redefine the objectives and develop the course of action required to attain those objectives (Project Management Institute, 2013). According to Williams, (2008), the primary purpose of planning is to

establish a set of directions in sufficient detail to tell the project team exactly what must be done, when it must be done, what resources will be required to produce the deliverables of the project successfully, and when each resource will be required.

Duncan (1994) says that unless all parties to the planning process have a clear understanding of what it is the project is expected to deliver, planning is sure to be inadequate or misguided. The objective of the scope definition is to define the time and cost required to complete the project to the client's satisfaction (Project Management Institute, 2013). The project plan must be designed in such a way that the project outcomes also meet the objectives of the parent organization. It is crucial that the project's objectives be clearly tied to the overall mission, goals and strategy of the organization. Without a clear beginning, project and later progress can easily go astray.

Since the plan is only an estimate of what and when things must be done to achieve the scope or objective of the project, it is always carried out in an environment of uncertainty. Therefore the plan must include allowances for risk and features that allow it to be adaptive by being responsive to things that might disrupt its being carried out. One such disruption is the scope creep which is a tendency of project objectives to be changed by either the beneficiary client, senior management or individual project workers with little or no discussion with the other parties actively engaged in the work of the project (Larson, 2011). The project scope statement therefore becomes the basis for future project decisions by articulating the scope boundaries of the project as well as how the scope will be managed throughout the project implementation.

According to Project Management Institute (2013), it is essential to carry out resource planning which is the process of determining the people, equipment, materials and other resources that are needed, and in what quantities in order to perform project activities and optimize the use of available resources throughout the project cycle. These resources are then estimated and the activities budgeted for dependent on the project budgetary planning cycle or funding limits for the particular periods. These activities are then scheduled over the planning period by the project team in consultation with the

beneficiaries. Finally, human resource planning is carried out by identifying, documenting and assigning project roles, responsibilities and reporting relationships.

According to Save the Children (2010), practice shows that institutions, NGOs, governments and donors are acknowledging the development, role and importance of stakeholder participation in development activities and are seeing the benefits. However, in many contexts and for different reasons, stakeholders tend to be more involved in implementing, monitoring and evaluating programs, and less involved in strategic planning and the design of programs. Save the Children, (2013) further states that each program and project should be planned and designed with a goal of increasing the realization of stakeholder's rights to survival, protection, development and or participation. Stakeholder participation in project planning will thus influence the project design and the realization of their right to participation

2.5 Stakeholder Participation in Project Execution and Implementation of Projects

Project execution ensures that stakeholders are actively involved in the execution of project activities. This enables planned project activities to be carried out in an effective and efficient way while ensuring that measurements against project plans, specifications, and the original feasibility concept continue to be collected, analyzed and acted on throughout the project lifecycle. According to Project Management Institute (2003), project execution relies heavily on the plans developed in the planning phase and without a defined project activities execution process, each project would implement activities using their own best practices, experience, and methods; allowing certain control, tracking and corrective action activities to be missed.

Project execution involves coordinating people and resources, managing stakeholder expectations as well as integrating and performing the activities of the project plan. During this phase, results may require planning updates and coming up with fresh milestones. This may include changes to expected activity durations, changes in resource productivity and availability and unanticipated risks. During the project execution phase, the project team ensures that benefits management, stakeholder management and project

governance are executed in accordance to established policies and plans. Using these plans, the project team acquires and marshals the resources needed to accomplish the goals and benefits of the project. It involves managing the cost, quality and scheduled plans. The project team also ensures that all project stakeholders receive necessary information in a timely manner (Meridith, 2009).

Save the Children (2010), argues that when stakeholders are involved in project planning and can influence the design of projects and programs to more effectively increase the realization of their rights, their participation in activity execution and monitoring is likely to be more meaningful. The more the stakeholders know about a project, the more they create a greater sense of ownership and engagement in its implementation. JICA, (2009) asserts that it is at the activity execution stage that the stakeholders mostly participate in programs.

2.6 Stakeholder Participation in Monitoring and Evaluation and Implementation of Projects

Project monitoring and evaluation is the process of collecting, consolidating performance information, and assessing measurements and trends to generate improvements (PMI, 2013). Monitoring is an ongoing process that assesses what has been achieved so far and what needs to be adjusted in the project plans. Regular reports from the project execution phase are the outcome of a monitoring process.

Monitoring ensures any issues picked from the project execution are addressed to ensure they do not become unmanageable and to take corrective action before it is too late (Boddy, 2003). Monitoring checks whether the project is on the right track or if it has taken the wrong turn whose purpose is to find out whether the project and activities are effective and how strategies need to be adapted to ensure the best possible results (Tearfund, 2009). It is aimed at improving the efficiency and effectiveness of a project or organization (Shapiro cited in PACT 1984). It therefore calls for planning for monitoring and evaluation beforehand by defining indicators with the participation of all stakeholders.

According to Project Management Institute (2003), an issue is an unresolved decision, situation or problem that will significantly impact the project and that the project team cannot immediately resolve. Issues management consists of having a process for identifying these problems and managing them until they are resolved. Issues management therefore becomes a collaborative endeavor with all stakeholders on the project team identifying the project issues and contributing to their resolution. Meridith, (2009) says that unresolved project issues lead to inability to meet timelines, cost and schedule, poor project quality, poor reputation and post implementation disputes. For the project team to resolve issues adequately, issue identification, tracking, analysis, communication and control should be well coordinated through the use of the issues log. Monitoring is very important to both the implementers and the beneficiaries of projects.

DFID, (2010) says that involving, training and supporting people who are stakeholders in monitoring and evaluation can produce more accurate data. Harper and Jones, (2009) believe that the benefits of monitoring in development practice are well understood, however, the availability of clear monitoring systems for child-rights policy and program implementation is lacking across most donors' approaches. Through monitoring of project activities that stakeholders gain a better understanding of strengths and weaknesses of their activities, identify the procedures of the project that are beneficial and those that are obstructive and redundant. A truly participatory monitoring and evaluation process will therefore lead to both the stakeholder empowerment and their ownership of projects.

2.7 Theoretical Framework

This study is grounded on two theories namely Skinner's operant conditioning theory and Phil Treseder's 'degrees of involvement' model.

2.7.1 Skinner's Operant Conditioning Theory

This theory was designed by B. F. Skinner in 1938. The theory conceptualizes that while behavior which is reinforced tends to be repeated or strengthened, behavior which is not reinforced tends to die out, be extinguished or weakened. Skinner studied operant conditioning by conducting experiments using animals which he placed in a 'Skinner Box'. Skinner's theory of operant conditioning further states that the process does not require repeated efforts, but is instead an immediate reaction to a familiar stimulus.

The theory indicates that reinforcers in any intervention can be positive or negative and both are used to strengthen behavior. Unlike animals, human beings often respond to verbal operants by taking advice, listening to the warnings of others and obeying given rules and law even without having personally experienced any negative consequences from disobeying. The knowledge of what could happen if certain behaviors are chosen can be enough to keep us from acting in certain ways. Although this isn't always the case, with many lessons being learned the hard way, the ability to benefit from the experiences of others as examples is a uniquely human characteristic.

The term operant conditioning means roughly changing of behavior by the use of reinforcement which is given after the desired response. Skinner identified three types of responses that can follow behavior. The theory is applicable to the study since behavior modification can be carried out in the Compassion projects to suit the study recommendations. Behavior modification comprises changing environmental events that are related to a person's behavior. It can be carried out by way of giving positive reinforcement in behavior modification through providing compliments, approval, encouragement, and affirmation stakeholders so that all stakeholders are involved in decision making.

