

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**SCHOOL OF COMMERCE**



**DEPARTMENT: PROJECT MANAGEMENT**

**INFLUENCE OF PARTICIPATORY MONITORING AND EVALUATION**  
**ON PROJECT PERFORMANCE IN THE CASE OF DEC KEFETA**  
**PROJECT**

**In Partial Fulfillment of the Requirements for the Award of Master of Arts**  
**Degree in Project Management**

**BY**

**Atsedeyohannes Atnafu Woldegebriel**

**ADVISOR: Konjit Hailu (PhD)**

**June, 2024**

**Addis Ababa, Ethiopia**

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in the Case of DEC Kefeta Project**

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**A RESEARCH PROJECT SUBMITTED TO ADDIS ABABA UNIVERSITY  
SCHOOL OF COMMERCE IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTERS OF ARTS DEGREE  
IN PROJECT MANAGEMENT**

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## **Approval Board Committee**

Advisor Name

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Internal Examiner Name

Signature

Date

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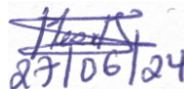
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External Examiner Name

Signature

Date

Meskerem M (PhD)

  
27/06/24

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## Declaration

I hereby declare that this research work entitled “The Influence of participatory Monitoring and Evaluation on Project Performance in the Case of DEC Kefta Project” is my original work, prepared under the guidance of Konjt Hailu (PhD). All the sources of the materials utilized in this research have been properly acknowledged, and the researcher further witnesses that no other higher education institution has received the research, in whole or in part, with the intention of awarding a degree.

Researcher’s Name

Atsedeyohannes Atnafu

\_\_\_\_\_

Signature

\_\_\_\_\_

## **Letter of Certification**

This is to certify that Atsedeyohannes Atnafu has conducted this project work entitled “Influence of Participatory Monitoring and Evaluation on Project Performance in the Case of DEC Kefeta Project”. This project work is original and suitable for the submission in partial fulfillment of the requirements for the award of Master of Arts Degree in project management.

Name: Konjit Hailu (PhD)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Acknowledgement**

First and foremost, all my gratitude goes to the almighty God with his Holy Mother and Saint John the Baptist. This thesis could not have taken its current shape and content without the due diligence and dedicated guidance from my advisor, Dr. Konjit Hailu, and for her invaluable efforts in guiding the development of this thesis. I would like to express my deepest gratitude to Addis Ababa University for granting me a scholarship opportunity to excel in academic. Furthermore, I would like to express my gratitude to my family, friends and who have supported me to come this far. Finally, I would like to give my appreciation to the organization Development Expertise Center and to all stakeholders at Kefta Project which have supported me by giving me the necessary information and helping me throughout the data collection.

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## **Abbreviations and Acronyms**

|                 |   |                                                        |
|-----------------|---|--------------------------------------------------------|
| <b>AMREF</b>    | : | African Medical and Research Foundation                |
| <b>CSO</b>      | : | Civil Society Organizations                            |
| <b>DEC</b>      | : | Development Expertise Center                           |
| <b>DFID</b>     | : | Department for International Development               |
| <b>ECPE</b>     | : | Ethiopia Country Program Evaluation                    |
| <b>FAO</b>      | : | Food And Agricultural Organization                     |
| <b>INTRAC</b>   | : | International NGO Training and Research                |
| <b>ILRI</b>     | : | International Livestock Research Institute             |
| <b>M&amp;E</b>  | : | Monitoring and evaluation                              |
| <b>MDG</b>      | : | Millenium Development Goals                            |
| <b>MOPD</b>     | : | Ministry of Planning and Development                   |
| <b>NGO</b>      | : | Non-Governmental Organization                          |
| <b>PM&amp;E</b> | : | Participatory Monitoring and evaluation                |
| <b>PMI</b>      | : | Project Management Institute                           |
| <b>PSM</b>      | : | Project stakeholders Management                        |
| <b>UNDP</b>     | : | United Nation Development Program                      |
| <b>UNICEF</b>   | : | United Nations International Children's Emergency Fund |
| <b>USAID</b>    | : | United States Agency for International Development     |
| <b>SACCO</b>    | : | Saving and Credit Cooperative                          |
| <b>TVET</b>     | : | Technical and Vocational Education and Training        |



## **Abstract**

*The study examined the influence of participatory monitoring and evaluation on project performance in the case of the DEC Kefta Project. Specifically, it assessed the influence of stakeholder participation in M&E planning, M&E result utilization, and M&E data collection and analysis on project performance. The study employed a quantitative research approach with a cross-sectional survey design. The target population of the study comprises participants from both governmental and non-governmental organizations that are involved in the Kefta project. The data were gathered from 43 participants using the census sampling technique through a self-administered questionnaire. The collected data were analyzed using SPSS version 20 software, employing both descriptive (i.e., frequency, mean and standard deviation) and inferential statistics (i.e., Pearson correlation and multiple linear regression analysis). The finding of the study indicates that stakeholder participation in M&E planning, M&E result utilization, and M&E data collection and analysis have positive and moderately significant relations with project performance. This implies that stakeholder participation in the M&E process has a positive influence on project performance. Based on the findings of the study, the researcher recommends the company to increase stakeholder participation across the M&E process for higher project performance. Furthermore, future studies should be undertaken to see the impact of stakeholders' participation in M&E across various regions where the Kefta project is implemented.*

*Keywords: Participatory M&E, M&E data collection and analysis, M&E result utilization, project performance*

## **Chapter one**

### **1 Introduction**

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

The practice of monitoring and evaluation aids in performance improvement and results attainment of projects (Davids et al., 2009). Its objective is to enhance output, outcome, and impact management of the projects, both now and in the future (Dinbabo, 2014). Multidisciplinary at its heart, M&E's significance is undeniable. In their contexts, the fields of agriculture, education, politics, governance, management, leadership, business administration, health, and economics use M&E to design, monitor, and assess the efficacy and efficiency of projects (Mark and Henry, 2013). Specifically, it is considered essential for any project aimed at bringing about social and economic change in a society by governments, development agencies, and both local and international non-governmental organizations (NGOs) (Cronbach, 1980).

One of the recent approaches for effective M&E is Participatory M&E. In contrast to conventional M&E approaches, PM&E has recently gained prominence in emerging economies, particularly in Africa (Tana et al., 2012). Rather than incorporating stakeholders in the process of developing objectives, identifying indicators, and creating local solutions, traditional monitoring and evaluation relied on judgmental reports from outside specialists hired to assess the project against the goals (Coupal, 2001). PM&E is a result of the assessment of change through actions carried out by all parties involved in the project and its results.

In Ethiopia, several developmental projects are on the way that can accomplish development goals. Implementing development projects is crucial to reducing poverty and achieving sustainable livelihood (Gebremedhin, 2010). The effectiveness of the organization promoting the development project has an impact on its outcome and how quickly it is completed. Therefore, each organization involved in carrying out development projects is worried about the necessity of evaluating and tracking the project's performance as well as enhancing the project's relevance, efficacy, and efficiency through M&E.

In Ethiopia, in general there are diverse development intervention projects to make significant changes in community livelihoods. These projects are in need of M&E system that can ensure the project being implemented as per plan. As the study by Kabeyi (2019) indicates any

participants or stakeholders must be included for monitoring and evaluation to be successful. Therefore, this study sought out to examine the influence of participatory monitoring and evaluation on projects performance in the case of DEC Kefta project.

## **1.2 Company Background**

Development Expertise Center (DEC) is a National Civil Society Organization established in 2007 and re-registered in May 2019 per the accord to Proclamation 1113/2019 for CSOs bearing registration number 0009. DEC has the program goal of designing and implementing sustainable development programs that address the social and economic needs of its target groups. The organization is governed by a Board which has five members as its supreme governing organ and it has an Executive Director who is assigned by the Board and responsible for the day-to-day operation of the organization with a Management Team who are department/section heads.

Development Expertise Center is a nationwide organization for society and charity through the implementation of several creative initiatives that are oriented around community needs. DEC helps in meeting the developmental requirements of its target communities. Thousands of the target groups in need benefits from work via the three programs the company implements which are: child development, gender and life skills development, and entrepreneurial initiatives. Currently, DEC operates in Afar, Amhara, Oromia, Tigray, Gambela, Benishangul Gumz National Regional States, and Addis Ababa City.

### **1.2.1 DEC Kefeta Project Overview**

Kefta project is one of the projects that is carried out by local implementer DEC. Kefta. The project is \$60 million activity implemented from August 2021 to August 2026. Kefeta, which is led by Amref Health Africa (AMREF), is a coalition of regional and global organizations that collaborate to empower Ethiopian youth. Kefeta specifically aims to give Ethiopian youth more economic opportunities, support the establishment of youth-led businesses, strengthen their position in local, regional, and national policy discussions, and boost access to vital services that are youth-friendly.(Abarcar et al., 2023).

Kefta focus on three subgroups out of school youth, university students, and technical vocational and educational and training (TVET) students. The activity aims to simultaneously strengthen the capacity of Ethiopian higher education institutions, youth-serving organizations, and health and financial service providers to support economic and civic engagement opportunities for youth aged 15 to 29.



Kefeta (Integrated Youth Activity) Project is designed to be implemented in 10 regions and 18 selected cities of Ethiopia (Adama, Addis Ababa, Assosa, Bahir Dar, Bishoftu, Debre Berhan, Dessie, Dilla, Dire Dawa, Gambella, Harar, Hawassa, Jigjiga, Jimma, Kombolcha, Mekelle, Semera, Shashemene).

However, since the project is implemented by a consortium of CSOs and other partners, DEC is assigned to implement the project activities in four selected cities of four regions. These cities are Bahir Dar (Amhara), Jimma (Oromia), Assosa (Benishangul Gumuz) and Gambella (Gambella).

### **1.3 Statement of Problem**

There is no doubt that monitoring and evaluation are key tools where the development interventions are high-priority (Musnera and Mulyungi, 2019). Hyvari (2006) discovered that inadequate monitoring and evaluation procedures cause more than 60% of significant initiatives to fall short of their intended outcomes. Due to this, the project is delivered beyond budget, beyond schedule, and time frame. Although beneficiary participation is fundamental to ensure sustainability, the existing M&E practices often lack community participation (Morsy, 2011). Hence, the existing practices overlook the downward accountability aspects (ITAD, 2014).

Although M&E has received national attention lately, projects are still prone to failing, being delayed, and not reaching their goals. Research has shown that the majority of Ethiopian projects, including those involving roads, trains, integrated housing development programs, sugar factories, fertilizer plants, irrigation dams, electricity megaprojects, and others, did not achieve their intended goal (Kassa, 2020).

In Ethiopia, there is currently a strong desire to increase organizational performance through development project results and successful M&Es, with the ultimate goal of bringing about a noticeable improvement in community livelihoods. Long-term improvement and high performance in all organizational operations, necessitates putting in place efficient project monitoring and assessment procedures (Bido, 2014). However, the majority of Ethiopian government institutions do not employ monitoring and evaluation systems in a way that is acceptable for their programs, according to Ethiopian Country Program Evaluation [ECPE] (2010).

In previous years developing nations have performed badly in project management, resulting in low performance in their institutions and organizations owing to a variety of issues, that

arise as a result of a failure to include stakeholders and beneficiaries in planning, implementation, and M&E (Kathongo, 2018). Furthermore, the study states that the situation has derived a paradigm shift in development with most development agencies adopting participatory M&E as a key method of ensuring the productivity of development projects (Kathongo, 2018). These highlight the urgent need to enhance project performance by using Participatory M&E, which includes relevant stakeholders and benefactors in project planning and execution by enforcing local remedies to recognized problems when implementing the projects (Coupal, 2001). Hence, this study assesses the influence of participatory monitoring and evaluation on project performance in the case of DEC Kefta Project.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The general objective of the study is to examine the influence of participatory monitoring and evaluation on project performance: in the case of DEC Kefta.

### **1.4.2 Specific Objectives**

1. To assess the level of stakeholders' participation in M&E process
2. To examine the influence of stakeholder participation in M&E planning on project performance.
3. To examine the influence of stakeholder in M&E during project implementation on project performance.
4. To investigate influence of stakeholder participation in M&E results utilization on project performance.

## **1.5 Research Questions**

The study attempted to answer the following research questions

1. What is level of stakeholders' participation in M&E process?
2. How does stakeholder participation in M&E planning influences the performance of the project?
3. How does stakeholder participation in M&E during project implementation influences the performance of the project?
4. How does stakeholder participation in the utilization of M&E results influence the performance of the project?

## **1.6 Significance of the Study**

This study contributes to academic researches by expanding the understanding of the influence of stakeholder participation in planning, implementation, and result utilization on project performance in the context of Ethiopian organizations. It can also serve as a reference for academicians and other researchers who might be interested in carrying out further research on Participatory monitoring and evaluation on performance of projects.

In addition, the organization benefits from the findings of this study. It can see ways to enhance its project performance concerning M&E. The study gives a base as to why to advocate for stakeholder participation in M & E. Project managers can benefit from the findings of this study by knowing the contribution of each variable to projects performance in advance. The findings form a basis for the managers regarding ways to enhance project performance through effective M&E.

## **1.7 Limitations of the Study**

The findings of this study are limited to only on DEC- Kefta project. Kefta project is being implemented by DEC in four selected cities of four regions. The first limitation of the study is geographical limitation. This study only undertook a project in one city since covering all four cities was not feasible due to time and budget constraints. Therefore, it has limited the researcher's not to incorporate other regions. This fact might limit the generalizability of the results to other areas in the Country, potentially overlooking regional variations in the experiences of participatory M&E and its influence on project performance., In spite of this, the researcher ensured that the tools used were comprehensive enough to gather enough data from the targeted project to see the influence of PM&E. Furthermore, due to time and financial constraint, the study only carried out cross sectional study which is conducted at specific time.

## **1.8 Scope of the study**

This research focuses on examining the influence of participatory monitoring and evaluation on project performance. The Kefta project is being implemented by other partners, this study is only focused on a single local implementer DEC. The study only examines the influence of Participatory M&E within the scope of the local implementer. The other partners and fund donors are not incorporated in this study. Furthermore, the study only considers variables such as Participatory M&E in planning, result utilization, and data collection and analysis on project performance.

## 1.9 Definition of Significant Terms Used in the Study

**Participatory Monitoring and Evaluation** is a collective action process in which stakeholders in a project collaboratively get involved in monitoring and evaluation issues throughout the life of the project. They therefore take active M&E roles during then planning , implementation, and utilization of M&E results (Estrella and Gaventa, 1998).

**Performance of projects:** is the cost effectiveness of the specific project that is being completed based on time. In addition, the project meets its goal and addresses the satisfaction of the beneficiary (Amina and Ngugi, 2022).

**Stakeholder participation in M&E planning:** refers to the active role played by stakeholders during the planning stage of a project in terms of choice of M&E indicators, setting objectives, timetable and determining who is going to conduct the data collection and analysis (Estrella and Gaventa, 1998).

**Stakeholder participation in M&E during project implementation:** refers to the involvement of stakeholders in gathering, presentation and analysis of M&E data during the implementation of a project (Njuki et al., 2006).

