



The influence of Monitoring and Evaluation of Stakeholder Participation on Implementation of Infrastructure Projects in Public Secondary School in Kakamega County, Kenya

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ABSTRACT

The purpose of the study was to examine the influence of monitoring and evaluation of stakeholder participation on implementation of infrastructure projects in public secondary school in Kakamega County, Kenya. The target population was principals, Board of Management chairpersons, Parents Association chairpersons and Sub County Education officers. Stratified sampling and purposive sampling technique were used to select respondents. A sample size of 316 respondents was selected comprising of 101 principals, 101 Board of Management chairpersons, 101 Parents Association chairpersons and 13 Sub County Education officers. Primary data was collected from the respondents using questionnaires and interview schedule. Qualitative data was analyzed qualitatively using content analysis based on meanings and implications emanating from respondent's information. Data from questionnaires was analyzed using both descriptive and inferential statistical methods. Descriptive statistics consisted of frequencies, percentages, mean, and standard deviation. Inferential statistics consisted linear and multiple regression analysis. Based on the multiple regression model, the coefficient of determination (R squared) of .392, showing that 39.2% of the variation in monitoring and evaluation was explained by implementation of infrastructure projects. The study concludes that monitoring and evaluation of stakeholder participation, monitoring and evaluation of financial resource, monitoring and evaluation of human capacity, monitoring and evaluation of time allocation and monitoring and evaluation of public accountability had a significant influence on implementation of infrastructure projects in public secondary school in Kakamega County. The study recommended that schools should ensure that all the stakeholders are involved in the M&E of school projects. The study also recommends that there should be clear allocation of finances for M&E, staff hiring, staff training, equipment, environment setting, project supervision and the budgeting of financial resources by stakeholders.

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1.0 Introduction

Stakeholders are groups of people, organization and institutions that will affect or maybe affected by the project. Njama (2015) opines that stakeholders in Monitoring and Evaluation are those people who have a stake in the projects and programs. It is always important before commencing any project to ensure knowledge of the stakeholders and the partners. This is because stakeholder participation directly affects M&E in terms of requirements, funding, and access to project success information (Davies, 2006). He further states that the monitoring and evaluation results by the stakeholders will determine whether the Monitoring and Evaluation would impact on a project's improvement towards achieving the results. Njoki (2013) stakeholders will be more concerned by the Monitoring and Evaluation process if they are involved from the onset.

World Bank (2013) show that there are five major types of stakeholders, Project manager, Project team, Functional management, Sponsors and Customers. Within the stakeholders, you have both internal and external

classifications. Internal stakeholders are those directly affected by the project, such as employees. External stakeholders are not part of the business, such as vendors or suppliers, but have an interest in its outcome (Wami, 2012). Primary stakeholders have a major interest in the success of a project because they are directly affected by the outcome. Customers and end users are primary stakeholders as well as some project sponsors, project managers, and team members. Therefore, stakeholders should understand how the project functions, including the project scope, milestones and goals (World Bank, 2013).

Implementation of M&E results in achieving effective policy implementation in the education sector. M&E results from utilization can help stakeholders and the education sectors understand what the program is doing, how well it is meeting its objectives, and whether there are ways that progress can be enhanced. Utilization of results can help ensure social, financial, and political support to assist education projects to establish or strengthen the network with individuals and organizations with similar goals (Calder,

2013). Mugambi and Kanda, (2013) stressed that the proper utilization of M&E results through stakeholder sharing also help in highlighting education policy strengths and accomplishments, advancing program management and planning, identifying weaknesses of education program implementation, determining the demand for policy modification or expansion, enhance quality delivery of education, identify future research needs, and strengthen funding proposals for the education programs.

The purpose of planning is to assist the organization management to fulfil their primary functions of direction and control in the implementation of project components, coordinate and communicate with the many parties involved (Kelly and Magongo, 2014). The planning practice phase may identify potential problems proactively before they can greatly affect project cost and schedule during the implementation phase. Project planning helps to create a benchmark for execution.