2.7.2 Treseder's Degree of Participation

The proponent of this theory was Phil Treseder in 1997. The theory uses five degrees of participation that have no hierarchy of involvement. The type of involvement is dependent on the wishes of stakeholders, the context, stakeholder's developmental stages and the nature of the organization among others. Under this model, stakeholders are informed; sponsors decide the project and stakeholders volunteer for it. The stakeholders not only understand the project but also know who decided to involve them and why. In this case sponsors respect the stakeholder's views. The other degree of participation is one of sponsor-initiated, shared decisions with stakeholders whereby sponsors have the initial idea but stakeholders are involved in every step of the planning and implementation. Here stakeholder's views are considered and they are involved in making decisions.

Treseder's other degree of involvement is where stakeholders are consulted and informed. This is where the project is designed and run by sponsors but stakeholders are consulted. Treseder (1997) believes that the stakeholders have a full understanding of the processes and their opinions are taken into account in the running of the project. Next are projects that are stakeholder-initiated and directed whereby stakeholders have the initial idea and decide on how the project is to be implemented. Though available, sponsors do not take charge but let the stakeholders run the project. Finally, are those projects that are stakeholder-initiated with shared decisions. In these projects, stakeholders come up with the initial idea, set up projects and come to sponsors for advice, discussion and support. The sponsors in this case do not direct but offer expertise for the stakeholders to consider. This model applies to the Compassion assisted projects in that stakeholders can have varied participation in the implementation of the projects depending on interests.

2.8 Conceptual Framework

The interrelationships in study variables are as shown in a framework in Figure 2.1

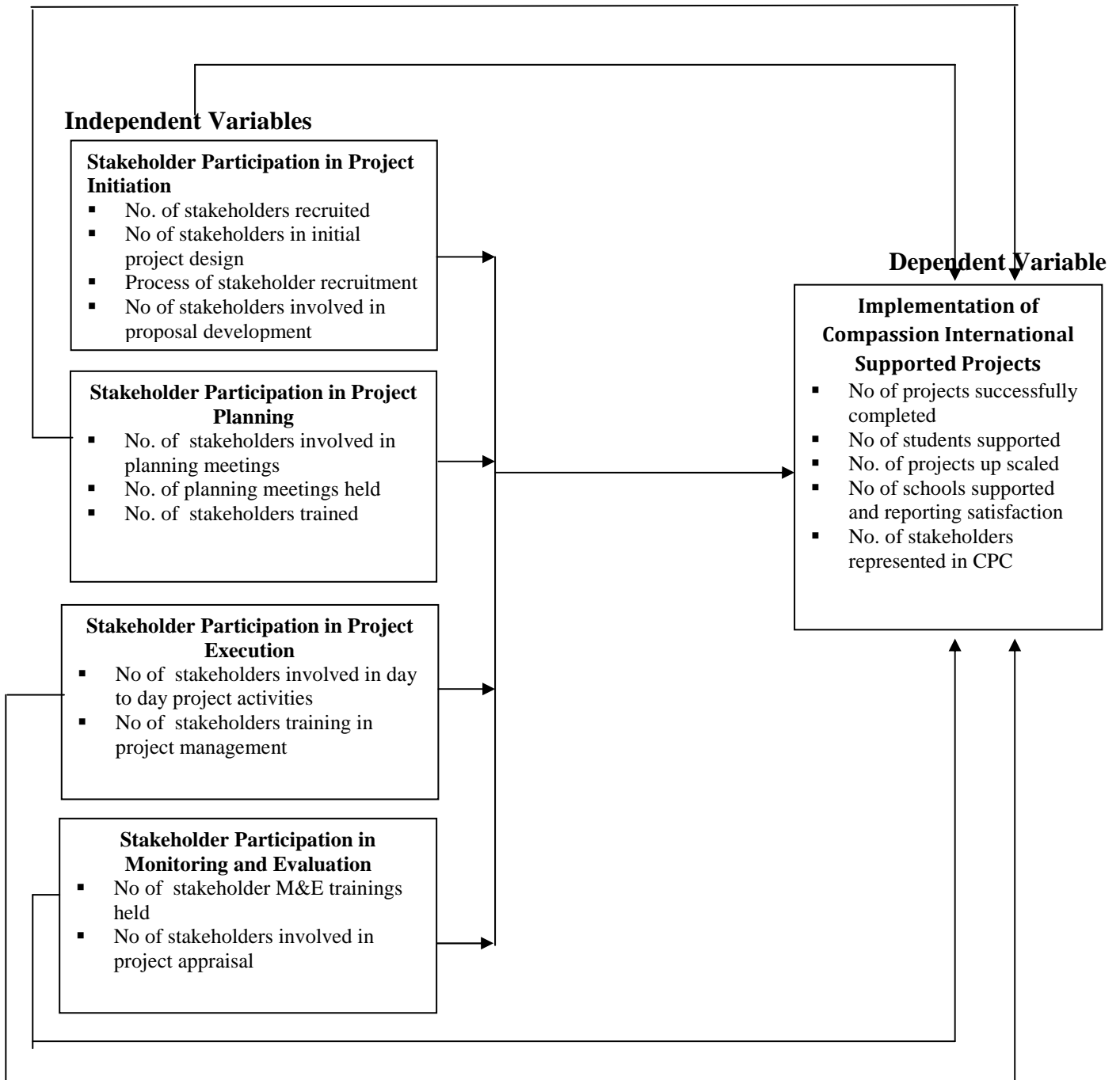


Figure 2.1: Conceptual Framework

2.9 Summary of the Literature

This literature review has presented some of the latest academic thinking and theories on the contribution stakeholder participation make in the implementation of projects. Many of these sources strongly support the importance of stakeholder participation in project implementation. However, few of these sources show how genuine participation of stakeholders in project cycle management bears direct positive impact in successful project implementation. From the reviewed literature on stakeholder participation in projects, it is evident that many questions remain unanswered. The study sought to bring out how stakeholder participation influences project implementation in Compassion International assisted projects. The contextual experiences of stakeholder participation in project implementation and similar programs run by other organizations is not fully researched and documented. There is also very limited documentation by Compassion International on stakeholder participation in project implementation.

There is scant amount of research and critical analysis that has been undertaken in the field of stakeholder's participation in implementation of projects. However, there are many NGOs that are at the forefront of devising policies, processes and practices that support genuine participation of stakeholders in their project and program implementation. Although significant progress has been made, further evidence is required to build NGO's understanding of the role of stakeholders in influencing stakeholder participation in project implementation.