**Stakeholder participation in the utilization of M&E results:** refers to how actively stakeholders participate in the use of M&E results and making critical decision based on the result of M&E (Okwaro et al., 2022).

**M&E process:** refers to M&E planning , M&E data collection, M&E data analysis and M&E result utilization (Estrella and Gaventa, 1998).

## 1.10 Organization of the study

This study is organized into five chapters. The first chapter constitutes the background of the study, background of the company, problem statement, objective, significance, scope, limitations, and organization of the study. The second chapter reviews the theoretical and empirical literature on participatory monitoring and evaluation and how it affects project performance. The conceptual framework of the study serves as the chapter's conclusion. The third chapter is on research methodology that the researcher followed to address the study's objective. This chapter includes research approach, research design, sampling design, data collection and analysis, testing for reliability and validity, and finally ethical consideration. The fourth chapter covers the findings of the study, their interpretations, and discussions. The

fifth and final chapter provides a summary of results, conclusions, and recommendations, along with their implications for further research.

## **Chapter Two**

### **2 Literature review**

#### **Introduction**

This chapter reviews the literature on the influence of PM&E on project performance. To do this, a review of participation, PM&E, and the connection between PM&E and project performance has been conducted. The study also includes the theoretical and conceptual frameworks.

#### **2.1 Concepts and Definition of Participatory Monitoring And Evaluation**

##### **2.1.1 Participation**

Duraiappah et al. (2005) define participation as the process by which stakeholders share and exert influence over activities linked to policy formation, resource allocation, priority setting, and public goods and services. According to Willis (2011), it can be seen in terms of development as the engagement of locals in the actual process of creating the agenda for development organizations. In addition, Willis (2005 ) defines participation as communities involved in creating the development agenda, as opposed to outside organizations setting the objectives to be dealt with and then collaborating with the locals to accomplish them.

The meaning and application of the term "participation" have been the subject of discussions in the past few years. Duraiappah et al. (2005) make a distinction between two main points of view about the reason and goal of taking part in participatory procedures. These are:

- participation from a functional or passive standpoint, information is gathered from different stakeholders to help a project, policy, or program be carried out more successfully.
- From a rights-based or proactive standpoint, participation is seen as a means of empowering and enabling social groups who are less powerful to exercise their democratic rights and take part in decision-making. The goal of participatory development is to reform society and allocate resources more equally.

The differing degrees of participation in the process of development are indicative of different perspectives. Duraiappah et al. (2005) state that there are several stages of engagement, from

manipulation to self-mobilization. Refer to Appendix-1, which outlines the different phases and levels of engagement. Two categories can be used to categorize the various forms of engagement: public participation and active participation. In contrast to active engagement, which is seen as a means to an aim, passive involvement is seen as an end in and of itself. According to the dictionary of Cambridge. (2017), an action is a "means to an end" if it is carried out with the hope that another goal will be attained; on the other hand, an action is an "end in itself" if it is carried out of want rather than with the expectation that it would result in another goal. These ideas are compared and contrasted in Appendix-2.

For those who want to encourage participation in a project, it is imperative to make the sort or desired nature of participation clear. (Oakley, 1991). On the subject of development, there are at least four different involvement viewpoint points. First, participation in any public initiative intended to further national development is considered a voluntary act on the part of people. This perspective acknowledges that people's development will be aided by voluntary labor even in the absence of control over the project's objectives or methods of execution. Second, participation describes a person's involvement in program implementation, decision-making processes, benefit sharing from development initiatives, and assessment of those activities related to rural development. Third, when organizations and movements that were previously outside of this control make deliberate attempts to get greater control over institutions of regulation and resources within certain social settings, this is referred to as participation (Pearse and Stiefel, 1979).

According to the two aforementioned viewpoints mentioned above (numbers 2 and 3), participation entails having a say in every step of the project's management, design, and outcome evaluation. Fourth, community involvement is an active process that allows client or beneficiary groups to actively shape the course and results of a development project in order to improve their quality of life in terms of money, development, independence, or other values that are important to them (Paul, 1987). The perspectives of participation from those in the second, third, and fourth places are ones of empowerment. However, while the second definition of participation recognizes participation as an objective, albeit to varying degrees, the first definition views participation as a means.

Furthermore, the involvement of stakeholders can also be used to improve the efficacy or efficiency of planned development initiatives. Participation is used as a means to accomplish a

predefined aim or target (Oakley, 1991) It places a strong emphasis on the outcomes of involvement and aims to use the available financial, social, and physical resources to accomplish the development program's purpose. As a result, the exercise of participation is only temporary. After being inspired to do the assigned duties, people stop participating. Its lifespan is limited to the project duration and ends when it does. It is not active. Participation in either scenario entails power shifts and education, even though the power shift in participation that is means-oriented is insufficient (Thomas et al., 2012).

However, several development researchers (Adeniyi and Dinbabo, 2020, Dinbabo and Badewa, 2020) view participation as a means to an end, namely community empowerment. The goal of participation as an end is to improve and enhance the participants' capacities to become more directly involved in development activities (Oakley, 1991). Moreover, Oakley (1991) states that People can participate in development efforts to a greater extent thanks to its dynamic and active nature

If participation is viewed as a means, the question of power dynamics remains unaddressed. This implies that the authorities are primarily responsible for project management and design (goals and targets). The participant's job is to support the authorities in achieving the project's predefined objectives. As a result, similar to top-down development, the power dynamic between the donor and the recipient is maintained. Above all, the idea of involvement of stakeholders as a way to achieve a project's goals and benefits ignores the distribution of power within the community. As participation empowers individuals at the bottom of the ladder, it can be contested and prevented if it is seen as a way to get to a goal. This strategy is politically neutral because it ignores the dynamics of power. As a means of challenging uneven power relations and advocating for a change in the power dynamics between the donor and the recipient, participation as an end is politically charged (Mekonnen, 2023).

However, the question still stands: whose goals are to be served by participation? While power and knowledge move from the top down in means-oriented participation, they flow from the bottom up in ends-oriented participation, when community members take the initiative and direct actions (Lane, 1995).

The political dimension of involvement and its relationship to the development context and societal structures are overlooked by those who view participation as a means for achieving program



objectives (Hickey and Mohan, 2004, Kelly, 2004). For example, Lane (1995) views NGO participation patterns similarly to Paul (1987) and Oakley (1991b), who see participation as a means to achieve project goals that have been defined. Furthermore, modernization initiatives, for instance, employ participation to boost community acceptability and utilization of project resources and information (Thomas et al., 2012). Other development initiatives promote participation as a key idea for empowering people to take independent action to solve their needs. Nevertheless, the project team is in charge of the projects—at least at the beginning (Mekonnen, 2023).

African non-governmental groups, according to Lane (1995), see involvement as a vital objective as a whole itself. Similarly, Thomas et al. (2012), participation in development is also only a means to an end, and no description of involvement in development contexts can be compared to the kind of "end" experience that is reflected in the historical original meaning of participation.

The framework for participation has multiple levels of participation. Non-governmental organizations frequently utilize participation matrices and continuums to determine the extent and role of each stakeholder. The following is an example of the participation continuum matrix.

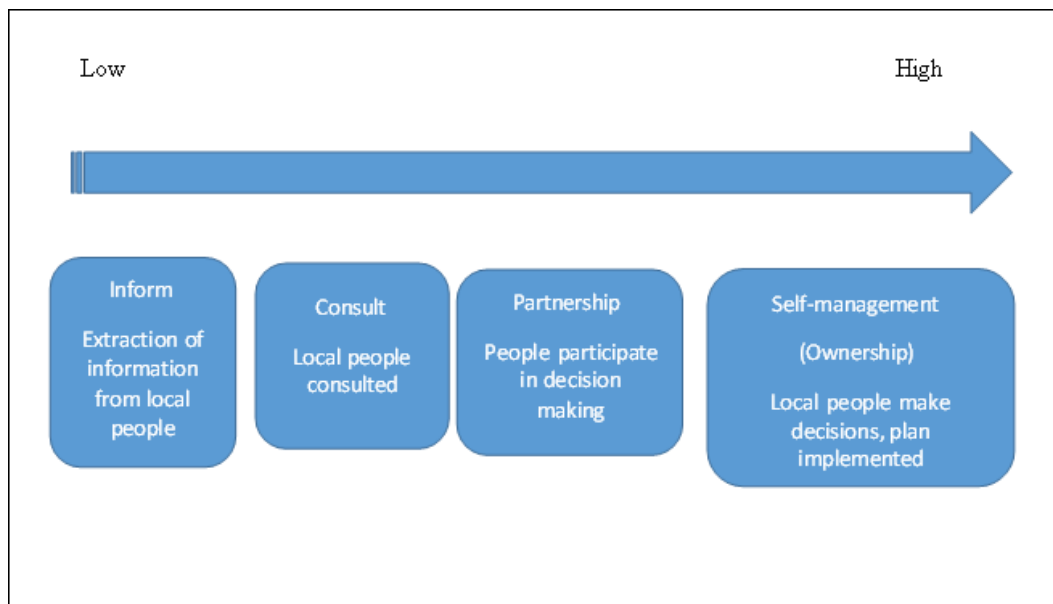


Figure 2.1 Participation Continuum Matrix World Bank (1976)

Source: (Mujuru, 2018 )

### **2.1.2 Participatory Monitoring and Evaluation (PM&E)**

According to Jackson (1998), PM&E is the process of self-assessment, knowledge generation, and collective action whereby stakeholders in a program work together to identify monitoring issues, engage in data collection and analysis data, and take action as a result of what they have learned throughout the process. In PM&E, stakeholders including primary project beneficiaries are involved in monitoring and evaluation of projects, programs, or policies, they also share authority in decision-making and in taking collective actions (World Bank, 2010).

Based on Okwaro et al. (2022) rankings, one of the best ways to make sure the project is completed in line with the action plan and yields the intended outcomes is through project participatory monitoring and evaluation (PM&E). Traditionally, outside experts have used approved techniques and tools to evaluate performance and compare it to pre-established benchmarks. PM&E, as opposed to more conventional approaches, attempts to actively include significant project participants in thinking back on and assessing the state of their project, especially the achievement of results. These core concepts serve as PM&E's cornerstone (Okwaro et al., 2022)

According to Estrella and Gaventa (1998), PM&E Studies originated in agriculture and rural development in mid 1960s and 1970s. The PM&E concept in itself is not new; it draws from many years (over thirty) of traditions of participatory research which included farming, participatory action and learning, and participatory rural appraisal (PRA). By the 1980s, the PM&E concept had already entered the policy domain of large donor agencies and organizations practicing development work. Some of the organizations and agencies that embraced PM&E include the World Bank, the Food and Agriculture Organization (FAO), United States Agency for International Development (USAID), Department for International Development (DFID), etc. (Estrella et al., 2000).

The Africa RISING project innovation platform (IP) in Ethiopia, integrated PM&E approaches into innovation platforms around sustainable intensification in crop-livestock farming systems in the Ethiopian highlands. The initiative was done in partnership with the International Livestock Research Institute (ILRI), invested in building the M&E capacities of its IP members. The implementers organized a learning event on facilitation, monitoring, and evaluation. The stakeholders went through the M&E components, indicators, tools, roles, and responsibilities. M&E champions were also identified to lead and act as contact persons at the site level. More

meetings for learning were organized both at local and center levels but most important was the learning by doing which allowed all partners to take practical lessons on how to monitor and evaluate their activities (Nduta, 2016)

### **Conventional vs PM&E**

In response to criticism of traditional M&E, alternative methods of tracking and evaluating development interventions are being created daily. Ensuring participatory M&E of development work and interventions is the aim of these innovative techniques, targeting the main beneficiaries and a broad spectrum of stakeholders throughout all PM&E stages is how this is intentionally accomplished (Estrella and Gaventa, 1998). PM&E acknowledges local and relevant processes for collecting, analyzing, and using information, therefore shifting prominence away from externally controlled data-seeking evaluation (Abbot and Gujit., 1998).

Differences between Conventional M & E and Participatory M & E

Table 2.1: Differences between Conventional M&E and Participatory M & E

|       | Conventional M&E                                                                 | Participatory M&E                                                                         |
|-------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Who?  | External experts                                                                 | Stakeholders, including community and project staff outside facilitators                  |
| What? | Predetermined indicators to measure inputs and outputs                           | Indicators identified by stakeholders to measure progress, as well as outputs or outcomes |
| How?  | Questionnaire survey, by outside “neutral” evaluators distanced from the project | Simple, qualitative, or quantitative methods by stakeholders themselves                   |
| Why?  | To make the project and staff accountable to the funding agency                  | To empower stakeholders to take corrective action                                         |

Source: (May et al., 2002)

## 2.2 Performance of Project

A project has a defined scope, set of work to be done, beginning and ending times, and budget (cost). Project performance, on the other hand, is the culmination of work completed, in this case reaching the project's goals or objectives. Project performance has also been referred to as project success and project failure in the world of project management According to (Jugdev and Müller, 2005 , Ika, 2009 , Atkinson, 1999) the studies on the evolution of the definition of project success or failure for a long time focused on the "iron triangle" or the triple constraints criteria, where the constraints are time, cost, and quality. Managers can assess a project's performance based on how well it was completed to the time allotted, the project's expected cost, and the standard of the finished result.

However, the critics of the triple constraint criteria have countered that project-specific estimates of time and cost are merely educated guesses. However, the attitudes and opinions of participants impact the project's scope, so using them alone to gauge performance is not very relevant. To understand the project performance notion, some academics have concentrated on the components of client happiness and success criteria. According to (Agarwal and Rathod, 2006 , Belout, 2004) examined the extent to which the predetermined objectives were met. Similarly, Jack and Samuel (2009) define system performance as the actions that a system takes, where performance encompasses several interconnected characteristics, including design, dependability, and reparability. They must meet the specifications given by a client. The same can be said of project performance.

Project performance is a two-level term that is defined globally. It includes the efficiency and effectiveness of a project and is measured based on the value provided for the stakeholders as well as the triple limitations of time, cost, and scope. To determine if a project is successful or unsuccessful, considering the satisfaction that the owner and other beneficiaries gain from it is seen as crucial (Lönnefjord and Johansson, 2018).

According to PMI (2014), projects are considered successful when they meet their cost, schedule, and quality objectives. Those that don't are ineffective. In the context of assessing the project's success, some indicators are used. Since key performance indicators can be used to assess a project's success (Wambui et al., 2024). Performance indicators provide a quantitative evaluation of a project's performance when they are noticed. Managers can anticipate future project

implementation behaviors by closely monitoring them(Hardi and Pinter, 1995, MacGillivray and Zadek, 1995 ). The indicators themselves come from predetermined goals.

### **2.3 PM&E and Performance of Projects**

Participatory monitoring and evaluation date back to the 1920s, when it was initially introduced in the field of education to assess student success in the classroom. Subsequently, the necessity to evaluate extensive government interventions and developmental programs in the 1960s gave rise to the importance of program assessment as a component of professional practice. This was also used to evaluate its effectiveness and choose whether or not to continue funding (Probst, 2002). The use of participatory research in development during the past 20 years has given rise to a larger historical process that includes participatory monitoring and evaluation.