2.0 Literature Review

Njoki (2013) notes that participative planning process occurs in infrastructure projects at the government level and the local county governments where the projects are implemented. Participatory activities should be mapped to eliminate the bureaucratic participative processes that are traditional including written consultations to include more modern approach that includes the focus groups and opinion polls. Dailami and Klein (2015) opined that the public appetite for participation and involvement in public infrastructure projects is mixed although there is not much literature on the involvement of the public on participatory planning processes during public infrastructure projects. Its however believed that the level of participation in a public infrastructure project relies so heavily on those in power and the process is never considered so important.

Wambura (2016) did a study on influence of participatory monitoring and evaluation practices on performance of village saving & loan associations projects in Kwale County, Kenya. The study finds out that participatory M&E has an influence in the implementation of VSLAs projects in Kwale County. This is because whereby participatory M&E brings a direct influence on the projects or programmes reformulation whereby there are changes in the objectives, goals, plans and strategies; there are financial mobilization practices and the involvement of stakeholders that had directly been linked to the implementation of the VSLAs in the Kwale county and beyond.

Muriungi (2015) investigated the role of participatory monitoring and evaluation programs among government corporations. The study established that lack of time, insufficient M&E skills, poor pay, lack of enough funds, inadequate staff, lack of skills, technological challenges, lack of awareness and poor infrastructure hindered Participatory Monitoring and Evaluation. Locally in Kenya, the cabinet secretary of education has the mandate to manage schools under the Education Act (CAP 211) and the Teachers Service Commission Act (CAP 212). The minister delegates mandate at the school level to the boards of management and principals. In secondary school management hierarchy therefore, principals are the line managers. Their competency in project identification, planning, monitoring and evaluation is imperative.

A report by Khamati and Wesonga (2013) cited that Board of Management (BOM) play crucial role in the mobilization for funding but cautions that their failure to play leadership role, inadequate commitment, training in

management of school projects, and a lack of harmony between them and school principals can adversely affect the success of infrastructure projects. Stakeholders may need to carry a project based on interest, demand and perspective of its stakeholders, or to improve an already existing project in the public schools. However, to implement the projects successfully there are influences of participatory monitoring and evaluation on improving performances of those projects in public which should be undertaken to improve the performances of the projects.

Monitoring and evaluation (M&E) is a critical component of infrastructure school projects to assess their effectiveness, efficiency, and impact on stakeholders. Stakeholder participation in M&E is essential for successful project implementation as it enhances transparency, accountability, and ownership of the project. Several studies have examined the influence of stakeholder participation in M&E on the implementation of infrastructure school projects.

A study conducted by Khatun and Khan (2020) in Bangladesh found that stakeholder participation in M&E improved project management, community involvement, and project sustainability. The study showed that involving stakeholders in M&E activities, such as project planning, implementation, and evaluation, enhanced their understanding of the project's objectives and encouraged their participation and commitment. The researchers concluded that stakeholder participation in M&E is critical for successful project implementation and sustainability.

Similarly, a study by Ansong et al. (2021) in Ghana revealed that stakeholder participation in M&E enhanced project accountability, transparency, and responsiveness to community needs. The study showed that involving stakeholders in M&E activities, such as data collection, analysis, and reporting, helped identify project challenges and opportunities and facilitated decision-making. The researchers concluded that stakeholder participation in M&E is crucial for effective project management and community development.

In contrast, a study by Ocampo et al. (2021) in the Philippines found that stakeholder participation in M&E had a limited impact on project outcomes. The study showed that involving stakeholders in M&E activities, such as project planning and evaluation, did not necessarily lead to improved project performance or sustainability. The researchers attributed this to the lack of resources, capacity, and institutional support for stakeholder participation in M&E. They concluded that stakeholder participation in M&E requires adequate resources and institutional support to be effective.

In essence, these studies suggested that stakeholder participation in M&E is essential for successful infrastructure school project implementation. However, the impact of stakeholder participation on project outcomes may vary depending on the context, resources, and institutional support. Therefore, it is crucial to ensure that stakeholder participation in M&E is adequately resourced and supported by institutions to achieve the desired outcomes and therefore stakeholders' participation in M&E activities is critical for successful implementation of infrastructure school projects. It enhances transparency, accountability, and ownership of the project and improves project management, community involvement, and project sustainability. However, to achieve the desired outcomes, stakeholder participation in M&E requires adequate resources and institutional support.