2.10 Knowledge Gap

The gap in knowledge identified in the literature reviewed is as shown in table 2.1

Table 2.1 Summary of Knowledge Gap

Authors	Focus of the Study	Methodology	Findings	Knowledge Gap	Focus of the Current Study
Williams,(2008) Body,(2003)	Stakeholder Participation in Project initiation and implementation of Projects	Descriptive survey with stratified sampling. Data analyzed parametrically	Found significant relationship between involvement in Project initiation and project implementation	Need for further research to elaborate findings using other project initiation models	The essence of involving stakeholders in initial planning of projects
Larson, (2011) Morrow, (2006)	Stakeholder Participation in Project Planning and implementation of Projects	Comparative analysis using self-administered questionnaires	Did not show any relationships. A gap clearly shown	Methodology used was deficient and basically comparative	The need to focus on specific project planning models.
Meredith, (2009) JICA, (2009)	Stakeholder Participation in Project Execution and implementation of Projects	Raw data collected and analyzed parametrically	Study showed a huge gap in the process of project execution against project implementation	There is need to domesticate these findings in Kenyan context	This study focuses on stakeholder participation in project implementation
Tearfund, (2009) Hart, (2007)	Stakeholder Participation in Monitoring and Evaluation of Projects	Empirical survey using mixed methods research design	Project monitoring is a crucial ingredient in project implementation	There is need to verify these findings using other stakeholders and projects	Examines influence of monitoring and evaluation on project implementation

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that was used during the study. It describes the research design, the target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures data analysis techniques, operational definition of terms and ethical considerations.

3.2 Research Design

Descriptive research design was used in this study. Kombo & Tromp (2010), states that research design is the structure of research and the glue that holds all of the elements in a research project together. Orodho (2003), on the other hand asserts that a research design is a plan of all the conditions and elements for the collection and analysis of data in an objective manner that is in line with the research aims thus providing a framework within which research is conducted. It consists of the blueprint for the collection, measurement and analysis of data (Kothari, 2004).

According to Orodho (2003), descriptive research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the education or social issues (Orodho and Kombo, 2002). The descriptive research design is suitable for this study since it is not only restricted to fact findings but may often result in the formulation of important principles of knowledge and solution to significant problems. The descriptive design therefore facilitated the gathering of relevant information on the influence of child participation on the implementation of Compassion International projects.

Both qualitative and quantitative research methods were employed and adapted in the research procedure. According to Mouton, (2006) in qualitative research, a researcher usually works with a wealth of rich descriptive data collected through methods such as participant observation, interviewing, questionnaire and document analysis.

3.3 Target Population

A target population refers to all cases of people and organization or institutions which possess certain characteristics that reflect the purpose of the study (Kothari, 2004). According to Field (2005), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. This definition ensures that population of interest remains homogeneous. For this study, the total population consisted of 391 stakeholders in the 4 Compassion International assisted projects in Mwingi Sub-county. The stakeholders include church leaders, workers, caregivers, children, feeder schools' teachers and suppliers.

3.4 Sample Size and Sampling Procedure

According to Borg and Gall (1989), a sample is a small proportion of the target population selected for analysis. The procedures used to select a sample require some prior knowledge of the target population, which allows a determination of the size of the sample needed to achieve a reasonable estimate of the characteristics of the population (Thompson, et al. 1986).

3.4.1 Sample Size

The sample size of this study was 193 stakeholders determined by using the Fishers, (2003) formula for determining sample size in this case; a final sample estimate (nf) was calculated using the formula by Fisher et al.

$$nf = \frac{n}{1+n/N}$$

According to the above formula:

nf = desired sample size when the populatio is less than 10,000,

n = desired sample when the population is more than 10,000,

N = estimate of population size.

Using the above formula, the sample size for this study will be:

$$nf = \frac{384}{1+384/391}$$

$$nf = 384/1.982$$

$$= 193$$

The sample sizes were obtained using proportionate random sampling as shown in Table 3.1

Table 3.1 Sample Size

Project	Target Population	Sample Size
KE783	88	43
KE776	92	45
KE769	93	46
KE781	118	59
Total	391	193

3.4.2 Sampling Procedure

According to McBurney and White (2004), surveys differ greatly in value according to how the respondents are sampled. This study used cluster sampling to group the twelve Compassion International Projects in Mwingi Sub-county into four clusters. The researcher then used simple random sampling to identify the four projects for study. Finally, proportionate random sampling was used to pick individual respondents that were then used in the study and indicated in table 3.1.

3.5 Research Instruments

Two research instruments were used in this study for data collection. An interview guide was administered by 8 research assistants on 143 stakeholders (Kombo & Tromp, 2006). The focused groups' discussions were carefully planned and designed to obtain information on the stakeholders' beliefs and perceptions on the influence of stakeholder's participation on the implementation of Compassion International assisted projects. A structured questionnaire was also administered to 12 child development workers that have experience in the daily running of the Compassion assisted projects and are

therefore in touch with most stakeholders. According to Gilham, (2008) a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Mugenda and Mugenda (2003) add that the questionnaire is a fast way of obtaining data as compared to other instruments. Questionnaires were chosen as research instrument in this study because they allow greater uniformity in the way questions are asked by ensuring greater comparability in the response. A Likert scale was used for the closed ended questions. Brace (2003) says that the intent of the Likert scale is that the statements represent different aspects of the same attitude. The Likert scale is simple to construct and easy for the respondents to read, understand and respond to statements put across. The Likert scale also enhanced the production of highly accurate results during analysis. The questionnaire developed contained six sections.

3.5.1 Pilot Testing of Research Instruments

The primary purpose of pilot-testing research instruments was to help elicit appropriate responses, determine clarity, relevance and appropriateness of questions asked (Guest, 2013). Pilot testing helped to check on the clarity and suitability of the wording as used within the instruments. Information gathered from the pilot study was cross-checked to establish deficiencies and make appropriate corrections and modifications to correct any anomalies on the instruments before administration. Participants in the pilot study were exempted in the main study.

Pilot testing on the appropriateness of the research instruments was carried out two weeks prior to the main study. Pilot testing procedure entailed picking 10% of the total number of respondents and administering the instruments to them (Kothari, 2004). This process was to help define instruments' mechanics and point out problems associated with test instructions, determine instances where questions are unclear; format the instruments and remove any typographical errors and inconsistencies. Once all issues with the test items were addressed, the instruments were ready for large-scale data collection

3.5.2 Validity of Research Instruments

Validity is the degree to which a test measures what it purports to measure (Borg and Gall, 1989). Mugenda and Mugenda (1999) say that the usual procedure in assessing content validity of a measure is to use a professional or expert in the particular field. In this respect, the researcher sought the assistance of the research supervisor and at least two other research experts to check on the content validity of the research instruments. Validity for qualitative instruments was determined by construct-related methods while the validity for quantitative instrument was determined using content-related. Content and construct related validity were ideal for this study they were useful in construction of research instruments. Kothari, (2004), posits that constructs within instruments are abstractions deliberately created by researchers so as to conceptualize variables under study. The instruments were valid since they gave consistent results.

3.5.3 Reliability of Research Instruments

Reliability of research instruments is its level of internal consistency or stability over time (Borg and Gall, 1989). According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. A reliable instrument is therefore one that consistently yields the expected results when used more than once to collect data from samples randomly drawn from the same population (Mulusa, 1990). Reliability in research is influenced by random error, as random errors increase, reliability decreases. Errors may arise from inaccurate coding and ambiguous instructions to the respondents. The raw data obtained by the instrument was converted to numerical codes representing the measurement of the variables. This coding facilitated the determination of reliability.

The Cronbach co-efficient Alpha was then be computed to determine how the variables will correlate among themselves. Cronbach's Alpha is the general formula of the Kuder-Richardson (K-R) 20; (Mugenda and Mugenda, 1999). The K-R 20 formula is as follows:
$$KR20 = \frac{K(S^2 - \sum s^2)}{(S^2)(K-1)}$$

Where;

KR20 = Reliability coefficient of internal consistency.

K = Number of items used to measure the concept.