A variety of participatory research traditions are incorporated into participatory monitoring and evaluation, such as participatory learning and action, which includes rapid rural appraisal (RRA) and later participatory rural appraisal (PRA), which is based on the work of (Chambers, 1997); participatory action research (PAR), which was led by (Fals-Borda, 1985, Freire, 1972).

With a growing understanding among rural residents and development professionals that monitoring and evaluation are useful tools for goal-oriented management projects and programs in rural development targeted at the impoverished, women, and disadvantaged, the practice has rapidly changed in recent years. The impoverished who live below the poverty line have not benefited from the growth components of the economic development model. It was therefore evidently necessary to realign development partners to go beyond growth criteria and concentrate on socio-economic objectives in order to guarantee that the benefits of development would reach the impoverished, women, and socially disadvantaged groups. Globally, governments, NGOs, and donors were putting pressure on participatory methods for determining needs and carrying out projects (Estrella and Gaventa, 1998). Growing awareness of the value of community participation in development coincided with an increasing emphasis on the need for participatory monitoring and evaluation of development projects and other community-based activities.

In contrast to more traditional methods of monitoring and evaluation, participatory monitoring and assessment aims to actively involve important project stakeholders in commenting on and evaluating the project's progress, particularly the accomplishment of results (Coupal, 2001). In a

similar vein, Campilan et al. (2001) noted that more recently, PM&E has become recognized as an approach that aims to include involved in the project—local communities, partner organizations, program field staff, etc.—from planning, monitoring, and evaluation through utilizing the findings for learning and transformation. De Beer and Swanepoel (1998) bolster this claim by pointing out that the roots of participatory assessment can be found in eight action research studies that made use of formal organizational settings. They also assert that social scientists were hired to do on-the-job research with assistance from the people in that business.

The idea behind Participatory Monitoring and Evaluation (PM&E) is based on a process of knowledge generation, self-evaluation, and collective action in which stakeholders work together to assess problems, gather information, analyze it, and decide on a course of action based on what they learn (Rossman, 2012). Moreover, PM&E offers implementing agencies numerous opportunities to enhance the project performance that are pursued by public and commercial entities.

In developing countries, particularly in Africa, PM&E has recently gained acceptance in place of more established monitoring and evaluation techniques (Tana et al., 2012). Instead of including stakeholders in the process of developing objectives, defining indicators, and creating local solutions, the traditional monitoring and evaluation method relied on judgmental reports from outside experts hired to assess the project against the goals (Coupal, 2001). PM&E is the result of actions performed by all parties participating in the effort and its results to monitor and evaluate change. Moreover, studies contend that PM&E's additional responsibility is to use stakeholder-collected M&E data to make crucial decisions that will enhance project performance in addition to determining whether and to what degree project objectives have been reached (Hinchliffe, 2017). **Stakeholder Participation in M&E Planning**

Unless a project manager intentionally chooses to fail, there are no shortcuts in project planning. The project start phase is crucial because it lays the groundwork and is when the critical decisions that are necessary for the project's success are taken (Mulwa, 2008). At planning stage project goals, objectives, progress indicators, and monitoring and evaluation purposes is going to be defined and documented at this point

According to a number of authors, stakeholder involvement in M&E throughout project design affects goal-setting, tool creation, and framework design (Oakley et al., 2008). Similarly, according

to World Bank (2010), one of the main factors affecting the effectiveness of development projects is involvement of stakeholders in M&E throughout project planning. Study of FAO depicts that poor rural populations are able to use their social capital to solve their own problems, especially those that they can relate to, when stakeholders are involved in M&E throughout project design (FAO, 2012 ). Stakeholders will be more concerned by the Monitoring and Evaluation process if they are involved from the onset (Mwenda, 2021)

The UNICEF report it pointed out that there is a strong relationship between stakeholder participation and monitoring and evaluation. They argue that increasing primary stakeholder participation in a monitoring and evaluation activity contributes to the quality of the results. Where primary stakeholders are not involved in design; the monitoring and evaluation activity could be biased missing important issues for the stakeholders (UNICEF, 2019).

Project goals must be set concurrently with monitoring and evaluation planning, which should begin at the project design stage. Furthermore, the goals of participatory planning, implementation, and management (PMP&E) are that institutions that should be included in the formulation of project objectives during the planning phase in order to generate indicators to monitor progress in public high school projects. This strategy includes engagement techniques for design, execution, and administration (Kathongo, 2018).

### **2.3.1 Stakeholder Participation in M&E during Project implementation**

Scientists believe that a project's success is correlated with the way stakeholders participate in monitoring and evaluation (M&E) during project implementation. It is mentioned that strong ties between the government, the implementing organization, and the project's overall participants are necessary to guarantee higher involvement. For example, of the enormous pool of volunteers, only a small majority were selected for the intervention in Malawi. This was combined with no attempt was made to establish a working schedule that was agreed upon with the current extension officers. This has a significant detrimental impact on the project's performance (Oakley et al., 2008). There should be baseline research on farmer involvement and follow-up surveys to track developments (Delgado et al., 2003).

Implementing a project means carrying out activities proposed in the application form to achieve project objectives and deliver results. He further states that project implementation success

depends on internal and external factors; some of the factors are efficient management systems, the effective monitoring process of project(s) progress, and a well-organized project team (Mwenda, 2021).

### **2.3.2 Stakeholder Participation in M&E Result Utilization**

One of the utmost worries in the field of Monitoring and evaluation has been how to guarantee the evaluation results are truly being utilized. If evaluation results are not utilized, then evaluations are unable to attain their main objective, which is social betterment (Edwin and Nyonje, 2020).

Utilization of M&E results has been cited as wanting in a number of studies. Monitoring & Evaluation has been considered as the weakest link, for all development projects funded by the World Bank Independent Evaluation Group. According to a report by Swedish International Development Agency, most stakeholders in the projects studied never saw the results of evaluations and that the few who did, found nothing very new or useful in them (Segone, 2008). It has been noted that in the last decade, several billions of shillings had been spent on evaluations, yet a third of those studies were not worth their investment (in terms of utilization) and another third were of uneven quality (Okwaro et al., 2022)

Stakeholder participation is vital in utilization of M&E results. Participation may provide a sense of ownership on the part of the beneficiaries of NGO projects and thus a commitment towards utilizing results of M&E. On the other hand, lack of stakeholder participation may precipitate a challenge that would adversely affect the utilization of M&E results and by extension the general performance of NGOs. (Okwaro et al., 2022)

projects Studies have been carried out in order to evaluate how M&E results are utilized in project management. The findings are that there is need for active involvement by the participants if these initiatives will be effective. Community should write their own reports and bring them up-to-date them on a regular basis. Reports should be prepared primarily in local terms, even if it requires that they are converted into standard forms at the end. (Kiumbe et al., 2018).

## **2.4 Theoretical Review**

A theoretical review is a collection of existing theories and models from literature that underpin a conceptual framework and subsequently inform the problem statement. (Ndege and Moronge,



2016). Theories are analytical tools used to comprehend, explain, and predict a given subject. A theory is a set of statements or principles developed to explain a set of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to predict natural phenomena. Theories are important in predicting, explaining, and mastering phenomena (behaviour of systems, events, activities of employees, and time). Theoretical frameworks are explanations for a phenomenon, and theoretical frameworks, according to (Rocco and Plakhotnik 2009) provide the researcher with a lens through which to view the world.

### **Theory of Performance**

People want to be high performers and when they improve their performance, they become empowered to help others learn and grow. In the year 2007 Don Elger, of University of Idaho, published an article named Theory of Performance, which states that performance is the achievement of results after taking action. He stated that there is a difference between an individual's performance and the performance of a group of people collaborating, like a committee or an organization (Elger, 2007). This definition is similar to that of Sonnentag & Frese, (2005) who said that performance is what an organization hires one to do, and do it well. To them, it is not just any action but only actions relevant to organizational goals that constitute performance. Through this theory, (Elger, 2007) argues that performance can be likened to a journey. Performance for an individual or an organization can be said to be a characteristic of the effectiveness of performance for them at a given time. For example, a manager with a higher level of performance is capable of organizing people and resources more effectively to produce higher quality results within a very short time. The theory further defines indicators of higher performance in increases of: quality results produced by organizations, outputs, knowledge of team members, and number of goals set and attained. Other indicators of high performance are reduced number of finances spent and an organization's ability to tackle more challenging projects within a short time. Thus, at high levels of performance costs decreases due to the reduction of wastage and the resources required to produce satisfactory results (Nyanza and Iravo, 2015 ). This theory is therefore in support of our dependent variable that relies on indicators of timeliness, cost and scope to determine success.

## **Stakeholders Theory**

This study was guided by the Stakeholders Theory by Freeman (1984). This theory was popularized by Edward Freedman in 1984 in his book titled *Strategic Management: A Stakeholder Approach* (Fontaine et al., 2006). According to Freeman, a stakeholder refers to a group or individual who can affect or can be affected by the achievement of an organization's objectives. Since the publication of Freeman's landmark book, hundreds of articles have been written about stakeholder theory. In one of the most influential articles, (Donaldson and Preston, 1995) present three interrelated approaches to the stakeholder theory which are widely used today. These include; the descriptive approach which seeks to describe the methods and ways in the stakeholder management process, the instrumental approach that considers the impact of stakeholder management in achieving project performance or the connection between practices of stakeholder management and the achievement of project objectives and the normative approach which rests upon the moral point of view or ethical principles in management (Davids et al., 2009).

Central to this research is the instrumental approach. In support of this approach Donaldson and Preston (1995), argue that enterprises will be more effective if they are responsive to their environments. If the enterprise is in the hands of the owners and stake holders, then their goals remain central to defining the behavior of the enterprise. They may choose to take the interests of stakeholders into account, to negotiate with them, even put them on board because they conclude that it will enhance performance. According to Donaldson and Preston (1995) stakeholders are defined by their legitimate interests in an organization. This implies that claimants are groups with legitimate interests which are known and have been identified.

## **2.5 Empirical Studies**

The study conducted by Karimi et al. (2021) examined the possible connection between stakeholder participation and performance of the literacy and numeracy educational programs. Descriptive research survey design and correlational research design were used in the study. Information gathered from the respondents using interview schedules and questionnaires with a sample size of 335 people from the target population of 2053. The study concluded that there lies substantial positive correlation between the effectiveness of the literacy and numeracy education program and stakeholder engagement. The findings demonstrated that performance was

significantly impacted by stakeholder participation in monitoring and assessment (Karimi et al., 2021).

In the study conducted by (Mgoba and Kabote, 2020) in Tanzania assesses the effectiveness of PM&E in achieving the goals of community-based water initiatives. The study employed sequential exploratory research approach was used in the work to gather both quantitative and qualitative data. There was a random sample of 120 water users in the projects supported by NGOs and the government, with 53.3% of them being female. The study further gathered Qualitative data through key informant interviews and focus group discussions (FGDs). In conclusion the study stated that PM&E was effective in achieving water projects' objectives

A survey study by Kathongo (2018) examined stakeholders in planning and implementation of projects in public schools environment. The goal of the research was to determine how participatory monitoring and assessment affected the public-school projects' performance in the Mutomo Sub-County, Kenya. Thirty-three public secondary schools make up the target population for the study. The study's sample strategy was non-probabilistic (i.e., deliberate sampling). Questionnaires were utilized in the study to gather data, and for quantitative data, descriptive and inferential analysis were applied. The study concluded that the study came to the following conclusions: if the goals are to be met, the appointing authority should work to train the chosen stakeholders. Institutional strengthening has an impact on performance because the stakeholders were not well-versed in participatory monitoring and evaluation. Public accountability continues to have an impact on the performance of public secondary school projects, and project planning has an impact on performance. Shareholder opinions in negotiations have an impact on the public school performance in the sub county (Kathongo, 2018).

A survey study by Amina and Ngugi (2022) was conducted to find the impact of the utilization of M&E results on the performance of drought resilience projects by the National Drought Management Authority (NDMA) in Mandera County. This study used a descriptive research design. The study conducted a census survey with all 60 participants in the NDMA initiative. The researcher employed semi-structured questionnaires along with secondary sources. The study findings illustrated that M&E result utilization influences project performance.

Similarly, a study conducted by Kiumbe et al. (2018) aimed to establish the influence of stakeholder participation in the utilization of M&E on the performance of fish farming projects in Kenya, in the case of economic fish farming projects in Nyeri County. The study was carried out on eight fish farming initiatives in Nyeri County that received funding from the Economic Stimulus Program. The project's target population consisted of 1198 participants. Using purposive and stratified random sampling procedures, 271 respondents—247 farmers, 4 project managers, and 24 committee members—were included in the sample. Focus groups were held to gather qualitative data, and structured questionnaires were used to get quantitative data. The study findings depicted that stakeholder participation in M&E result utilization has a positive influence on project performance (Kiumbe et al., 2018).

The goal of Abdi and Kimutai (2018) was to evaluate the Garissa County Constituency Development Fund's performance. The impact of technical proficiency, stakeholder involvement, M&E methodology and design, and feedback systems on performance was evaluated. A descriptive survey was used to evaluate the 68 projects that the CDF Board had approved for the 2016–17 fiscal year. This study showed that participation in policy making and an organization's technical capacity to produce worthwhile outcomes had a significant impact on project performance. Stakeholder participation improved project performance and their contribution was essential to the M&E implementation. Projects that were successful and sustainable were guaranteed by well-developed and executed M&E designs. Lastly, the study showed that all stakeholders were informed about the ongoing procedure for tracking comments in the CDF initiatives.

According to (Patton, 2008) and Daigneault (2014), stakeholder participation is essential to the evaluation's ability to provide meaningful answers to the aforementioned issues. The study's methodology, which was essentially a document review, had a clear flaw in that the findings were not derived from a real field investigation. Furthermore, stakeholders were heavily involved in the monitoring and evaluation of public projects in Nakuru County at all stages of the investigation into the factors influencing the usage of monitoring and evaluation systems in Nakuru County public projects. According to his findings, just 43.3% of respondents participated in M&E during the 2014–2015 fiscal year. Merely 52.9% of the monitoring and evaluation processes involved external stakeholders, and only 57.7% of them had committees to assist with M&E. The study further indicated the positive aspect of participating stakeholders for better performance.

In another study Bahati Sub-County, Kenya, youth-funded agribusiness projects are subject to project monitoring and evaluation performance. Waithera and Wanyoike (2015) conducted a study to identify the elements influencing this process. Assessing the impact of stakeholder participation on the performance monitoring and assessment of youth-funded agribusiness projects was one of the study's goals. The study employed a descriptive on fifty group projects financed by agribusiness youth. SPSS (version 20) was used for the analysis of the data, which was gathered via structured questionnaires. The results of the inferential and descriptive analyses were presented using percentages and frequency tables. A significant portion of the respondents (59.2%) claimed that their project stakeholders are often known and recorded, while 34.7% said that this is not the case and 6.1% said they were unsure. The study stated that since certain stakeholders have a large stake in the project's success and others have a considerable impact, the stakeholder dimension is crucial to project management.