Ahmed and Aziz (2020) found that stakeholder participation in monitoring and evaluation (M&E) activities lead to increased ownership, commitment, and sustainability of development projects in Bangladesh. Their study revealed that involving stakeholders in M&E activities, such as project planning, implementation, and evaluation, helped to identify project challenges, improve decision-making, and increase community participation. The authors concluded that stakeholder participation in M&E is a critical factor for the successful implementation of development projects.

Borges and Vargas (2018) examined the impact of stakeholder participation in M&E on the implementation of infrastructure school projects in Brazil. Their study showed that involving stakeholders in M&E activities, such as data collection, analysis, and reporting, improved project management and increased community engagement. The authors concluded that stakeholder participation in M&E contributes to project success and sustainability by fostering transparency, accountability, and partnership among project stakeholders.

Mishra and Sinha (2020) investigated the role of stakeholder participation in M&E of education infrastructure projects in India. Their study revealed that involving stakeholders in M&E activities, such as project planning, implementation, and evaluation, led to increased community participation and improved project outcomes. The authors concluded that stakeholder participation in M&E is essential for effective project management, accountability, and sustainability.

Saha and Bose (2021) examined the impact of stakeholder participation in M&E on the implementation of infrastructure school projects in rural India. Their study showed that involving stakeholders in M&E activities, such as project planning, monitoring, and evaluation, improved project performance and community participation. The authors concluded that stakeholder participation in M&E is critical for successful project implementation and sustainability by enhancing project ownership, transparency, and accountability. Therefore these studies suggest that stakeholder participation in M&E activities is crucial for the successful implementation and sustainability of infrastructure school projects. Stakeholder involvement in project planning, implementation, and evaluation enhances project ownership, transparency, and accountability, and fosters community engagement and participation.

Furthermore, Mukasa and Ampaabeng (2020) conducted a study on stakeholder participation in M&E of school infrastructure projects in Ghana. They found that involving stakeholders, such as community members, local government officials, and project staff, in M&E activities led to increased project ownership, accountability, and sustainability. The authors concluded that stakeholder participation in M&E is crucial for effective project implementation and sustainability. Similarly, Amofa-Sekyi and Akuffo (2021) investigated the impact of stakeholder participation in M&E on the implementation of infrastructure school projects in rural Ghana. Their study showed that involving stakeholders in M&E activities, such as data collection, analysis, and reporting, improved project management and community engagement. The authors concluded that stakeholder participation in M&E is essential for the successful implementation and sustainability of infrastructure school projects in rural areas.

Adhikari and Tiwari (2020) conducted a study on stakeholder participation in M&E of education infrastructure

projects in Nepal. They found that involving stakeholders in M&E activities, such as project planning, implementation, and evaluation, led to increased project accountability, transparency, and community participation. The authors concluded that stakeholder participation in M&E is necessary for effective project management and sustainable development.

Obeng-Odoom (2019) examined the impact of stakeholder participation in M&E on the implementation of infrastructure projects in Ghana. His study showed that involving stakeholders in M&E activities, such as data collection, analysis, and reporting, led to increased project transparency, accountability, and community participation. The author concluded that stakeholder participation in M&E is crucial for effective project management and sustainable development. These studies therefore demonstrated importance of stakeholder participation in M&E activities for the successful implementation and sustainability of infrastructure school projects. Stakeholder involvement in project planning, implementation, and evaluation enhances project ownership, transparency, accountability, and community participation, which ultimately contribute to project success and sustainability.