S² = Variance of all scores.

s² = Variance of individual items.

After testing the reliability, the following results were obtained

Table 3.2 Results of Instruments Reliability

Questionnaire Section	Reliability
Section A	0.75
Section B	0.82
Section C	0.85
Section D	0.77
Section E	0.75
Average Reliability	0.788

3.6 Data Collection Procedures

The study utilized primary data which refers to data originally collected for the very first time. The type of data to be collected in this study was informed by study objectives. This assertion is supported by Teddlie and Tashakkori, (2009). Data collection methods selected for this study were informed by the sampling techniques and requirements for descriptive survey design. Prior to initiating data collection exercise, letters expressing the desire to undertake research from targeted respondents was dispatched to them. Research authorization was also sought from the National Commission of Science, Technology and Innovation.

The actual data collection process was done with the assistance of 8 research assistants who were recruited competitively and trained on research ethics and items as contained in the research instruments. Each research assistant was assigned a specific area from which

they collected data. A follow up time schedule between the researcher and the research assistants was also agreed upon. The researcher obtained a research permit from National Commission for Science, Technology and Innovation (NACOSTI) before the start of this process. A copy of the research permit was given to each of the research assistants who were accordingly required to display the copy to all respondents and any concerned persons and authorities as and when was required.

Research assistants held 18 focused group discussions with the 143 stakeholders. They were also expected to hand-deliver all questionnaires to 12 child development workers and collect them later after an agreed time lapse. After the questionnaires were collected, grouping, checking for inconsistencies and data cleaning will then followed. Data coding was be undertaken based on quantitative and qualitative classifications.

3.7 Data Analysis Techniques

Data analysis entailed examining what would have been collected so as to make decisions and inferences. Data analysis was done following four phases normally followed in social science research, these phases are: data clean up, data reduction, data differentiation and explanation and coding. Data clean up entailed editing, coding and tabulation in order to detect anomalies and errors. The already cleaned data was coded and keyed into a computer on the Statistical Package for Social Scientists (SPSS) V.20.0 for analysis. Appropriate codes and variable specifications were generated and counter-checked for possible erroneous entries before analysis. Data analysis for this study was undertaken concurrently in two fronts; qualitative and quantitative. This argument is supported by Creswell, (2011).

Qualitative data was organized according to study themes and a framework of analysis developed by use of descriptive statistics such as measures of central tendency, variability and measures of distribution. For quantitative data both correlational and inferential statistics procedures were followed. To determine the level of significance between independent variables against the dependent variable; multiple regression and correlation were used. A multiple regression model was then be developed to conform to

this equation: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \epsilon$. The level of significance was set at probability $p < 0.05$ for every statistical set.

3.8 Operationalization of Variables

Operationalization of variables is as shown on Table 3.1:

Table 3.3 Operationalization Table of Variables

Research Objective	Type of variable	Indicator	Measure of Indicator	Measure of scale	Type of analysis	Tool of analysis
Influence of stakeholder participation in project initiation and implementation of Compassion International funded projects.	<u>Independent</u> Stakeholders Participation in Project Initiation	Project Selection Project needs assessment	-Number of projects selected -Number of project needs assessments carried out	Ordinal	Parametric	Questionnaire Structured Interview guide
Influence of stakeholder participation in project planning and implementation of Compassion International funded projects	<u>Independent</u> Stakeholders Participation in Project Planning	Goal setting Activity scheduling Resource estimating	-Number of goals set -Number of activities scheduled - Amount of resources estimated	Ordinal	Non Parametric	Questionnaire Structured Interview guide
Influence of stakeholder participation in project execution and implementation of Compassion International funded projects	<u>Independent</u> Stakeholders Participation in Project Activities	Change management Quality management	-Frequency of involvement of stakeholders in activity change management Frequency of involvement of stakeholders in activity quality management	Nominal	Non Parametric	Questionnaire Structured Interview guide
Influence of stakeholder participation in project evaluation and implementation of Compassion International funded projects	<u>Independent</u> Stakeholders Participation in Project Monitoring	Monitoring tools Performance Measurement Reports generation	-Number of monitoring tools created -Measure of performance - Number of project reports generated	Ordinal	Parametric	Questionnaire Structured Interview guide

3.9 Ethical Issues

In this research, ethical considerations were made based on basic concepts identified as important components of social science research as ascribed by Morgan, (2014).The researcher obtained a research permit from the National Commission of Science, Technology and Innovation (NACOSTI) at the Ministry of Education, Science and Technology. A research permit is a requisite legal instrument needed for undertaking any research study in Kenya.

The researcher wrote an introductory letter to be transmitted together with data collection instruments to all respondents to informing them on the need to help facilitate the research process. The introductory letter assured respondents that the research would purely be for academic purposes only and would not be used for any other purposes whatsoever. Respondents were assured of utmost confidentiality with which their information would be treated. The researcher therefore upheld ethics in social science research by maintaining high standards.

The researcher also requested respondents not to indicate their names anywhere on the questionnaire. Respondents would again be implored to provide the requested information truthfully and honestly. The researcher would also communicate the research findings to respondents and stakeholders that request them. Ethical issues advocated in social science research were therefore given invariable consideration in this study and were grounded on ethical recommendations for social science research as advocated by Creswell and Plano, (2011).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussion of study findings as set out in the research methodology determined according to study themes. The chapter entails questionnaire response rate, demographic characteristics of respondents, an analysis of study findings, discussion and interpretation. The chapter provides the major findings and results of the study as obtained from the questionnaire. Analysis of data was done using the statistical package for social sciences (SPSS) version 20.0. This information was grouped based on the research objectives and results then presented through tables and cross tabulations.

4.2 Questionnaire Response Rate

The questionnaire response rate was 80%. Questionnaire response rate indicates the rate in percentages at which the questionnaires given to respondents were filled and returned. The returned questionnaires were the ones analysed.

Table 4.1 Questionnaire Response Rate

Project	Sample Size	Response Rate
KE783	43	34
KE776	45	36
KE769	46	37
KE781	59	48
Total	193	155

This study targeted a sample size of 193 respondents out of which 12 child development workers filled and returned the questionnaires while 143 other stakeholders participated in the focused group discussions, making a total response rate of 80%. The response rate was good and conforms to Mugenda and Mugenda, (2003) assertion, that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good while a response rate above 70% is excellent. In conclusion, the response rate obtained from this study can be

classified as excellent and was sufficiently representative of the target population. This response rate was highly capable of making meaningful inferences.

4.3 Demographic Characteristics of the Respondents

As part of their demographic information, the study sought to establish the background information of respondents. This included gender, number of years as stakeholders, job title of respondents, length of service in the organization, their level in the organization and the department where they were working.

Table 4.2 Distribution of Respondents by Number of Years as a Stakeholder

Period Worked	Frequency	Percent
0-1 years	2	16.7
1-2 years	2	16.7
2-3 years	5	41.7
3-4 years	2	16.7
5 years and above	1	8.3
Total	12	100

The study found out that there are various positions held in the projects under study. According to the study there were 33.3% project directors, 33.3 % project accountants and 33.3% social workers who were involved in answering the questionnaires. The focus group discussion was composed of parents of stakeholders who were involved in project implementation for more than five years. This shows that all the workers in the four sampled projects were involved in responding to the questionnaires while 143 other significant stakeholders participated in the focused group discussions.