### **Research Gap**

The last few decades have seen a general realization of the significance and necessity of basing development on the views and priorities of "the local population," which has led to the development of participatory monitoring and evaluation techniques and the practice of working with and by communities (Hilhost and Guijt, 2006). Studies conducted in various sectors have shown that participatory monitoring and evaluation have a positive influence on project performance (Karimi; et al., 2020, Estrella and Gaventa, 1998, Kiumbe et al., 2018). Furthermore, research in various sectors across other countries has been conducted on participatory monitoring and evaluation of project performance (Mgoba and Kabote, 2020, Kathongo, 2018). Despite participatory monitoring and evaluation being found to have a influence on project performance, limited research has been conducted in Ethiopia. Hence, this study tends to fill this research gap

## 2.6 Conceptual Framework

The conceptual framework guiding this study is shown in figure 2.2 illustrating the relationships between the independent, and dependent variables. This study investigated four major relationships as represented in the conceptual framework of the study in figure 2. This study aimed at assessing the extent to which PM&E influences performance of project. PM&E has been operationalized in indicators that include; stakeholder participation in M&E planning, stakeholder participation in M&E during project implementation (data collection & analysis), and stakeholder participation in utilization of M&E results

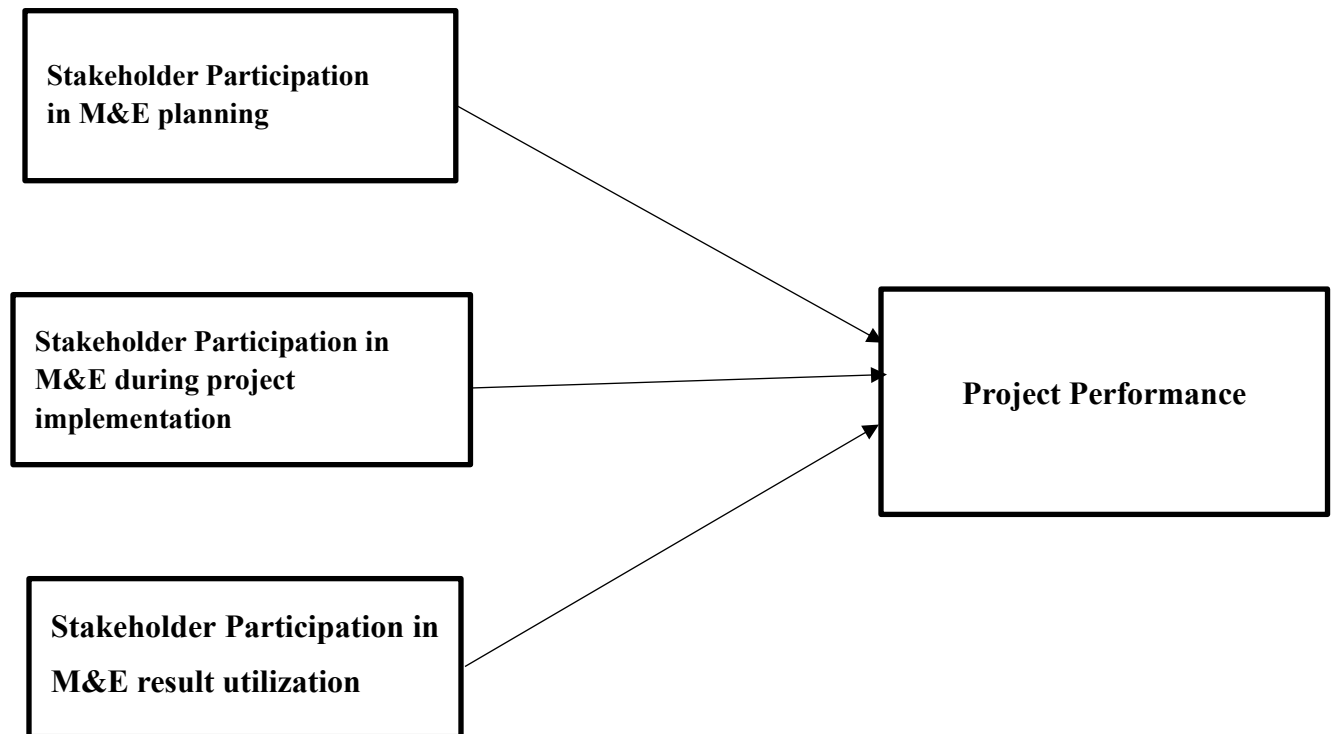


Figure 2.2: Conceptual Framework proposed by the author of the study, (2024)

## **Chapter Three**

### **3 Research Methodology**

#### **3.1 Introduction**

This chapter elaborates the methods and processes that were used to accomplish the study's objectives. It describes the target population, sample technique, study area, and research design. In order to provide a relevant interpretation of the study's findings, it also explains the tools and procedures for gathering and analyzing data. It also encompasses the measures done to improve authenticity and dependability of the measurement tools mainly validity and reliability. Furthermore, it states the ethical consideration of the study.

#### **3.2 The Study Area**

The research is carried it out in one of DEC project, which is known as the Kefta project. The Kefta project is implemented in several regions by the DEC. DEC implement activities of the project in four selected cities of four regions. These cities are Bahir Dar (Amhara), Jimma (Oromia), Assossa (Benishangul Gumuz) and Gambella (Gambella). In this study, the selected area for research is Kefta project in Jimma city, which is one of the target areas of DEC Kefeta project. The reason the researcher selected the Jimma city rather the other regions is due to physical safety and convenience issues.

#### **3.3 Research Approach**

The study employs quantitative research approach. Quantitative research emphasizes quantification as Bryman and Cramer (2012) states and it is suitable since descriptive survey approach allows the researcher to document, capture, evaluate, and report on both actual and hypothetical situation (Kothari, 2004).

### **3.4 Research Design**

Research design is general design a researcher takes to ensure the research problem is addressed by integrating the many elements of a study in a logical and cogent manner. It serves as the guide for gathering, measuring, and analyzing data (De Vaus, 2001). As Robson (2002) clarifies there are three types of study designs that can be used: exploratory, descriptive, and explanatory. The descriptive research design aids in describing an event or phenomenon, which is useful when the study focuses on particular predictions, a narrative of facts and features about people or events, or both (Kothari, 2004). On the other hand, explanatory research design is used to identify and explain certain connections or relationships between various aspects of the phenomenon being studied (Grey, 2014). Thus, the study employed explanatory research design to assess the influence of participatory monitoring and evaluation on the project performance in the case of DEC Kefta project.

### **3.5 Target Population**

Target population of Kefta projects

The number of stakeholders that participate in Kefta project are ten. Broadly the stakeholders are categorized into non-governmental organization, office/ key government stakeholders and service delivery points. The key government stakeholders are comprised of three government institution which are Youth and Sport Office, Women and Children affair and Health office. The service delivery points consist of six stakeholders: higher education institutions such as Jimma University and TVET; the health service delivery point, which is Jimma Health Center; the savings and credit of Kefta project; and youth leaders.

The government institution works along DEC to implement the objectives of Kefeta project. Similarly, the stakeholders in service delivery points aid in facilitating and implementing the Kefta project. The two youth-led stakeholders, with the support and supervision of DEC, are the youth leaders and the saving and credit of Kefta. The youth leaders are those who are selected to represent the youth members found in the Kefta Project in Jimma. The savings and credit of the Kefta project are formed by youth with the assistance of DEC and Amref.



Table 3. 1 Target population of Kefta Project

| Number                                    | Stakeholders                      | Number Participants in the project |
|-------------------------------------------|-----------------------------------|------------------------------------|
| <b>The non-governmental organization</b>  |                                   |                                    |
| 1                                         | DEC                               | 12                                 |
| <b>Office/Key government stakeholders</b> |                                   |                                    |
| 2                                         | Youth and Sport Office            | 2                                  |
| 3                                         | Women and Children affair         | 2                                  |
| 4                                         | Health office                     | 2                                  |
| <b>Service Delivery Points (SDP)</b>      |                                   |                                    |
| 1                                         | Jimma University                  | 2                                  |
| 2                                         | Jimma Industrial Park             | 3                                  |
| 3                                         | TVET                              | 3                                  |
| 4                                         | Jimma health center               | 4                                  |
| 5                                         | Youth leaders (Coalition members) | 4                                  |
| 6                                         | Saving and Credit (Kefeta SACCO)  | 11                                 |
|                                           | Total                             | 45                                 |

**Source: DEC (2016)**

### 3.6 Sample Size and Sampling Procedure

This section describes the sample size and sampling procedures used in the study.

#### **Sample size**

The study has a 45-person sample size. Since the population in each category under examination is small, a census survey was utilized under each sample category, with all members of the sample being studied. There is a benefit to using the census approach, which is that it covers the entire population.

### **3.7 Data Collection Method**

Primary sources were used to gather the necessary information. The primary data was gathered by using a questionnaire: it had four parts to the questionnaire: The respondents' demographic profile such as their sex, Age, educational background, position, and years of experience was taken into account and it was covered in part one titled demographic characteristics of the respondents. The second parts consist of participation matrix in M&E process. The third part consists of independent variables i.e. Stakeholder participation in M&E planning, stakeholder participation in M&E result utilization and stakeholder participation in M&E data collection and analysis. The fourth part is on dependent variable is project performance.

Except the demographic and participation matrix each item on the questionnaire, which are designed based on studying the literature. The questionnaire was in score on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Before the actual administration of the questionnaire, pre-test for reliability and validity was conducted. In order to ensure the impartiality of their responses, respondents were given the assurance that their information would remain confidential.

### **3.8 Data Instrumentation**

The research instrument that was utilized in this study was questionnaire. The questionnaire was administered to the stakeholders selected and comprised four parts with 6 sub sections. The first part consists section A, the second part consists section B and the third part consists section C to E and finally the fourth part consists section F. Section A had close ended questions which sought to find out the demographic characteristics of the stakeholders in terms of age, gender, level of educations, the institution they represent, and their role at Kefta Project.

Section B consists of the first independent variable: the participation of the stakeholders throughout the M&E process. The stakeholder participation matrix is adapted from Rifkin and Kangare (2002). In participation matrix, as Rifkin and Kangare (2002) explains, being informed means sharing information, which is similar to experts imparting knowledge. And the highest form of empowerment (self-management) is giving community members the chance and experience to actively participate in program decision-making.

Similarly, the participation matrix corresponds to the World Bank participation matrix, as cited in (Mujuru, 2018 ). In this participation matrix, it ranges from informed, consulted, partnership, and self-management, where informed is termed to be low partnership and self-management is higher participation. In another study conducted by Seville et al. (2007) , a participation matrix was utilized to assess the level of stakeholder participation across the project life cycle, which is initiation, implementation, M&E, and closing. Therefore, in this study, a participation matrix was adapted and utilized to assess the participation of the stakeholders in the Kefta Project in terms of planning, M&E data collection, M&E data analysis, and M&E result utilization.

Section C investigates the independent variable level of participation in setting M&E plan This section had 5 questions in a five-point Likert scale. The items of the variables were adapted from Blauert et al. (2000). The study mentioned that in planning process setting objective, determining the indicators, identifying who will do the data collection and stakeholders interest is incorporated in the plan are key elements. Similarly, study by Njuki et al. (2006) stated that stakeholder participation in M&E planning consists setting objective, determining indicator , assigning person who collects the data and specifying the time table in which M&E is conducted. Furthermore, study by Simon and Mwenda (2021) used the above mentioned scale to assess the stakeholder participation in M&E planning. Thus, the researcher employed the items to assess the stakeholder participation in M&E planning.

Section D investigated the independent variable (stakeholder participation in M&E during project implementation) in terms their level of participation in data collection, and data analysis. The questionnaire was adapted from a study conducted by Karimi et al. (2021) that investigated the involvement of stakeholders in data collection and data analysis on performance of the project. The researcher stated that standardized questionnaire was used to justify the validity and reliability of the instrument (Karimi et al., 2021). Hence, study adapted questionnaire composed of 5 questions in a five-point Likert scale for stakeholder participation in M&E data collection and analysis.

Section E investigated the independent variable (stakeholder participation in utilization of M&E results) in terms their level M&E results utilization and information sharing of M&E results. This section had 6 questions in a five -point Likert scale. The study adapted a questioner from a study by Amina and Ngugi, (2022) which sought out to find the effect of utilization of M&E result on

project performance. Regarding its validity of the instrument the researcher stated that pilot test was carried out to validate its questionnaire. (Amina and Ngugi, 2022).

Lastly, section G investigated the dependent variable (performance of Kefta projects). This section has 6 questions that are based on a five-point Likert scale. The items were prepared in terms of performance parameter that are time, cost, quality, and satisfaction of stakeholders. The questionnaire was adapted from a study conducted by Amina and Ngugi, (2022). The study stated that the author carried out a pilot test to check the validity and reliability of the instrument. Thus, this study adapted the questionnaire of Amina and Ngugi, (2022).

### **3.9 Methods of Data Analysis**

The questionnaire was analyzed using the quantitative data analysis. In the preliminary phases of data analysis, questionnaire answers were coded and entered into an Excel spreadsheet for data cleansing. As a result, the data was loaded into the statistical package for the social sciences, or SPSS, version 20.0.

The study descriptively analyzed the demographic as well as the stakeholder participation using percentages. For the rest of the variables before determining the pertinent assumptions the data was examined for normality, and multicollinearity, to determine whether the assumption was met to perform regression analysis. The study used both descriptive and inferential statistics suited to parametric analysis since the majority of the assumptions for the parametric tests were satisfied.

The study employed a 5-point equidistance scale (Carifio and Perla, 2009) for the analysis of Likert responses, and the ranges between the points were as follows: Disagree ( $1.8 < D < 2.6$ ), Agree ( $3.4 < A < 4.2$ ), Strongly Agree ( $4.2 < SA < 5.0$ ), and Strongly Disagree ( $1 < SD < 1.8$ ).

To study each variable, Likert items were combined into a composite Likert scale. This created an interval scale with a quantitative assessment of the variable. Likert as cited by Allen and Seaman (2007) created this process and suggested using this aggregated score for sophisticated data analysis techniques. The total composite score in this study was determined for analyzing the data.

The assumptions were met and the study employed basic regression models to determine the link between the independent variables and the dependent variable. A statistical method known as regression analysis involves building mathematical models to describe the relationships between

variables to predict the value of the dependent variable based on the values of the independent variables (Kothari, 2004).

A statistical method called multiple linear regression uses the values of two or more independent variables to predict the values of a quantitative dependent variable. Multiple linear regression can evaluate the relationship between the dependent variable and an independent variable after controlling for the presence of other independent variables, determine whether the effect of one independent variable varies across levels of another, and often account for more variability in the dependent variable than can be achieved with a simple regression when multiple independent variables are included (Holmes and Rinaman, 2014). avoiding reliance on a single predictor or less-than-ideal combinations of predictors. Hence, the study employed multiple linear regression to determine the link between PM&E and project performance.

### **3.10 Scale Reliability and Validity**

#### **3.10.1 Validity**

Validity is often defined as the extent to which an instrument measures what it asserts to measure (Blumberg et al., 2014). Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2016).

To check the validity of the instrument the study assessed the content validity. According to Gay (1997), content validity is established by experts and finds out if the subjects and researchers generally agree that the instrument contains items covering all features of the variable being investigated. It assesses the agreement between the discrete items and the concept through ranking by professional evaluators (Ojera, 2011). The instruments in this study were therefore evaluated by the expert prior to data collection.

#### **3.10.2 Reliability**

When a measurement is made again on the same item, reliability is the degree of confidence we may have in the measuring device to provide us with the same numerical number. If a measurement can be made again on the same subject with the same equipment and yield similar findings, it is considered stable. (Gaur and Gaur, 2006). Similarly, reliability is defined as the degree to which a measurement is dependable in producing consistent results (Kothary, 2004). The three qualities of

stability, equivalency, and consistency emphasize the idea of reliability. It is necessary to assess the scale's internal consistency and determine whether it will measure the objectives. An indication of the scale's internal consistency that will be employed is the Cronbach alpha coefficient. A appropriate test of reliability will be one with a Cronbach alpha value greater than 0.70 (Gaur and Gaur, 2006).

Table 3. 2 Summary Output of Cronbach Alpha

|                                                               | Cronbach alpha | Number of Items |
|---------------------------------------------------------------|----------------|-----------------|
| Participation Matrix Continuum                                | 0.838          | 4               |
| Stakeholder participation in M&E planning                     | 0.743          | 5               |
| Stakeholder participation in M&E data collection and Analysis | 0.737          | 5               |
| Stakeholder participation in M&E result utilization           | 0.720          | 6               |
| Project performance                                           | 0.816          | 6               |
| Over all                                                      | 0.727          | 26              |

Source: SPSS Output (2024)

As shown in Table 3.2, the study assessed the reliability of the instrument by performing a pilot test, and the Cronbach alpha value ranged from 0.720 to 0.838, with an overall value of 0.727, implying that the instrument is reliable.

### 3.11 Ethical Considerations

The moral precepts or ideals that direct officials in every facet of their work are known as ethics. The principles of honesty, integrity, probity, diligence, fairness, trust, respect, and consistency are all included in ethical behavior (Wee, 2002). This is to explain about the ways in which the participants are not at risk in this study and the steps that were taken to protect their rights. To efficiently accomplish the data-gathering task, some arrangements were made in advance by contacting the concerned officials of the case company. The researcher discussed with the research participants to arrange programs convenient to them. The data-gathering process was carried out

with the presence of the researcher being supported by an assistant. In the data collection processes, all ethical considerations were carefully taken. All participants were provided sufficient information by which the researcher took all ethical considerations into account, maintained confidential cooperation, and won their willingness. Confidentiality and privacy were maintained by omitting their names and by keeping their answer.

## Chapter Four

### 4 Result and Discussion

#### Introduction

This chapter presents the results and discussion of the study. It is divided mainly into four sections. The first section presents the response rate of the questionnaire. The second section presents the demographic characteristics of the respondents. The third section presents the descriptive analysis of the study, and the fourth section presents the inferential statistics. The main findings of the study are presented in the third and fourth section of this chapter.

#### 4.1 Response rate

The study physically visited the stakeholders in an attempt to obtain a higher response rate, distributing 45 self-administered questionnaires to the target respondents. As a result, 43 questionnaires, with a 95.6 % questionnaire return rate was achieved.

#### 4.2 Demographic Characteristics

This section presents the demographic characteristics of the respondents. This section covers their gender, age, education level, work experience, the organization or institution they represent, and their role or position at Kefta Project.

##### 4.2.1 Gender of the Respondents

Table 4. 1: Respondents of Gender

|        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Male   | 21        | 48.8    | 48.8          | 48.8               |
| Female | 22        | 51.2    | 51.2          | 100.0              |
| Total  | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)



In this study, the males account for 48.8% of the total number of respondents, and the females account for 51.2%. Overall, the results showed that the number of men and women were found to be closer.

#### 4.2.2 Age of the respondents

Table 4. 2 Age of Respondents

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 18-24 | 9         | 20.9    | 20.9          | 20.9               |
| 25-29 | 19        | 44.2    | 44.2          | 65.1               |
| 30-35 | 5         | 11.6    | 11.6          | 76.7               |
| 35-45 | 5         | 11.6    | 11.6          | 88.4               |
| 40-50 | 1         | 2.3     | 2.3           | 90.7               |
| 45-55 | 4         | 9.3     | 9.3           | 100.0              |
| Total | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)

As shown in the Table 4.2 majority of respondents are between the ages of 25 - 29 which they account for 44.2%. While, 20.9 % of the respondents are found between the age 18-24. The lowest percentage is obtained in the age range of 40-50.

#### 4.2.3 Educational Background of the Respondents

Table 4. 3 Educational Background of the Respondents

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| High School | 1         | 2.3     | 2.3           | 2.3                |
| Diploma     | 9         | 20.9    | 20.9          | 23.3               |
| Bachelor    | 21        | 48.8    | 48.8          | 72.1               |
| Masters     | 12        | 27.9    | 27.9          | 100.0              |
| Total       | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)

As it can be noticed from the Table 4.3, among the respondents, one individual, which accounts for 2.3%, was a high school graduate, whereas 20.9% of respondents were diploma graduates. In terms of higher education, 48.8% hold bachelor degrees and 27.9 % hold masters' degrees. Overall, this indicates that the majority of respondents had a strong educational background, which can be crucial in the collection of insightful data.

#### 4.2.4 Years of Experience at the Kefta Project

Table 4. 4 Experience at Kefta Project

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Below 1 year  | 21        | 48.8    | 48.8          | 48.8               |
| 1-2 years     | 11        | 25.6    | 25.6          | 74.4               |
| 2-3 years     | 7         | 16.3    | 16.3          | 90.7               |
| above 4 years | 4         | 9.3     | 9.3           | 100.0              |
| Total         | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)

According to the Table 4.4, 48.8% of the respondents have experience below 1 year, while the 9.3 % have 3-4 years of experience. This indicates that project consists of expertise with various years of experience.

#### 4.2.5 Stakeholders in Kefta Project

Table 4. 5 Stakeholders in the Kefta Projects

|                                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------|-----------|---------|---------------|--------------------|
| DEC                             | 12        | 27.9    | 27.9          | 27.9               |
| Jimma Health Center             | 4         | 9.3     | 9.3           | 37.2               |
| Health Office                   | 2         | 4.7     | 4.7           | 41.9               |
| Jimma Industrial Park           | 3         | 7.0     | 7.0           | 48.8               |
| TVET                            | 2         | 4.7     | 4.7           | 53.5               |
| Women and Children Affairs      | 2         | 4.7     | 4.7           | 58.1               |
| Youth and Sport Center          | 2         | 4.7     | 4.7           | 62.8               |
| Saving and Credit (Kefta SACCO) | 11        | 25.6    | 25.6          | 88.4               |
| Youth leader                    | 4         | 9.3     | 9.3           | 97.7               |
| Jimma University                | 1         | 2.3     | 2.3           | 100.0              |
| Total                           | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)

The Table 4.5 clearly depicts the stakeholders that participated in the study. In this study, 27.9% of the respondents were from DEC, 9.3% were from Jimma Health Center, 4.7% were from Jimma Health Office, 7% were from Jimma Industrial Park, 4.7% were from TVET, 4.7% were from women and child affairs, 4.7% were from youth and sport centers, 25.6% were from saving and credit (SACCO), 9.3% were youth leaders, and 2.3% were from Jimma University

#### 4.2.6 The roles of stakeholders at the Kefta Project

Table 4. 6 roles of stakeholders at the Kefta Project

| Role of Stakeholders at Kefta Project |                                             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------------|---------------------------------------------|-----------|---------|---------------|--------------------|
|                                       |                                             |           |         | Percent       | Percent            |
| DEC                                   | DEC-Monitoring and Evaluation Lead          | 1         | 2.3     | 2.3           | 2.3                |
|                                       | DEC-Project facilitator                     | 3         | 7       | 7             | 9.3                |
|                                       | DEC- Youth friendly service officer         | 1         | 2.3     | 2.3           | 11.6               |
|                                       | DEC-youth friendly health service providers | 3         | 7       | 7             | 18.6               |
|                                       | DEC-Cashier                                 | 1         | 2.3     | 2.3           | 20.9               |
|                                       | DEC-Skill Development and Training Officer  | 1         | 2.3     | 2.3           | 23.2               |

|                         |                                                   |    |      |      |      |
|-------------------------|---------------------------------------------------|----|------|------|------|
|                         | DEC-Finance Officer                               | 1  | 2.3  | 2.3  | 25.5 |
|                         | SACCO Officer                                     | 1  | 2.3  | 2.3  | 27.8 |
|                         | Project Manager                                   | 1  | 2.3  | 2.3  | 30.1 |
| Health Center           | Health Center Director                            | 1  | 2.3  | 2.3  | 32.4 |
|                         | Health center-Youth focal health service provider | 2  | 4.7  | 4.7  | 37.1 |
|                         | Health center-Peer mentor                         | 1  | 2.3  | 2.3  | 39.4 |
| Industrial Park         | Industrial park - intern                          | 2  | 4.7  | 4.7  | 44.1 |
|                         | Focal person at the industrial park               | 1  | 2.3  | 2.3  | 46.4 |
| TVET                    | TVET-collage training team leader                 | 1  | 2.3  | 2.3  | 48.7 |
|                         | TVET Focal person                                 | 1  | 2.3  | 2.3  | 51   |
| Saving and Credit       | SACCO Chair person                                | 1  | 2.3  | 2.3  | 53.3 |
|                         | SACCO Committee                                   | 7  | 16.3 | 16.3 | 69.6 |
|                         | SACCO Accountant and Cashier                      | 2  | 4.7  | 4.7  | 74.3 |
| Youth Leaders           | Youth Leader                                      | 5  | 11.6 | 11.6 | 85.9 |
| Health Office           | Monitoring and evaluation lead of Health Office   | 1  | 2.3  | 2.3  | 88.2 |
|                         | focal person at the health office                 | 1  | 2.3  | 2.3  | 90.5 |
| Jimma University        | Focal person at Jimma University                  | 1  | 2.3  | 2.3  | 92.8 |
| Women and Child Affairs | Focal person at women and children affairs office | 2  | 4.7  | 4.7  | 97.5 |
| Youth and Sport Center  | Focal person at youth and sport center            | 1  | 2.3  | 2.3  | 100  |
| Total                   |                                                   | 43 | 100  | 100  |      |

Source: SPSS Output (2024)

In the Table 4.6 the role of the respondents in Kefeta project is presented. The local implementer DEC consists of three project facilitators, three project officers, one finance officer, one cashier, one youth friendly health service officer, three health service providers and one project manager. The health Center consists of: health center director, two youth focal health service providers and a Peer mentor. The Industrial Park consists of: industrial park – intern, and two focal persons at the industrial park. The TVET consists of one TVET-collage training team leader and one TVET Focal person. In Saving and Credit there are: SACCO Chair person, seven SACCO Committee, two SACCO accountant and cashier. The stakeholder category of the youth Leaders consists five leaders. The health Office consists of one

monitoring and evaluation lead of Health Office and one focal person at the health Office. The project in Jimma University has one Focal person.

### 4.3 Descriptive Analysis

In this section the descriptive analysis of the study is presented. The first four tables illustrate the stakeholder's participation along the participation matrix. In addition, the section includes the descriptive analysis of stakeholder participation during the M&E planning, M&E data collection and analysis and finally the stakeholder participation in M&E result utilization. Furthermore, the detail finding on stakeholder participation along the participation matrix is attached in the appendix.

#### 4.3.1 Participation Level of Stakeholders along the participation matrix

In this section stakeholder participation along the participation matrix is presented

##### 4.3.1.1 Stakeholder participation in M&E planning along the participation matrix

Table 4. 7 Summary of stakeholder participation matrix in the M&E planning

|             | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------------|-----------|---------|---------------|-----------------------|
| informed    | 24        | 55.8    | 55.8          | 55.8                  |
| consulted   | 11        | 25.6    | 25.6          | 81.4                  |
| Partnership | 8         | 18.6    | 18.6          | 100.0                 |
| Total       | 43        | 100.0   | 100.0         |                       |

Source: SPSS Output (2024)

The Table 4.7 illustrates the level of stakeholder participation in M&E planning. The findings show that 55.8% of the respondents were informed, 25.6% of respondents were consulted, and 18.6% of the respondents stated they were in the level of partnership during the M&E planning. This shows that most of the stakeholders are being informed and there is no response on self- management level of participation.

#### 4.3.1.2 Stakeholder participation in M&E Data Collection along the participation matrix

Table 4. 8 Summary of stakeholder participation matrix in M&E data collection

|                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| informed        | 20        | 46.5    | 46.5          | 46.5               |
| consulted       | 10        | 23.3    | 23.3          | 69.8               |
| Partnership     | 9         | 20.9    | 20.9          | 90.7               |
| Self-management | 4         | 9.3     | 9.3           | 100.0              |
| Total           | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)

The Table 4.8 illustrates the level of stakeholder participation in M&E data collection. The findings show that 46.5 % of the respondents were informed, 23.3 % of respondents were consulted, 20.9 % of the respondents stated they had a partnership role during the M&E data collection, and 9.3% of respondents indicated their participation as self-management. Hence, the majority of the respondents were at the level of being informed, and the minority of respondents were at the level of self-management.

#### 4.3.1.3 Stakeholder participation in M&E Data Analysis along the participation matrix

Regarding the participation of stakeholders during the M&E data analysis the Table 4.9 below presents the response obtained from the respondents.

Table 4. 9 Summary of stakeholder participation matrix in M&E analysis

|                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| informed          | 23        | 53.5    | 53.5          | 53.5               |
| consulted         | 10        | 23.3    | 23.3          | 76.7               |
| Valid Partnership | 8         | 18.6    | 18.6          | 95.3               |
| Self-management   | 2         | 4.7     | 4.7           | 100.0              |
| Total             | 43        | 100.0   | 100.0         |                    |

Source: SPSS Output (2024)

Regarding the level of stakeholder participation in M&E data analysis, the results show that 53.5% of the respondents were informed, 23.3 % of respondents were consulted, and 18.6% of the respondents stated they had a partnership role during the M&E data analysis and 4.7% of respondents indicated their participation as self-management. This indicates that the majority of the respondents were informed about the M&E data analysis, whereas only 2 respondents were notified, they are in the level of self-management.

#### 4.3.1.4 Stakeholder participation in M&E Result Utilization along the participation matrix

Table 4. 10 Summary of stakeholder participation matrix in M&E result utilization

|                 | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-----------------|-----------|---------|---------------|-----------------------|
| informed        | 21        | 48.8    | 48.8          | 48.8                  |
| consulted       | 9         | 20.9    | 20.9          | 69.8                  |
| Partnership     | 9         | 20.9    | 20.9          | 90.7                  |
| Self-management | 4         | 9.3     | 9.3           | 100.0                 |
| Total           | 43        | 100.0   | 100.0         |                       |

Source: SPSS Output (2024)

The Table 4.10 illustrates the level of stakeholder participation in M&E result utilization. The findings show that 48.8% of the respondents were informed, 20.9% of respondents were consulted, 20.9% of the respondents stated they had a partnership role during the M&E result utilization, and 9.3% of respondents indicated their participation as self-management. Thus, the majority of the respondents were at the level of being informed, and the minority of respondents were at the level of self-management.

#### 4.3.2 Stakeholder participation in M&E process

This section presents the descriptive analysis of the five-point Likert scale data and includes stakeholder participation in M&E planning, in M&E result utilization and M&E data collection and analysis.