Table 4.3 Distribution of Respondents by Highest Level of Education

The study established that 50% of the project team members were diploma holders, 33.3% were degree holders and 16.7% having certificate. The 33.3% of the workers were project directors hence the study found out that all the project directors were degree holders while the social workers and accountants were either certificate and diploma holders. On the other hand, the other stakeholders who participated in the focused group discussions included 101 standard 3-8 leavers, 35 form IV leavers and 6 had college certificates.

Table 4.3 Distribution of Respondents by Highest Level of Education

Education Level	Frequency	Percent
Degree	4	33.3
Diploma	6	50.0
Certificate	2	16.7
Total	12	100

4.4 Distribution of Respondents by Levels of Project Involvement

The study found out that 83.3% of respondents were very actively involved in day to day running of the project while 16.7% were actively involved. This was an indication that most of the respondents were well versed with how the project activities were implemented. The stakeholders in the focused group discussions however stated that they were rarely involved in the projects with the exception of the church partner committee members and child development workers.

Table 4.4 Distribution of Respondents by Levels of Project Involvement

Level of Involvement	Frequency	Percent
Very Active	8	80.3
Active	2	16.7
Passive	2	3.0
Total	12	100

4.5 Stakeholder Participation in Project Initiation and Implementation of Projects

In attempt to establish the effects of stakeholder participation in project implementation, majority of the respondents (66.7%) said that stakeholders are never involved in needs assessment and this was affecting project implementation in the various projects in this cluster. On the other hand, 25% agreed while 8.3% strongly agreed. Stakeholders in the focused group discussions agreed that they were not involved in project initiation.

Table 4.5 Stakeholder Participation in Project Initiation and Implementation of Projects

Involvement in Assessment	Frequency	Percent
Strongly Agree	1	8.3
Agree	3	25
Disagree	8	66.7
Total	12	100

The study established that most of the projects involving stakeholders are decided by project staff without the input of other stakeholders. Whereas 58.3% of the respondents agreed that project staff decide project activities, 8.3% stated that the project activities were decided by the CPC, 33.3% said that these were decided by both CPC and staff. Most of the stakeholders agreed that the CPC and the child development workers were the ones who determined project activities for stakeholders.

Table 4.6 Decision to Involve Stakeholders in Project Activities

Decision to Involve Stakeholders	Frequency	Percent
Project Staff	7	58.3
CPC	1	8.3
All the Above	4	33.3
Total	12	100

In attempt to establish whether most of the stakeholders are consulted in project activities, the research established that 58.3% of the respondents said stakeholders are never consulted in their projects and this was affecting project implementation of projects in this cluster. Some 33.3% of the respondents said the stakeholders are sometimes consulted and 8.3% said stakeholders are consulted most of the time. The participants in focused group discussions said stakeholders were never consulted because they were ignorant and needed not to be consulted concerning project activities.

Table 4.7 Consultation in Project Activities

Consultation in Project Activities	Frequency	Percent
Most of the Time	1	8.3
Sometimes	4	33.3
Not at all	7	58.3
Total	12	100

4.6 Stakeholder Participation in Project Planning and Project Implementation

When establishing stakeholder's involvement in project planning, the study found out that most of the project activities in different projects are irrelevant to the stakeholders in the projects who are the primary stakeholders because they are never involved in project life cycle. Most of the respondents (75.0%) agree with this statement while 16.7% said that they were somewhat relevant and a meager 8.3 % said they were relevant. The other stakeholders concurred with the child development workers on this.

Table 4.8 Stakeholder Involvement in Budgeting

Involvement in Assessment	Frequency	Percent
Strongly Agree	1	8.3
Agree	3	25
Disagree	8	66.7
Total	12	100

All the respondents (100%) said that Church Partner Committee (CPC) and the Child Development Workers (CDWs) are involved in deciding when given activities that involve stakeholders are to be implemented and there is no input from the primary stakeholders. The focused group discussions agreed that CPC and CDWs were the ones involved in deciding stakeholder's activities but not the stakeholders themselves.

Table 4.10 Decision on When Activities are to be Implemented

Involvement in Activities	Frequency	Percent
Strongly Agree	8	8.3
Agree	3	25
Disagree	1	66.7
Total	12	100

The research found out that in most projects, stakeholders are never involved in coming up with project activity goal setting. Most of the respondents (66.7%) agreed that stakeholders are not involved in activity goal setting a finding which agreed with Save the Children, (2010) who theorized that stakeholders are rarely involved in goal setting of activity concerning their projects.

Table 4.11 Stakeholder Involvement in Goal Setting of Projects

Involvement in Activities	Frequency	Percent
Often	1	8.3
Rarely	3	25
Never	8	66.7
Total	12	100

The study realized that in most project activities, stakeholders were never involved in coming up with the cost of project activities. Most respondents (58.3%) agreed so and this was affecting project implementation because stakeholders are primary stakeholders who ought not to be ignored in project implementation. The other stakeholders did not see the need of stakeholders getting involved in coming up with cost of project activities instead they said this was a role of the workers and the implementing church committee. This finding departed from Project Management Institute (2013) which states that it is essential for all stakeholders to carry out resource planning which is the process of determining the people, equipment, materials and other resources that are needed, and in what quantities in order to perform project activities and optimize the use of available resources throughout the project cycle.

Table 4.12 Stakeholder Involvement in Determination of Project Costs

Involvement in Cost Activities	Frequency	Percent
Often	1	8.3
Rarely	4	33.3
Never	7	58.3
Total	12	100

In most projects, stakeholders were never consulted when planning the resources that will be used in planned project activities. Most respondents (75.0%) agreed so and this was affecting project implementation. The stakeholders also felt that this was the work of project workers and church partner committee in the project. This finding disagreed with Save the Children, (2010) which states that participation in the project cycle is more meaningful when stakeholders are involved from the earliest stages since this enables them to effectively influence strategic planning and the design of projects and programs.

Table 4.13 Stakeholder Consultation in Planning for Project Resources

Consultation in Planning Activities	Frequency	Percent
Often	1	8.3
Rarely	2	16.7
Never	9	75
Total	12	100

4.7 Stakeholder Participation in Project Execution and Implementation of Projects

In order to establish stakeholder participation in project execution, the study sought to know average stakeholder attendance in the projects. The average stakeholder attendance is between 70-89%, meaning stakeholders are available for executing in project activities.

Table 4.14 Average Program Stakeholder Attendance Rates

Average Attendance	Frequency	Percent
Often	5	8.3
Rarely	3	25
Never	4	66.7
Total	12	100

The study realized that majority of the stakeholders in Compassion projects participate frequently (83.3%) in planned project activities in various churches. However, according to the participants in focused group discussions, these activities are decided for them because they are not involved in their needs assessment and budgeting.

Table 4.15 Stakeholder Participation in Project Execution

Participation in Activities	Frequency	Percent
Very Frequently	7	58.3
Frequently	3	25
Rarely	2	16.7
Total	12	100

In most cases, stakeholders are fairly easily or very easily consulted on how the project activities are to be implemented in various churches at 66.7% as indicated in table 4.16 below. On the other hand, 25% of stakeholders are not easily consulted while 8.3% said that it is very difficult for stakeholders to be consulted on project matters. This was also corroborated by the participants in the focused group discussions.