#### 4.3.2.1 Stakeholder participation in M&E planning

Table 4. 11 Stakeholder participation in M&E planning

|                                                               | N  | Mean | Std. Deviation |
|---------------------------------------------------------------|----|------|----------------|
| Setting the M&E objectives                                    | 43 | 2.33 | 1.34           |
| specifying indicators to track the progress of Kefta Project  | 43 | 2.56 | 1.18           |
| Preparing the M&E timetable for Kefta Project                 | 43 | 2.33 | 1.21           |
| Assigning the person who collects and analyzes the M&E result | 43 | 2.51 | 1.26           |
| Stakeholder input in M&E plan                                 | 43 | 2.44 | 1.40           |
| Composite Mean                                                |    | 2.43 | 0.99           |

The finding from the Table 4.11 indicated that the mean value of the respondents on setting objectives was 2.33 with a deviation of 1.34. In light of the specifying indicators, the mean score was found to be 2.56 with a standard deviation of 1.18. Further, in preparing the timetable, the stakeholder participation mean score was found to be 2.33 with a standard deviation of 1.21. Moreover, the mean score for the question on stakeholder participation concerning the person who collects data was found to be 2.51 with a standard deviation of 1.26. Finally, stakeholders having input in the M&E plan were found to have a mean score of 2.44 with a standard deviation of 1.4. Overall, the composite mean was found to be 2.43 with a standard deviation of 0.99. According to Sözen and Guven (2019), as shown in Table 4.9, the mean score of 1.81-2.60 is in the range of disagree. Hence, the stakeholder participation in M&E planning falls under this category, which implies the majority of the stakeholders did not participate in M&E planning.



Table 4. 12 Scoring range of the Likert scale

|                            | <b>Value</b> | <b>Range</b> |
|----------------------------|--------------|--------------|
| Strongly Disagree          | 1            | 1.00-1.80    |
| Disagree                   | 2            | 1.81-2.60    |
| Neither agree nor disagree | 3            | 2.61-3.40    |
| Agree                      | 4            | 3.41-4.20    |
| Strongly Agree             | 5            | 4.21-5.00    |

Source : Sözen and Guven (2019)

#### 4.3.2.2 Participation in M&E data collection and analysis

Table 4.13 Participation in M&E data collection and analysis

|                                                                | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|----------------------------------------------------------------|----------|-------------|-----------------------|
| Participation in M&E data collection                           | 43       | 2.49        | 1.30                  |
| Arranging M&E data that is coded in the systems for future use | 43       | 2.58        | 1.29                  |
| Analyzing the collected M&E data                               | 43       | 2.40        | 1.20                  |
| Collecting data from reliable source                           | 43       | 2.63        | 1.25                  |
| Collecting data from the right source                          | 43       | 2.77        | 1.39                  |
| <b>Composite mean</b>                                          | 43       | 2.57        | 1.13                  |

Source: SPSS Output (2024)

From the Table 4.13, the mean score concerning stakeholders' participation in M&E data collection was found to be 2.49 with a standard deviation of 1.3. In arranging M&E data, the mean score was 2.58 with a standard deviation of 1.29. Regarding stakeholders' participation in M&E data analysis, the mean score was 2.4 with a standard deviation of 1.20. In light of collecting data from reliable sources and the right source, the mean and standard deviation obtained were 2.63, 1.25, and 2.77, 1.39, respectively. The overall mean score of stakeholder participation in M&E data collection was found to be 2.57 with a standard deviation of 1.13. According to Sözen and Guven (2019), as shown in Table 4.12, the mean score of 1.81-2.60 is in the range of disagree. Hence, the stakeholder participation in M&E data collection and analysis falls under this category, which

implies the majority of the stakeholders did not participate in M&E data collection and analysis or there is low participation of stakeholders in M&E data collection and analysis.

#### 4.3.2.3 Stakeholder participation in M&E result utilization

Table 4. 14 Stakeholder participation in M&E result utilization

|                                                                    | N  | Mean | Std. Deviation |
|--------------------------------------------------------------------|----|------|----------------|
| The M&E system identifies the information needs of stakeholders    | 43 | 2.70 | 1.23           |
| Kefta Project avoids risks by using M&E results                    | 43 | 2.93 | 1.06           |
| The management helps in sharing the M&E results                    | 43 | 2.88 | 1.20           |
| Partaking in decision based on the M&E result                      | 43 | 2.70 | 1.26           |
| Public opinion on M&E results affects the usefulness of the report | 43 | 2.84 | 1.13           |
| The completeness of M&E reports is critical in keffta Project      | 43 | 2.81 | 0.97           |
| Composite mean                                                     | 43 | 2.81 | 1.00           |

Source: SPSS Output (2024)

The findings from the Table 4.14 indicated that the mean value of the respondents on the M&E system identifying the information needs of stakeholders was 2.7 with a standard deviation of 1.23. In light of Kefta Project's avoidance of risks by using M&E results, the mean score was found to be 2.93 with a standard deviation of 1.06. Regarding the management helping in sharing the M&E results, the mean score was found to be 2.88 with a standard deviation of 1.2. Stakeholders partaking in decisions based on the M&E results had a mean score of 2.7 with a standard deviation of 1.26. The influence of public opinion on M&E results on the usefulness of the report in the M&E plan was found to have a mean score of 2.84 with a standard deviation of 1.13. Overall, the composite mean was found to be 2.81, with a standard deviation of 1.00. According to Sözen and Guven (2019), as shown in Table 4.12, the mean score of 2.61-3.40 is in the range of Neutral. Hence, the mean score in neutral (neither agree nor disagree) implies there is moderate stakeholder participation in M&E result utilization.

Table 4. 15 Project performance

|                                                                 | N  | Mean | Std. Deviation |
|-----------------------------------------------------------------|----|------|----------------|
| Projects are accomplished within planned budget                 | 43 | 2.70 | 1.39           |
| M&E increases the execution of project within time              | 43 | 3.02 | 1.32           |
| Project finances are always enough and adequate                 | 43 | 2.79 | 1.37           |
| Project is implemented based on scope                           | 43 | 2.95 | 1.33           |
| Project produces outputs that matches the needs of stakeholders | 43 | 2.95 | 1.46           |
| Project performance is viewed by stakeholders as successful     | 43 | 2.79 | 1.39           |
| Composite mean                                                  | 43 | 2.87 | 1.14           |

Source: SPSS Output (2024)

The project performance was assessed through investigating the following statements: the project being accomplished within time a result of mean score 2.7 with a standard deviation of 1.39 was found. In terms of M&E increasing the execution of the project mean score was found to be 3.02 with a standard deviation of 1.32. Further, project finance being sufficient mean score was found to be 2.79 with a standard deviation of 1.37. Regarding, the project being implemented based on scope mean score was found to be 2.95 with a standard deviation of 1.33. Moreover, in terms of the project producing outputs that match the needs of stakeholders mean score was found to be 2.95 with a standard deviation of 1.46, and finally the project performance being viewed as successful mean score was found to be 2.79 with a standard deviation of 1.39. The overall mean was found to be 2.87, with a standard deviation of 1.14. Which implies there is moderate project performance.

## 4.4 Inferential Analysis

### 4.4.1 Correlation

Correlation is used to assess the relationship between variables. A bivariant correlation is employed to see the relationship strength between two variables.

Table 4. 16 Pearson Correlation Values

| Stakeholder participation           |                     | In M&E planning | In M&E data collection and analysis | In M&E result utilization | Project performance |
|-------------------------------------|---------------------|-----------------|-------------------------------------|---------------------------|---------------------|
| In M&E planning                     | Pearson Correlation | 1               |                                     |                           |                     |
|                                     | Sig. (2-tailed)     |                 |                                     |                           |                     |
|                                     | N                   | 43              |                                     |                           |                     |
| In M&E data collection and analysis | Pearson Correlation | .383*           | 1                                   |                           |                     |
|                                     | Sig. (2-tailed)     | .011            |                                     |                           |                     |
|                                     | N                   | 43              | 43                                  |                           |                     |
| In M&E result utilization           | Pearson Correlation | .313*           | .359*                               | 1                         |                     |
|                                     | Sig. (2-tailed)     | .041            | .018                                |                           |                     |
|                                     | N                   | 43              | 43                                  | 43                        |                     |
| Project performance                 | Pearson Correlation | .561**          | .596**                              | .497**                    | 1                   |
|                                     | Sig. (2-tailed)     | .000            | .000                                | .001                      |                     |
|                                     | N                   | 43              | 43                                  | 43                        | 43                  |

\*. Correlation is significant at the 0.05 level (2-tailed).

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

Source : SPPSS (2024)

Table 4. 17 Pearson Correlation Coefficient with interpretation

| Correlation coefficient | Interpretation          |
|-------------------------|-------------------------|
| 0.00–0.10               | Negligible correlation  |
| 0.10–0.39               | Weak correlation        |
| 0.40–0.69               | Moderate correlation    |
| 0.70–0.89               | Strong correlation      |
| 0.90–1.00               | Very strong correlation |

Source : (Schober et al., 2018)

The correlation coefficient ( $r$ ) between stakeholder participation in M&E planning to that of project performance was 0.561 which is significant at  $p$  value of 0.000. According Schober et al. (2018), as shown in the Table 4.17, variables having correlation coefficient value of 0.40 and 0.69 is termed as moderately correlated variables. Thus, stakeholder participation in M&E planning is moderately correlated to project performance. This implies that as the higher stakeholder participation in M&E planning the higher the project performance.

The second predicate variable: stakeholder participation in M&E data collection and analysis was moderately and positively correlated to project performance with ( $r = 0.596$ ,  $p < .05$ ). This implies that as stakeholder participation in M&E data collection and analysis increases, the performance of project increases.

The third independent variable stakeholder participation in M&E result utilization to that project performance have the lowest value (compared to the other two independent variables) which is 0.497 with a  $p$  value of 0.003. Even though it has the lowest correlation value, according Schober et al. (2018), it is still in moderate correlation range. This indicates when participation of stakeholders in M&E result utilization increases the performance increases.

#### **4.4.2 Regression Analysis**

##### **Multiple regression Analysis**

Regression analysis is a statistical method that involves building mathematical models to describe the relationships between variables so that the value of the independent variables can be used to predict the value of the dependent variable (Kothari, 2004). The type of regression called multiple linear regression evaluates the correlation between a dependent variable and multiple predictor variables. In multiple linear regression, the amount of variance in the dependent variable is accounted for (or explained) by the change in each of the independent variables. The relationship's relative relevance for each independent variable is displayed in this computation (Takemura, 2021). Therefore, multiple linear regression was used in the study to evaluate the influence of the stakeholder participation in M&E planning, stakeholder participation in M&E result utilization and stakeholder participation in M&E data collection and analysis on the project performance. In order to compute the regression, the research validated the prerequisite assumptions required to undertake the multiple linear regression.

#### 4.4.2.1 Assumption for Regression analysis

##### Normality Test

Normality test is conducted to assess if the data follows normal distribution or Gaussian distributions. Statistically one way to the normality of the data is through testing the skewness and kurtosis value. According to Hair et al. (2022), a skewness value of  $-1$  to  $+1$  is regarded as great, while a value of  $-2$  to  $+2$  is typically approved. Values outside of the range of  $-2$  to  $+2$  are regarded as significant deviations from normality. On the other hand, It is believed that the asymmetry and kurtosis values between  $-2$  and  $+2$  are sufficient to demonstrate a normal univariate distribution (George and Mallery, 2010)

Table 4. 18 : Skewness and Kurtosis Result

|                                                               | N         | Skewness  |            | Kurtosis  |            |
|---------------------------------------------------------------|-----------|-----------|------------|-----------|------------|
|                                                               | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Stakeholder participation in M&E planning                     | 43        | .244      | .361       | -.721     | .709       |
| Stakeholder participation in M&E Data collection and analysis | 43        | .254      | .361       | -1.136    | .709       |
| Stakeholder participation in M&E result Utilization           | 43        | -.427     | .361       | -1.213    | .709       |
| Project Performance                                           | 43        | .023      | .361       | -1.125    | .709       |
| Valid N (listwise)                                            | 43        |           |            |           |            |

Source: SPSS Output (2024)

From Table 4.18, the skewness value of all the variables under study was between  $-0.4$  and  $0.25$ , and the kurtosis value was between  $-1.1$  and  $0.7$ . Hence, according to George and Mallery (2010) and Hair et al. (2022) the data can be verified as normally distributed data since it is within the acceptable range.

## Multicollinearity Test

The multicollinearity is one of primary assumption that must be met priorly before performing regression analysis. Regression analyses with multicollinearity yield inaccurate results because it indicates a high level of linear intercorrelation between the explanatory variables in a multiple regression model. The variance inflation factor (VIF) is one of the diagnostic techniques for multicollinearity (Kim, 2019).

Table 4. 19 Variance of inflation factor and tolerance

| Variables                                                     | Collinearity Statistics |       |
|---------------------------------------------------------------|-------------------------|-------|
|                                                               | Tolerance               | VIF   |
| Stakeholder participation in M&E planning                     | .818                    | 1.223 |
| Stakeholder participation in M&E Data collection and analysis | .790                    | 1.266 |
| Stakeholder participation in M&E result Utilization           | .835                    | 1.198 |

Source: SPSS Output (2024)

According to Hair et al. (2010), any variance inflation factor (VIF) greater than 10 and a tolerance value less than 0.10 point to the possibility of multicollinearity. In this study, the multicollinearity test has verified that there is no high correlation between the independent variables. Therefore, the study has met the required assumption to perform the regression analysis.

## Linearity test

The linearity test was employed to ascertain the degree of significance of the relationship's divergence from linearity as well as the linearity of the relationship between exogenous and endogenous variables. In cases when anomalies were determined to be noteworthy, there existed a linear correlation between the independent and dependent variables. The assumption that will determine whether or not the study's data are consistent with the linear line is known as the linearity assumption (Lestari, 2013).

Table 4. 20 : Linearity test

|                                                                                     |                          | F      | Sig. |
|-------------------------------------------------------------------------------------|--------------------------|--------|------|
| Stakeholder participation in M&E planning + Project Performance                     | Linearity                | 17.327 | .000 |
|                                                                                     | Deviation from Linearity | .743   | .708 |
| Stakeholder participation in M&E Data Collection + Analysis and Project Performance | Linearity                | 20.263 | .000 |
|                                                                                     | Deviation from Linearity | .714   | .749 |
| Stakeholder participation in M&E Data Collection Analysis + Project Performance     | Linearity                | 20.263 | .000 |
|                                                                                     | Deviation from Linearity | .714   | .749 |

Source: SPSS Output (2024)

Before conducting a linear regression or correlation analysis, a linearity test is frequently necessary. The two variables are said to have a linear relationship when significance (linearity) is less than 0.05 ( $p < 0.05$ ), or, to put it another way, the linearity is met if the p-value of the linearity F value is less than 0.05 ( $p < 0.05$ ). The linearity test uses the test for linearity at significance level of 0.05. This study evaluated the involvement of stakeholders in M&E planning, data collection and analysis, and usage of M&E results in relation to project performance. The results presented in Table 4:20 indicate that the F-test produced a significant test, indicating that the linearity assumption was satisfied as all tested variables had p-values less than 0.05 ( $p < 0.05$ ).

### Regression Analysis Model Summary

Table 4. 21: Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .735 <sup>a</sup> | .541     | .505              | .80467                     |

Source: SPSS Output (2024)

The multiple regression coefficients R in the model summary Table 4.20 show a  $r^2$  of 0.54. The linear combination of all three independent variables brings 54.1% of the variation in project



performance. Other factors account for the remaining 46.9%, leaving potential for additional research to look into other variables that may influence project performance.

Table 4. 22 ANOVA

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 29.723         | 3  | 9.908       | 15.301 | .000 <sup>b</sup> |
|       | Residual   | 25.252         | 39 | .647        |        |                   |
|       | Total      | 54.975         | 42 |             |        |                   |

Source: SPSS Output (2024)

The analysis of variance (ANOVA) is used to confirm the goodness fit of the model. Statistical significance is defined as having a large F ratio and a probability of less than 0.05 (Sanders et al., 2012). The regression model shows a significance level of 0.000. This implies that the model had goodness of fit and it can be considered appropriate to determine how stakeholder participation in M&E process affects project performance. The regression model in Table 4.21 had an F-value of 15.30 and a significance value (p-value) of less than 5%, suggesting that the model was statistically acceptable

Table 4. 23 Coefficient table

| Model                                                         | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|---------------------------------------------------------------|-----------------------------|------------|---------------------------|-------|------|
|                                                               | B                           | Std. Error | Beta                      |       |      |
| (Constant)                                                    | .088                        | .440       |                           | .200  | .842 |
| Stakeholder participation in M&E planning                     | .399                        | .142       | .337                      | 2.810 | .008 |
| Stakeholder participation in M&E Data collection and analysis | .381                        | .124       | .375                      | 3.068 | .004 |
| Stakeholder participation in M&E result Utilization           | .293                        | .136       | .257                      | 2.165 | .037 |

Source: SPSS Output (2024)

The unstandardized coefficients ( $\beta_1$  to  $\beta_3$ ) are the coefficients of the estimated regression model. The intercept  $\beta_0$  is the point on the vertical axis where the regression line crosses the Y axis. The beta coefficients of these factors indicate that a one-unit increase in stakeholder participation in M&E process will result increase in project performance.

Hence, the model for project performance can be written as;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = 0 + 0.39 X_1 + 0.381 X_2 + 0.293 X_3$$

In this study, the value of  $\beta_0$  was found to be 0 because the significant p value is  $>0.05$ . As it can be seen from Table 4.22, the unstandardized coefficient of stakeholder participation in M&E planning is the largest having value of 0.399 followed by stakeholder participation in M&E data collection and analysis having value of 0.381. The coefficient for M&E result utilization is 0.293.

The significance test of the three independent variables indicates that three of the independent variables are significant with p-value ( $p \leq 0.05$ ) for predicting project performance. The independent variables which are significant are stakeholder participation in M&E planning, stakeholder participation in M&E data collection and analysis and stakeholder participation in M&E result utilization.

The coefficient of the first independent variable stakeholder participation in M&E planning on project performance was significant. According to the regression model, a unit increase in stakeholder participation in M&E planning while keeping the other independent variables constant will lead to a 0.399 increase in project performance. This implies that 40% increase is obtained on project if one unit increment is done the independent variable.

In the regression model coefficient of the second independent variable which is stakeholder participation in M&E data collection and analysis was 0.381. This implies a unit increase in stakeholder participation in M&E data collection and analysis while keeping the other independent variables constant will lead to a 0.381 increase in project performance, meaning 38% increase is obtained on project if one unit increment is done the independent variable.

The third independent variable stakeholder, participation in M&E result utilization, was found to be significant in this study according to the performed regression model. stakeholder participation in M&E result utilization regression coefficient was found to be 0.293. This implies a unit increase

in stakeholder participation in M&E data collection and analysis while keeping the other independent variables constant will lead to a 0.293 increase in project performance, meaning 29.3% increase is obtained on project if one unit increment is done by the independent variable.

## **4.5 Discussion**

The study was conducted with the aim of assessing the influence of stakeholder participation on project performance in the DEC Kefeta project. The relationship between project performance and the stakeholder participation in M&E planning, M&E result utilization and M&E data collection and analysis was conducted in the study. First, participation continuum matrix was employed to comprehend the participation level of the stakeholders in the M&E process. The discussion on the stakeholder's level of participation is presented as follows.

In terms of stakeholders participation in M&E planning a study by (Sulemana et al., 2018) depicts in participatory M&E stakeholders have more power and influence over decisions about development, activities, and resources as they go from "shallower" to "deeper" degrees of engagement. The author states that consultation is a prerequisite for participation, and participation is greater than consultation. Therefore, as per the level of participation of the stakeholders depicted, most of the stakeholders in this study are in the range of informed and consultation, which accounts for 81.4%. This implies that stakeholders have less control over and collaborative actions on the project.

In comparison to studies, the study by (Ofosu and Ntiamoah, 2016) states PM&E, as a process when stakeholders in a program or intervention jointly identify the evaluation concerns, gather and analyze data, and take appropriate action. A comparable study by (Estrella and Gaventa, 1998) stated that participants in M&E interpret changes for themselves, giving them more power over the project. As a result, it can be concluded that there was less stakeholder engagement in this study because most respondents were informed and consulted, which accounts for 68.9%, and hence, there is less control and collaborative actions of stakeholders in M&E data collection.

Estrella and Gaventa (1998) stated data analysis stage should consists all relevant stakeholders should consider obstacles and achievements, recognize the results of their work, and apply what they have discovered. In the end, this data will assist interested parties in reaching conclusions and determining future course of action. In contrast in this study, the majority of stakeholders are in

the informed and consulted level which accounts 76.7%, indicating stakeholders' level of engagement is found at the lower end of the participation matrix

A comparable study by (Estrella and Gaventa, 1998) found that participants in M&E interpret changes for themselves, giving them more power over the project. Therefore, as per the level of participation of the stakeholders depicted, most of the stakeholders in this study are in the range of informed and consultation, which accounts for 69.8%. This implies that stakeholders have less control and collaborative actions on the project. Hence, in the M&E result utilization stakeholders' level of engagement is found at lower end of the participation matrix.

The descriptive analysis of project performance and the stakeholder participation in M&E planning, M&E result utilization, and M&E data collection and analysis was computed in the study. In the independent variables; stakeholders' participation M&E planning, stakeholder participation in M&E data collection and analysis, and stakeholder participation in M&E result utilization were found to be moderate since the range 2.41- 3.80 stated as moderate as per the interpretation of Sözen and Guven (2019). This indicates that there is moderate participation of stakeholders in M&E process. In terms of project performance, the overall mean of the variable was found to be 2.9 indicating the performance of the project is found in the range of moderate as per the interpretation of Sözen and Guven (2019).

The person correlation value between the variable project performance and stakeholder participation in M&E planning was found to be moderate, positive, and significant with value ( $r=0.561$ ,  $p=0.000$ ). In comparison to studies conducted by Karimi et al. (2021) the relationship between project performance and stakeholder participation in M&E planning was found to be positively and significantly correlated, which is in agreement with this study. The regression analysis results shows that stakeholder participation M&E planning is statically significant ( $p<0.05$ , i.e.  $p=0.008$ ) with beta value 0.399, which indicates one unit change in that stakeholder participation M&E planning will bring 0.399 unit change in project performance. This result is supported by the studies Karimi et al. (2021) and Kathongo (2018) who states there lies positive influence of stakeholder participation in M&E planning on project performance.

In terms of the relationship between stakeholder participation in M&E data collection and analysis with project performance, was found to be moderate, positive, and significant with value ( $r=0.591$ ,  $p=0.000$ ), which is in agreement with the study conducted by Karimi et al. (2021) The regression

analysis result shows that stakeholder participation M&E data collection and analysis was found to be statically significant ( $p < 0.05$ , i.e.  $p = 0.004$ ) with beta value 0.381, which indicates one unit change in that stakeholder participation M&E data collection and analysis will bring 0.381 unit change in project performance. This result is supported by Karimi; et al. (2020), which states that stakeholder participation in M&E data collection and analysis having significant positive influence on project performance.

The person correlation between the variable project performance and stakeholder participation in M&E result utilization was found to be moderate, positive, and significant with value ( $r = 0.497$ ,  $p = 0.001$ ). This finding is in line with the with other studies that states stakeholder participation in M&E result utilization having significant influence on project performance. According to a study conducted by Amina and Ngugi (2022) there is a significant relationship between stakeholder participation in M&E result utilization and project performance. The regression analysis results shows that stakeholder participation M&E result utilization was found to be statically significant ( $p < 0.05$ , i.e.  $p = 0.03$ ) with beta value 0.293, which indicates one unit change in that stakeholder participation M&E result utilization will bring 0.293 unit change in project performance. This result is supported by Kiumbe et al. (2018) and Okwaro et al. (2022) which indicated that project performance is enhanced by having stakeholder participation in M&E result utilization. Hence, this study is in agreement with previous studies mentioned which indicates their lies positive influence of stakeholder participation in M&E result utilization on project performance

## **Chapter Five**

### **5. Summary of Findings, conclusion, and recommendation**

#### **5.1. Summary of Finding**

The aim of the study was to examine the influence of stakeholder participation in M&E on project performance in DEC Kefta Project. Initially, the study employed a participation matrix to assess the level of the stakeholder's participation in Kefta project. Further, the study sought to examine the three independent variables which are: stakeholder participation in planning, M&E result utilization, and M&E data collection and analysis influence on one dependent variable project performance. The descriptive analysis finding indicated that the majority of the stakeholders are in the informed level of participation matrix. Furthermore, the descriptive analysis of the Likert scale on three independent variables indicated there exists stakeholder participation at each stage of M&E process.

The Pearson correlation value of the independent variable was found to be positive moderately significant. The highest correlation was achieved between data collection and analysis with an  $r$  value of 0.591 followed by stakeholders' participation in M&E planning with  $r = 0.546$ . The lowest correlation was achieved between the M&E result utilization and project performance with the value of ( $r = 0.497$ ,  $p < 0.001$ ). The Pearson correlation of each variable indicates there is a positive moderate relation among the variables.

As per the regression model summary cumulative effect of stakeholder participation in M&E accounts 54% of the total variance in project performance. The multiple regression model finding illustrates that the independent variables mainly the stakeholder participation in M&E planning, data collection, and analysis were found to be positive with coefficients of 0.399 and 0.390 respectively. Additionally, the variable stakeholder participation in M&E result utilization all variables was found to be significant.

## **5.2. Conclusion**

The study's main objective was to examine the influence of participatory monitoring and evaluation on project performance in the case of DEC Kefta project. The participation of governmental and non-governmental organizations stakeholders in the Kefta project across the M&E processes (M&E planning, M&E result utilization, and M&E data collection and analysis) were examined. The study finding revealed majority of the stakeholders across the M&E process were found at the lower end of the participation matrix. Which indicates that stakeholders from the ten organization in the Kefta project were in the level of being informed and consulted.

According to the study's findings, it can be said that stakeholder involvement influences the performance of project. The finding shows that stakeholder participation in the M&E process has a significant and positive relationship with project performance. Moreover, it was found that increasing the engagement of stakeholders in the M&E planning, M&E result utilization and M&E data collection and analysis was found to increase performance of project. Which implies that stakeholder participation in M&E process has a positive influence on the project performance. Thus, its crucial to considers the stakeholder participation in M&E process to bring the intended results.

## **Recommendation**

The Kefta project is a multi-stakeholder project in which different governmental and non-governmental organizations participate. For better project performance DEC should elevate the level of stakeholder participation.

- Primally stakeholder mapping should be prepared in way it considers stakeholders participation.
- DEC should seek to increase the amount of stakeholder participation in M&E planning by including stakeholders in the project's M&E framework design, tool development, and goal-setting. As a result, this would encourage purposeful participation from the stakeholders.
- Project implementers need to make sure that during the implementation phase, stakeholders are given the opportunity to engage in M&E. They should be taught how to essentially record the activities associated with their projects by gathering and analyzing

data. This might be accomplished by enabling user-friendly techniques for gathering data, hence enabling participation from all relevant parties.

- In order for project stakeholders to take ownership of the results and use them to enhance project performance, they must be actively involved in the use of M&E results. Low engagement of stakeholders in the use of M&E results indicates that these reports most likely stayed only as a paperwork with little to no opportunity of being used by the project stakeholders, which in turn results in a lack of a sense of ownership. In order to see the use of M&E result the implementer should conduct post M&E result use to see the utilization of M&E results

### **5.3. Future Area of Investigation**

Participatory monitoring and evaluation of project performance is a broad concept. In this research, only the three main broad M&E processes have been assessed. Research in the future may examine other factors such as the capacity building of stakeholders, the challenges of stakeholder participation, and factors that hinder stakeholder participation in M&E. In addition, it is recommended that future researchers employ experimental study designs to examine the causal relationship between participatory monitoring and evaluation and project performance. Furthermore, as the study is only carried out in one region, which only accounts for a small number of stakeholders, it is recommended that future studies examine the influence of participatory M&E on project performance in various regions of the Kefta project as well as in other sectors.



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## Appendix

### Questionnaire



## ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

### Department of Project management

**Dear Sir/ Madam,**

This questionnaire is designed to collect the necessary information for the research title “Influence of Participatory monitoring and evaluation on project in the case of DEC-Kefta Project.” as a partial fulfillment of Master of Art Degree. Your participation is very important for the success of the study. The information you provide will be used only for academic purpose and will be kept strictly confidential. The following questions have no right or wrong answers. Please don’t hesitate to provide important information to the best of your knowledge. You are not required to write your name. Completing this questionnaire will take you few minutes.

The questioner is organized in 4 parts in 3 pages.

- **Part 1: Demographic information of respondents**
- **Part 2: Stakeholder participation matrix (table); and**
- **Part 3: Stakeholder participation in the M&E process.**
- **Part 4: Kefta’s Project Performance.**

Thank you in advance for spending your precious time to answer the questions and please do not hesitate to contact the undersigned with any questions.

Atsedeyohannes Atnafu Woldegebriel

Email: [atnafuatseyohannes@gmail.com](mailto:atnafuatseyohannes@gmail.com)

Phone number: +251943156203

## PART 1 : Demographic Characteristics

Please tick (✓) the boxes to indicate the appropriate answers of yours for the following demographic questions.

1. Sex:            Male ☐                          Female ☐

2.Age (years):    15- 17    ☐            18-24    ☐            25 – 29    ☐            35 – 45    ☐

                         45 – 55    ☐            above 55    ☐

3. Education:    Highschool   ☐    Diploma   ☐    Bachelor ☐    Masters   ☐  
                          Doctorate   ☐

4. Your work experience in Kefta Project: Below 1 year ☐ 1-2years ☐ 2-3years ☐  
3-4 years ☐ Above 4 years ☐

5. The organization (institution) you represent: \_\_\_\_\_

6. Your role at Kefta Project: \_\_\_\_\_

## PART 2: Stakeholder participation matrix in each stage of the M&E process

Please indicate your way of participation in each level of the monitoring and evaluation process and put a tick✓ mark to indicate the way you participate.