Table 4.16 Stakeholder Consultation on Implementation of Project Activities

Involvement in Activities	Frequency	Percent
Very Easily	2	16.7
Fairly Easy	6	50
Easy	3	25
Difficult	1	8.3
Total	12	100

The research further established that in the Compassion project, stakeholders are rarely (8.3%), sometimes (25%) and most of the time (58.3%) given opportunity to give

feedback on the quality of project activities hence affecting project implementation. This finding concurred with Parkinson (2001) who found out that child participation is disregarded by adults in many facets of stakeholder's lives hence affecting project implementation in different perspectives

Table 4.17 Consideration of Stakeholder Views When Making Changes

Involvement in Activities	Frequency	Percent
Often	1	8.3
Rarely	3	25
Never	8	66.7
Total	12	100

4.8 Stakeholder Participation in Project Monitoring and Evaluation and Project Implementation

In attempt to establish whether stakeholders are involved in monitoring and evaluation of projects, the study realized that most projects received feedback from the stakeholders regarding the quality of the Compassion programs. Majority of the respondents agreed with that fact (58.3%) as shown in table 4.19 below while 41.7% disagreed.

Table 4.18 Stakeholders Feedback on the Quality of the Compassion Programs

Involvement in Activities	Frequency	Percent
Often	4	33.3
Rarely	3	25
Never	5	41.7
Total	12	100

Most responses (75.0%) indicate that stakeholders never participate in developing the project monitoring tools which was a reason of undoing project implementation. 16.7% of the stakeholders rarely participate in this while 8.3% participate sometimes.

Table 4.19 Stakeholder Participation in Developing Project Monitoring Tools

Participation in Monitoring Tools Frequency		Percent
Often	1	16.7
Rarely	2	3.3
Never	9	66.7
Total	12	100

Additionally, stakeholder's views are never or not often taken (50%) when generating the monitoring report as shown in table 4.22 below. On the other hand, 33.3% and 16.7% of the respondents said that stakeholder's views are either fairly often and very often sought. This was also concurred by the participants in the focused group discussions.

Table 4.20 Stakeholder Views Sought When Generating Monitoring Report

Involvement in Activities	Frequency	Percent
Never	5	41.7
Not often	1	8.3
Often	4	33.3
Never	2	16.7
Total	12	100

4.9 Stakeholder Participation in the Implementation of Projects

Stakeholders are not represented in the Church Partner Committee (CPC) as per most responses (91.7%) as shown in table 4.22 below. This finding agreed with Duncan (1994) who says that unless all parties to the planning process have a clear understanding of what it is the project is expected to deliver, planning is sure to be inadequate or misguided hence affecting project implementation.

Table 4.21 Representation of Stakeholders in Church Partner Committee

Involvement in Activities	Frequency	Percent
Often	1	8.3
Rarely	3	25
Never	8	66.7
Total	12	100

In attempt to establish whether there are stakeholders are represented in the church partner committee, the study established that most Compassion projects (91.7%) have representatives in the committees but these were mostly caregiver handpicked by the churches and therefore not articulating the stakeholder interests. This finding is in agreement with Hart, (2002) who argued that stakeholders should have representatives in project committees to air their views.

Table 4:22 Correlation Co-efficient Between Variables

The research carried out a correlation co-efficient of the four independent variables as they influence one of the indicators of the dependent variable and the results were as follows:

a. Independent variable indicator: Stakeholder Representation in the CPC

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.433	.670		.646	.539
Stakeholders participation in Project Initiation	.045	.174	.105	.260	.802
Stakeholders participation in Project Planning	-.072	.272	-.097	-.265	.798
Stakeholders participation in Project Activities	.080	.153	.221	.524	.616
Stakeholders participation in Project Monitoring	-.159	.158	-.358	-1.002	.350

The research was carried out using questionnaires among 12 child development workers and focused group interviews with other 14 other stakeholders who participated. The study established that in projects with stakeholders represented in the project governance structure, stakeholder participation in project initiation strongly influenced project implementation at a correlation coefficient of 0.802, followed by stakeholder participation in project planning at a correlation coefficient of 0.798. Stakeholder participation in project execution had some relatively good influence on project implementation at a correlation coefficient of 0.616. However, stakeholder participation in monitoring and evaluation had weak influence on project implementation at a correlation coefficient of .350. The focused group discussions confirmed that the independent variables had the same order of influence on project implementation as the one from the quantitative data.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, discussion of the findings based on stakeholder participation in project initiation, stakeholder participation in project planning, stakeholder participation in project execution, stakeholder participation in monitoring and evaluation and conclusions of the study, recommendations and suggestions for further research.

5.2 Summary of Study Findings

Data was analyzed from 12 Compassion International assisted projects child development workers' questionnaire responses and 18 focused group interviews composed of 143 stakeholders from 4 Compassion International assisted projects in Mwingi sub-county, Kenya. The child development workers included four Project Directors, four Accountants and four Social Workers thus a 33.3% representation by each work group. The research established that 83.3% of the staff had worked for more than one year and were therefore very well versed with the participation of the stakeholders in the running of their projects. The study found out that stakeholders are very insignificantly involved in project initiation with 66.7% of the respondents saying that stakeholders are never involved and consulted in needs assessment while 100% stated that all project activities for the sponsored stakeholders are decided by both the CDW and CPC without the input of the stakeholders.

The story was the same in project planning where 83.3% of the respondents stated that stakeholders were not involved in budget of project activities, 67.3% said that stakeholders were not involved in goal-setting while 75% said that stakeholders were never consulted when planning for resources in the project. Stakeholder's participation in project activities was very well realized since 100% of the respondents stated a program attendance rate of above 70% every program day while 83.3% said that stakeholders participate frequently in project activities. With regard to child participation in project monitoring, 83.3% of the respondents agreed that stakeholders have opportunity to give

feedback on the quality of services, 25% said that stakeholders participate in developing project monitoring tools, while 50% said that stakeholder's views are sought wherever a monitoring report is being generated. As far as participation in overall project management is concerned, there was very minimal participation by stakeholders with 91.7 % of the respondents saying that stakeholders do not have a representative in the Project Management Committee who represents their interests in monitoring how activities are implemented. On the other hand, 91.7% of the respondents also acknowledged that the projects had a stakeholder representative in them handpicked by the churches that do not necessarily make any decisions concerning project implementation. All these findings were also corroborated by the information gathered from the caregivers' focus groups.

5.3 Discussion of the Findings

The research findings are discussed as discussed below:

5.3.1 Stakeholder Participation in Project Initiation

Stakeholder participation in project initiation is a major factor to be considered in project implementation. Some 66.7% of the respondents said that stakeholders are never involved and consulted in needs assessment and this was affecting project implementation in the various projects in Mwingi cluster this lead to poor project implementation a finding which concurred with Smith, (2002) who argued that stakeholder participation is also one of the most violated and disregarded articles in every sphere of stakeholder's lives.

Results indicate that 100% of the project activities for the stakeholders are decided by both the child development workers and church partner committee without the input of the stakeholders themselves who are the primary beneficiaries. This finding agreed with (CIDA, 2003) which states that stakeholders should be involved in the articulation of the development problem and the proposed development solution. Stakeholders in focused group discussion said stakeholders were never consulted because they were ignorant and

needed not to be consulted in anything of project activities. These findings are in consonance with those of Newell, (2001).

5.3.2 Stakeholder Participation in Project Planning

Stakeholder's participation in project planning was a paramount factor for smooth project implementation. The summary of findings portrayed that lack of good stakeholder participation in project planning lead to poor project implementation. According to the study, 83.3% of the respondents agreed that stakeholders are not involved in budgeting of their activities and this affected project implementation. The same finding was realized by Duncan (1994) who theorized that unless all parties to a project are involved in the planning process have a clear understanding of what it is the project is expected to deliver, planning is sure to be inadequate or misguided. If good quality fuel and oil is not put in and give it a regular service, the functioning of the vehicle suffers and will not run effectively. If neglected, the vehicle will eventually break down and fail to reach its intended destination.

This finding was also realized by Parkinson (2001) who states that child participation is disregarded by adults in many facets of stakeholder's lives more so when project are being developed and implemented and this affects performance. Most of the respondents (100%) said that Church Partner Committee (CPC) and the Child Development Workers (CDWs) are involved in deciding when given activities that involve stakeholders are to be implemented and there is no input from the primary stakeholders (stakeholders). The caregivers agreed that CPC and CDWs were the ones involved in deciding stakeholder's activities but not the stakeholders themselves. The study established that this was a contributing factor to slow realization of outcomes in the implementation of Compassion projects.

This finding concurred with Save the Children, (2010) who established that stakeholders tend to be more involved in implementing, monitoring and evaluating programs, and less involved in strategic planning and the design of programs. On the other hand, most of the respondents (66.7%) agreed that stakeholders are not involved in activity goal setting a

finding which agreed with Save the Children, (2010) who theorized that stakeholders are rarely involved in goal setting of activity concerning their projects. The study further realized that in most project activities, stakeholders are never involved in coming up with the cost of project activities. Most respondents (58.3%) agreed so and this was affecting project implementation because stakeholders ought not to be ignored in project implementation. The caregivers did not see the need of stakeholders getting involved in coming up with cost of project activities instead they said this was a role of the workers and the implementing church committee. This finding departed from Project Management Institute (2013) which states that it is essential for all stakeholders to carry out resource planning which is the process of determining the people, equipment, materials and other resources that are needed, and in what quantities in order to perform project activities and optimize the use of available resources throughout the project cycle.

5.3.3 Stakeholder Participation in Project Execution

The researcher realized that stakeholder's inadequate participation in project activities led to poor project implementation and end result was not met as expected. The study realized that most stakeholders in Compassion projects (80% and above) participate very frequently in planned project activities in various churches. However, these activities are imposed on them by the workers and church partner committee because they are not involved in their need assessment and budgeting. This finding concurred with Hart, (1992) who theorized that stakeholder participation in project implementation is key because they have rights and unique thoughts, opinions and experiences. In most cases, stakeholders are fairly easily and very easily consulted on how the project activities are to be implemented in various churches.

Most respondents (66.7%) indicated so, a finding which agreed with Save the Children, (2010) which realized that project workers and leaders need to at all times be sensitive to the stakeholders' capacity and adapt the way they work with them accordingly by balancing between enabling stakeholders to develop and become agents of their own lives and ensuring their protection. However, the consultation is not reflected in activity budgeting hence the derailed project implementation. In a nutshell although respondents

agreed that stakeholders are consulted, their suggestions are not given first priority in the fiscal budgets of projects. Furthermore, the study found out that stakeholders' inputs are fairly often and very often (58.3%) sought on how to make the project activities successful during project implementation. This finding was not in agreement with Lansdown, (2001) who argued that all stakeholders are capable of expressing a view, have a right to express their views freely, to be heard in matters affecting them, to have their views taken seriously and that weight must be attached to their views. Lansdown is emphatic that for any project to implement its activities primary stakeholders input must be sought. Finally, in attempt to establish whether stakeholder views are considered when making changes to original activities, only (41.7%) of the respondents stated that stakeholder views are sometimes or most of the times considered whenever there are changes to the original activity plan as shown in table 4.18. This finding is confirmed by Smith (2002) who argued that stakeholder participation is mostly violated and disregarded articles in the project cycle.

5.3.4 Stakeholder Participation in Monitoring and Evaluation

The study established that there was strong correlation of stakeholder's participation with project implementation. The study realized that most projects do not receive feedback from the stakeholders regarding the quality of the Compassion programs. Majority of the respondents agreed with that fact (58.3%) as shown in table 4.19. This finding agreed with Hart, (2007) who stated that monitoring should be done with stakeholders throughout the project cycle. Findings also show that in the Compassion projects, most stakeholders do not have a representative in the church partner committee who represent their interests in monitoring how activities are implemented. Most responses (91.7%) indicate so in table 4.20. This finding was opposite of what DFID, (2010) says that involving, training and supporting stakeholders in monitoring can produce more accurate data. This seems not to be the case among Compassion projects.

Most responses (75.0%) indicate that stakeholders never participate in developing the project monitoring tools which was a reason of undoing project implementation. Plan International (2004) argues that it is through monitoring of project activities that

stakeholders gain a better understanding of strengths and weaknesses of their activities, identify the procedures and practices of the project that are beneficial and those that are obstructive and redundant. Additionally, stakeholders' views are never or not often taken (50%) when generating the monitoring report as shown in table 4.22. This finding agreed with Ackerman, Feeny, Hart and Freeman (2003) who argued that there is powerlessness among stakeholders to protect and serve their own interests thus compromising stakeholders' right to participation.

A great number of the respondents at 91.7 % indicated that stakeholders are not represented in the Church Partner Committee (CPC). This finding agreed with Duncan (1994) who says that unless all parties to the planning process have a clear understanding of what it is the project is expected to deliver, planning is sure to be inadequate or misguided hence affecting project implementation. This is true since the stakeholder's issues may not be well articulated in their absence. Research further shows that the project leaders and workers (91.7%) decide how activities involving stakeholders are to be implemented. This finding was also realized by Newell, (2001) who established that stakeholder's views are not respected and that stakeholder participation is perhaps easier to state than to apply hence the poor project implementation across the globe.

5.4 Conclusions of the Study

The study shows that stakeholder participation greatly influences the effectiveness of the implementation of the Compassion International projects. Implementing church partners should ensure project leaders and workers' influence does not obscure the participation of other stakeholders by putting them at the centre of their decision-making and implementing their voices. The involvement of stakeholders in the implementation of the Compassion projects right from project initiation up to project evaluation would ensure the realization of the child development outcomes thus impact. These call for project leaders to creatively devise ways of involving stakeholders in the implementation of the project according to their evolving capacities. Institutions and projects dealing with stakeholders should realize the need of training their staff with adequate stakeholder analysis and participation skills in all their activities and carry out a thorough follow up

on whether the skills gained are effectively utilized. Finally, without clear policies on stakeholder's participation by organizations, it becomes very difficult for specific projects to implement the same thus the need to have stakeholder participation policies in place.

5.5 Recommendations of Study

Based on the above discussions and analysis, the study recommends the following:

1. A review of the existing policies on Compassion sponsorship program with the aim of increasing the influence of stakeholder participation on implementation of Compassion projects making them more effective.
2. Organizations should continuously train all project staff and leadership on both stakeholder analysis and participation in their projects to enable them to competently involve all stakeholders in project implementation.

5.6 Suggestions for Further Research

The study recommends further research on:

1. Influence of project stakeholder participation in implementation of urban based projects since this study was conducted in a rural set up.
2. Barriers to effective project stakeholder participation in project implementation since the research show that stakeholder participation is not fully embraced.