**NB: M&E – represents Monitoring and Evaluation**



| <b>M&amp;E (monitoring and evaluation) process</b> | <b>I am Informed</b> | <b>I am consulted to make the decision</b> | <b>Partnership (I participate in decision-making)</b> | <b>Self-Management (I make decisions, plan implemented)</b> |
|----------------------------------------------------|----------------------|--------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------|
| M&E planning                                       |                      |                                            |                                                       |                                                             |
| M&E Data Collection                                |                      |                                            |                                                       |                                                             |
| Analyzing M&E data                                 |                      |                                            |                                                       |                                                             |
| M&E result utilization (use of M&E result)         |                      |                                            |                                                       |                                                             |

**Part 3: Stakeholder participation in during M&E planning, implementation and use of M&E result. Please** indicate the level to which you agree or disagree with the following statements using tick mark (‘√’). [1=Strongly Disagree; 2=Disagree; 3= Neither Agree nor Disagree; 4= Agree; 5= Strongly Agree]

| <b>No</b> | <b>Stakeholder participation in Planning</b>                                                      | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-----------|---------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1         | I participated in discussions to determine the objective of M&E.                                  |          |          |          |          |          |
| 2         | I am involved in specifying measurements (indicators) to track the progress of the Kefta project. |          |          |          |          |          |
| 3         | I took part in preparing the M&E timetable (schedule) for the Kefta Project.                      |          |          |          |          |          |
| 4         | I participated in the discussion to identify the person who collects and analyzes the M&E data.   |          |          |          |          |          |
| 5         | The M&E plan contains my idea                                                                     |          |          |          |          |          |

| <b>M&amp;E data collection and analysis</b> |                                                                                  |  |  |  |  |
|---------------------------------------------|----------------------------------------------------------------------------------|--|--|--|--|
| 1                                           | I took part in M&E data collection                                               |  |  |  |  |
| 2                                           | I was engaged in arranging M&E data that was coded in the systems for future use |  |  |  |  |
| 3                                           | I participated in analyzing the collected M&E data.                              |  |  |  |  |

|   |                                                          |  |  |  |  |  |
|---|----------------------------------------------------------|--|--|--|--|--|
| 4 | I was engaged in collecting data from reliable source    |  |  |  |  |  |
| 5 | I participated to collect the data from the right source |  |  |  |  |  |

|   | Use of M&E resuslt                                                  | 1 | 2 | 3 | 4 | 5 |
|---|---------------------------------------------------------------------|---|---|---|---|---|
| 1 | The M&E system identifies the information needs of stakeholders.    |   |   |   |   |   |
| 2 | Kefta project avoids risk by using M&E results.                     |   |   |   |   |   |
| 3 | The management helps in sharing the M&E results                     |   |   |   |   |   |
| 4 | Based on the M&E result, I participate in making decisions on time. |   |   |   |   |   |
| 5 | Public opinion on M&E results affects the usefulness of the reports |   |   |   |   |   |
| 6 | Completeness of M&E reports is critical in kefta project            |   |   |   |   |   |

#### Part 4: Project Performance

Please indicate the level to which you agree or disagree with the following statements about stakeholder's participation in M&E during project design. [1=**Strongly Disagree**; 2=**Disagree**; 3=**Neither Agree nor Disagree**; 4=**Agree**; 5= **Strongly Agree**] based on how you feel about the statement.

|   | Project performance                                    | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------------------------------------|---|---|---|---|---|
| 1 | Projects are accomplished within the planned budget.   |   |   |   |   |   |
| 2 | M&E increases the execution of the project within time |   |   |   |   |   |
| 3 | Project finances are always enough and adequate        |   |   |   |   |   |

|   |                                                                    |  |  |  |  |  |
|---|--------------------------------------------------------------------|--|--|--|--|--|
| 4 | Project is implemented based on the scope                          |  |  |  |  |  |
| 5 | Project produces outputs that match the needs of the stakeholders. |  |  |  |  |  |
| 6 | project's performance is viewed by stakeholders as successful      |  |  |  |  |  |

## Appendix 1. Degrees of Participation

Table 1: Degrees of Participation

|    |                                                                                                                                                                                                                                                                                                                                                                          |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Manipulation</b> – participation is undertaken in a way contrived by those who hold power to persuade the public that a predefined project or programme is best.                                                                                                                                                                                                      |
| 2. | <b>Passive participation</b> – participation is based on information provided, shared, and assessed by external experts. Participation by the local people is carried out by being told what is going to happen or has already happened.                                                                                                                                 |
| 3. | <b>Participation in information giving</b> – a one-way approach to participation whereby participation is carried out by answering questions posed by extractive researchers using research methods. Participants are not given the opportunity to influence proceedings, as the findings are neither shared nor checked for accuracy.                                   |
| 4. | <b>Participation by consultations</b> – a two-way flow of information in which local people participate by being consulted and external agents listen to their views. The inputs of local people may or may not be used. Such a consultations process does not concede any share in decision-making and professionals are under no obligation to take on people's views. |
| 5. | <b>Participation for material incentives</b> – people participate by providing resources, for example labour, in return for food, cash, or other material incentives, much work on farm research falls into this category. People have no stake in prolonging activities once the incentives end.                                                                        |
| 6. | <b>Functional participation</b> – people participate by forming groups to meet predetermined objectives related to the initiatives. Local people's involvement, however, occurs after major decisions have been made rather than at an early stage in the project cycle.                                                                                                 |

|    |                                                                                                                                                                                                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. | <b>Interactive participation</b> – people participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. Local people take control over decision making processes. A common drawback is that individual and groups tend to remain silent or passively acquiesce. |
| 8. | <b>Partnership</b> – power is redistributed between local people and power holders in an equitable manner through negotiation. There is mutual responsibility and risk sharing in the planning and decision-making process.                                                                                                                     |
| 9. | <b>Self-mobilisation/active participation</b> – people participate by taking initiatives independent of external institutions to change systems. They develop contacts with external institutions for resources and technical advice that they need, but retain control over how resources are used.                                            |

**Source:** (Duraiappah et al., 2005, Norad, 2013)

## Appendix 2.

Table : Comparison of participation as a means and participation as an end.

| <b>Participation as a means</b>                                                                                                                                       | <b>Participation as an end</b>                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Implies the use of participation to achieve some predetermined goal or objective                                                                                      | Attempts to empower people to participate in their own development more meaningfully                                                           |
| Attempts to utilise existing resources in order to achieve the objective of programmes/projects                                                                       | Attempts to ensure the increased role of people in development initiatives                                                                     |
| Emphasises achieving the objective rather than the act of participating itself                                                                                        | Focuses on improving the ability of the people to participate rather than just achieving the predetermined objectives of the programme/project |
| More common in government programmes/projects where the main concern is to mobilise the community and involve them in improving the efficiency of the delivery system | Finds relatively less favour with government agencies, NGOs in principle agree with this viewpoint                                             |
| Generally, a short-term process                                                                                                                                       | Generally, a long-term process                                                                                                                 |
| Appears to be a passive form of participation                                                                                                                         | Relatively more active and dynamic than participation as a means                                                                               |

Source : (Davids et al., 2009)

### **Appendix 3** participation level of each stakeholder in M&E processs

Table under appendix 3 indicates the participation level of each stakeholder in M&E planning, data collection data analysis and result utilization. There are ten stakeholders that are noted to be the key stakeholders in the Kefta project. Among the stakeholders, the finding shows that majority of the stakeholders are in informed level of participation and the lowest recorded level of participation was found to be self-management. In terms of number the highest number of respondents were accounted by DEC, SACCO and Youth leaders. In the case of DEC 41.7% of the stakeholders in planning, 41.7% in data collection, 50.0 % in data analysis and 41.7% in M&E result utilization ranked their level of participation as informed. On the other hand, the minimum stakeholder number representing institution are those of youth and sport center and the Jimma university having one focal person. This stakeholder rated their level of participation as informed in M&E process till M&E result utilization they rated their participation to be in consultation level. Overall, the table gives clear overview on each stakeholder level of participation along the M&E process

| Level of Participation of Stakeholders along the participation |                 |              |              |                |              |                   |              |                        |              |
|----------------------------------------------------------------|-----------------|--------------|--------------|----------------|--------------|-------------------|--------------|------------------------|--------------|
|                                                                |                 | M&E Planning |              | M&E Collection | Data         | M&E Data Analysis |              | M&E Result Utilization |              |
|                                                                |                 | frequency    | %            | frequency      | %            | frequency         | %            | frequency              | %            |
| DEC                                                            | Informed        | 5            | 41.7         | 5              | 41.7         | 6                 | 50.0         | 5                      | 41.7         |
|                                                                | Consulted       | 4            | 33.3         | 3              | 25.0         | 3                 | 25.0         | 3                      | 25.0         |
|                                                                | Partnership     | 3            | 25.0         | 2              | 16.7         | 2                 | 16.7         | 2                      | 16.7         |
|                                                                | Self-management | -            | -            | 2              | 16.7         | 1                 | 8.3          | 2                      | 16.7         |
|                                                                | <b>Total</b>    | <b>12</b>    | <b>100</b>   | <b>12</b>      | <b>100.0</b> | <b>12</b>         | <b>100.0</b> | <b>12</b>              | <b>100.0</b> |
| Health Center                                                  | Informed        | 2            | 50.0         | 1              | 25.0         | 1                 | 25.0         | 2                      | 50.0         |
|                                                                | Consulted       |              |              |                |              | 1                 | 25.0         |                        |              |
|                                                                | Partnership     | 2            | 50.0         | 2              | 50.0         | 2                 | 50.0         | 2                      | 50.0         |
|                                                                | Self-management | -            | -            | 1              | 25.0         | -                 | -            | -                      | -            |
|                                                                | <b>Total</b>    | <b>4</b>     | <b>100.0</b> | <b>4</b>       | <b>100.0</b> | <b>4</b>          | <b>100.0</b> | <b>4</b>               | <b>100.0</b> |
| Industrial Park                                                | Informed        | 3            | 100.0        | 1              | 33.3         | 1                 | 33.3         | 1                      | 33.3         |
|                                                                | Consulted       | -            | -            | -              | -            | -                 | -            | -                      | -            |
|                                                                | Partnership     | -            | -            | 2              | 66.7         | 2                 | 66.7         | 2                      | 66.7         |
|                                                                | Self-management | -            | -            | --             |              | -                 |              | -                      |              |
|                                                                | <b>Total</b>    | <b>3</b>     | <b>100.0</b> | <b>3</b>       | <b>100.0</b> | <b>3</b>          | <b>100.0</b> | <b>3</b>               | <b>100.0</b> |
| TVET                                                           | Informed        | 1            | 50.0         | 1              | 50.0         | 2                 | 100          | 1                      | 50.0         |
|                                                                | Consulted       |              |              |                |              |                   |              |                        |              |
|                                                                | Partnership     | 1            | 50.0         | 1              | 50.0         |                   |              | 1                      | 50.0         |
|                                                                | Self-management | -            | -            | -              | -            | -                 | -            | -                      | -            |
|                                                                | <b>Total</b>    | <b>2</b>     | <b>100.0</b> | <b>2</b>       | <b>100.0</b> | <b>2</b>          | <b>100</b>   | <b>2</b>               | <b>100.0</b> |
| Saving and Credit                                              | Informed        | The          | 54.5         | 6              | 54.5         | 6                 | 54.5         | 6                      | 54.5         |
|                                                                | Consulted       | 5            | 45.5         | 5              | 45.5         | 4                 | 36.4         | 4                      | 36.4         |

|                         |                 |           |              |           |              |           |              |           |              |
|-------------------------|-----------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
|                         | Partnership     | -         | -            | -         | -            | -         | -            | -         | -            |
|                         | Self-management | -         | -            | -         | -            | 1         | 9.1          | 1         | 9.1          |
|                         | <b>Total</b>    | <b>11</b> | <b>100.0</b> | <b>11</b> | <b>100.0</b> | <b>11</b> | <b>100.0</b> | <b>11</b> | <b>100.0</b> |
| Youth Leaders           | Informed        | 3         | 60.0         | 3         | 60.0         | 2         | 40.0         | 4         | 80.0         |
|                         | Consulted       | 2         | 40.0         | 2         | 40.0         | 2         | 40.0         | -         | -            |
|                         | Partnership     | -         | -            | -         | -            | 1         | 20.0         | -         | -            |
|                         | Self-management | -         | -            | -         | -            | -         | -            | <b>1</b>  | <b>20.0</b>  |
|                         | <b>Total</b>    | <b>5</b>  | <b>100.0</b> | <b>5</b>  | <b>100.0</b> | <b>5</b>  | <b>100.0</b> | <b>5</b>  | <b>100.0</b> |
| Health Office           | Informed        | 1         | 50.0         | 1         | 50.0         | 1         | 50.0         | 1         | 50.0         |
|                         | Consulted       |           |              |           |              |           |              |           |              |
|                         | Partnership     | 1         | 50.0         | 1         | 50.0         | 1         | 50.0         | 1         | 50.0         |
|                         | Self-management |           |              |           |              |           |              |           |              |
|                         | <b>Total</b>    | <b>2</b>  | <b>100.0</b> | <b>2</b>  | <b>100.0</b> | <b>2</b>  | <b>100.0</b> | <b>2</b>  | <b>100.0</b> |
| Jimma University        | Informed        | 1         | 100          | 1         | 100          | 1         | 100          |           |              |
|                         | Consulted       | -         | -            | -         | -            | -         | -            | 1         | 100          |
|                         | Partnership     | -         | -            | -         | -            | -         | -            | -         | -            |
|                         | Self-management | -         | -            | -         | -            | -         | -            | -         | -            |
|                         | <b>Total</b>    | <b>1</b>  | <b>100</b>   | <b>1</b>  | <b>100</b>   | <b>1</b>  | <b>100</b>   | <b>1</b>  | <b>100</b>   |
| Women and Child Affairs | Informed        | 1         | 50.0         |           |              | 2         | 100          | 1         | 50.0         |
|                         | Consulted       | 1         | 50.0         | -         | -            | -         | -            | 1         | 50.0         |
|                         | Partnership     | -         | -            | 1         | 50.0         | -         | -            | -         | -            |
|                         | Self-management | -         | -            | 1         | 50.0         | -         | -            | -         | -            |
|                         | <b>Total</b>    | <b>2</b>  | <b>100</b>   | <b>2</b>  | <b>100</b>   | <b>2</b>  | <b>100</b>   | <b>2</b>  | <b>100</b>   |
|                         | Informed        | 1         | 100          | 1         | 100          | 1         | 100          |           |              |
|                         | Consulted       | -         | -            | -         | -            | -         | -            | 1         | 100          |

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|                              |                     |          |            |          |            |          |            |          |            |
|------------------------------|---------------------|----------|------------|----------|------------|----------|------------|----------|------------|
| Youth and<br>Sport<br>Center | Partnership         | -        | -          | -        | -          | -        | -          | -        | -          |
|                              | Self-<br>management | -        | -          | -        | -          | -        | -          | -        | -          |
|                              | <b>Total</b>        | <b>1</b> | <b>100</b> | <b>1</b> | <b>100</b> | <b>1</b> | <b>100</b> | <b>1</b> | <b>100</b> |