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APPENDICES

APPENDIX I

LETTER OF TRANSMITTAL OF DATA COLLECTION INSTRUMENTS

Date: 2nd March, 2015

Thomas Mogaka Nyabera

P.O Box 51544-00200

Nairobi,

18th April, 2015

Dear Respondent,

RE: REQUEST FOR INFORMATION

I am a student at the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management. In partial fulfillment of the requirements of this degree award, I am conducting an academic research on the **Influence of Stakeholder Participation on Implementation of Projects in Kenya: a case of Compassion International Assisted projects in Mwingi sub-county.**

On this basis, I kindly request for your assistance in responding honestly to the interview questions. I promise that all the information collected shall be solely for the purpose of this academic research. I further assure you that your anonymity and confidentiality shall be maintained both during and after this study.

Your assistance and cooperation is much appreciated.

Thanking you in advance.

Yours sincerely,

Thomas Mogaka Nyabera

APPENDIX II

QUESTIONNAIRE FOR CHILD DEVELOPMENT WORKERS

Instructions:

Kindly tick the most appropriate answer where there are multiple answers and fills the space wherever provided.

PART 1: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. How long have you been a stakeholder in this project?
 - a) 0-1 year ()
 - b) 1-2 years ()
 - c) 2-3 years ()
 - d) 3-4 years ()
 - e) 4 years and above ()
2. What is your level of education?
 - a) Degree ()
 - b) Diploma ()
 - c) Certificate ()
3. How actively are you involved with the project stakeholders?
 - a) Very active ()
 - b) Active ()
 - c) Relatively active ()
 - d) Passive ()

PART II: STAKEHOLDER PARTICIPATION IN PROJECT INITIATION

4. Stakeholders are involved in needs assessment of projects.
 - a) Strongly agree ()
 - b) Agree ()
 - c) Disagree ()
 - d) Strongly disagree ()

6. Who decides which project activities stakeholders are to be involved in in the Compassion project?
- a) Stakeholders ()
 - b) Caregivers ()
 - c) Project staff ()
 - d) CPC ()
 - e) All the above ()
7. Stakeholders in my project are consulted in coming up with project activities that they are Involved in?
- a) Always ()
 - b) Most of the time ()
 - c) Sometimes ()
 - d) Not at all ()
8. How relevant are the project activities to the stakeholders in the project where I work?
- a) Very relevant ()
 - b) Relevant ()
 - c) Somehow relevant ()
 - d) Irrelevant ()

PART III: STAKEHOLDER PARTICIPATION IN PROJECT PLANNING

- 9 Stakeholders are involved in budgeting process of projects.
- a) True ()
 - b) False ()
- 10 Who is involved in deciding when given activities that involve stakeholders are to be implemented?
- a) CPC ()
 - b) CDW ()
 - c) Stakeholders themselves ()
 - d) Caregivers ()
 - e) Partnership Facilitator ()

11. In my project, stakeholders are involved in coming up with project activity goal setting.

- a) Very often ()
- b) Often ()
- c) Rarely ()
- d) Never ()

12. Who decides when a given project activity is to be implemented in the Compassion Project?

- a) Stakeholders ()
- b) Caregiver ()
- c) Project staff ()
- d) CPC ()

13. How often are stakeholders involved in coming up with the cost of project activities?

- a) Very often ()
- b) Often ()
- c) Rarely ()
- d) Never ()

14 Stakeholders are consulted when planning the resources that will be used in planned project activities.

- a) Always ()
- b) Most of the time ()
- c) Often ()
- d) Never ()

PART IV: STAKEHOLDER PARTICIPATION IN PROJECT EXECUTION

15. What is the average child attendance rate in your project on a monthly basis?

- a) Above 90% ()
- b) 70-89 % ()
- c) Below 70% ()

16. Stakeholders frequently participate in planned project activities in my church.

- a) Very frequently ()
- b) Frequently ()
- c) Rarely ()
- d) Never ()

17. Stakeholders are easily consulted on how the project activities are to be implemented in my church.

- a) Very easily ()
- b) Fairly easily ()
- c) Not easy ()
- d) Very difficult ()

If the answer is No, why are stakeholders not consulted?

.....

18. In the Compassion project, stakeholders are given opportunity to give feedback on the quality of project activities.

- a) Not at all ()
- b) Rarely ()
- c) Sometimes ()
- d) Most of the time ()

19. Stakeholders' views are considered whenever there are changes to the original activity plan.

- a) Not at all
- b) Rarely
- c) Sometimes
- b) Most of the time

If the answer is No, why are stakeholder's views not considered?

20. Stakeholders' inputs are sought on how to make the project activities successful.

- a) Very often ()
- b) Fairly often ()
- c) Rarely ()
- d) Never ()

PART V: STAKEHOLDER PARTICIPATION IN PROJECT MONITORING

21 The Compassion project receives feedback from the stakeholders regarding the quality of the Compassion programs.

- a) Strong agree ()
- b) Agree ()
- c) Disagree ()
- d) Undecided ()

22. In the Compassion project, stakeholders have a representative in the Project management committee who represents their interests in monitoring how activities are implemented.

Yes

No

23. In the Compassion project, stakeholders participate in developing the project monitoring tools.

- a) Most of the time ()
- b) Sometimes ()
- c) Rarely ()
- d) Never ()

24. Stakeholders' views are taken when generating the monitoring report.

- a) Never ()
- b) Not often ()
- c) Fairly often ()
- d) Very often ()

Thank You

APPENDIX III
INTERVIEW GUIDE FOR STAKEHOLDERS

1. Are stakeholders represented in the Church Partner Committee in the Compassion project where your child is being sponsored?
2. Does the Compassion project where your child attends have a stakeholder's leadership structure?
3. If the answer to the above question is YES, how are the stakeholders leaders selected?
4. What is the role of the stakeholder's leaders in the project implementation?
5. What is the role of stakeholders when the project is carrying out needs assessment in preparation for the project's annual budget planning?
6. How are stakeholders involved in the budgeting process in the project?
7. Who is involved in deciding when given activities that involve stakeholders are to be implemented?
8. Who decides how activities involving stakeholders are to be implemented?
9. How does the project receive feedback from the stakeholders regarding the quality of the activities?
10. How would you describe child participation in the Compassion project activities?
11. In your opinion, do the Compassion project staffs have the skills to effectively implement child participation in the project?
12. What would you say are the challenges that the project is facing in implementing child participation?
13. How would you rate child participation in the Compassion project in project initiation, planning, execution, monitoring and control?

Thank you

APPENDIX IV
RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
MR. THOMAS MOGAKA NYABERA
of UNIVERSITY OF NAIROBI, 0-200
Nairobi, has been permitted to conduct
research in Kitui County

on the topic: INFLUENCE OF
STAKEHOLDER PARTICIPATION
IMPLEMENTATION OF COMPASSION
INTERNATIONAL PROJECTS: A CASE OF
CHILD SPONSORSHIP PROGRAM IN
MWINGI SUB-COUNTY, KENYA.



for the period ending:
29th May, 2015


Applicant's
Signature

Permit No : NACOSTI/P/14/5409/4437
Date Of Issue : 27th January, 2015
Fee Received :Ksh 1,000



Secretary
National Commission for Science,
Technology & Innovation

- CONDITIONS**
- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
 - 2. Government Officers will not be interviewed without prior appointment.**
 - 3. No questionnaire will be used unless it has been approved.**
 - 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
 - 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
 - 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A
4087
CONDITIONS: see back page