3.0 Methodology

The study was based on pragmatic paradigm and a descriptive survey research design. The target population was 412 principals, 412 Board of Management chairpersons, 412 Parents Association chairpersons and 13 Sub County Education officers hence the target population of this study was 1249 respondents. Stratified sampling and purposive sampling technique were used to select respondents. A sample size of 316 respondents was selected comprising of 101 principals, 101 Board of Management chairpersons, 101 Parents Association chairpersons and 13 Sub County Education officers. Primary data was collected from the respondents using questionnaires and interview schedule. The research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using content analysis based on meanings and implications emanating from respondent's information. Data from questionnaires was analyzed using both descriptive and inferential statistical methods. Descriptive statistics consisted of frequencies, percentages, mean, and standard deviation. Inferential statistics consisted linear and multiple regression analysis.

4.0 Results and Discussion

4.1 Stakeholder participation in Monitoring and Evaluation

A total of 10 statements were used to establish the stakeholder participation in Monitoring and Evaluation of infrastructure projects in public secondary school in Kakamega County as summarized in Table 1.

From table 1, majority of respondents agreed that the Ministry of Education has been in the forefront in effective monitoring and evaluating school infrastructure projects in the county ($M=3.64$ $SD=1.13$). This is in line with the Education Act (Cap 211) and Teachers Service Commission Act (Cap 212). The minister of education delegates mandate at school level to the boards of management and principals. In secondary school management hierarchy therefore the principal are the line managers. Their competency in project identification, planning, monitoring and evaluation is imperative. Majority of respondents agreed that the school principal has been actively participating in M&E ($M=3.41$; $SD=1.19$) and the school board chairperson has been very active in participating in M &E of schools ($M=3.98$, $SD=$

0.98). This is in line with a report by Khamati and Wesonga (2013) which cited that board of management (BOM) play crucial role in the mobilization for funding but cautions that their failure to play a leadership role, inadequate commitment, and training in harmony between them and school principals can adversely affect the success of infrastructure projects.

Majority of respondents agreed that Negotiations among stakeholders is practiced during planning stage of the project in M and E ($M=3.89$; $SD=0.90$) this is in line with Kelly and Magongo (2014) who said that the purpose of planning is to assist the organization management to fulfill their primary functions of direction and control in implementation of the project components, coordinate and communicate with the many parties involved.

Majority of respondents agreed that the PA chairperson is very active in M&E of school projects ($M=3.18$; $SD=1.07$). The contractor are very effective in participating in M&E of school projects ($M=3.59$; $SD=1.10$) and the public works officer has been very active in participating in M&E of school projects in the County.

This statements are in line with world Bank(2013) which shows that there are five major types of stakeholders project manager, project team, functional management, sponsors and customers within the stakeholders you have both internal and external classifications; internal stakeholders are those directly affected by the project such as employees external stakeholders are not part of the business such as vendors or suppliers but have interest in its outcome (Wami; 2012), primary stakeholders have major interest in the success of a project because they are directly affected by the outcome. Therefore stakeholders should understand how the project functions including the project scope, milestones and goals (World Bank 2013).

Majority of respondents agreed that Negotiations help the stakeholders know the goals, objectives and ideals they share ($M=3.85$; $SD=0.86$) This is in line with Calder (2013) who said M&E results from utilization, can help stakeholders and show how program is doing, how it is meeting its objectives and whether there are ways that progress can be enhanced. Utilization of results can help ensure social financial and political support to assist education projects to establish or strengthen the network with individuals and organizations with similar goals.

Majority of respondents agreed that there is constant communication amongst stakeholders during M and E of project implementation ($M=3.51$; $SD=1.18$) and negotiations make stakeholders give out their views during M and E ($M=3.85$, $SD=1.02$) This is in line with(Dailami and Klein 2015) who opined that the public appetite for participation and involvements in public infrastructure projects is mixed although there is not much literature on the involvement of the public on participatory planning process during public infrastructure implementation.

From the findings of the study responses to the indicators of stakeholders participation had an overall mean of 3.67 and a standard deviation of 0.67. This shows that monitoring and evaluation of stakeholders' participation in implementation of infrastructure projects in public secondary schools in Kakamega County was good.

4.2 Implementation of public secondary school infrastructure projects.

The dependent variable of the study was the implementation of public secondary school infrastructure projects. The study sought to establish the respondent's

perception on implementation of public secondary school infrastructure projects. In order to achieve this variable, the questionnaires were analyzed using descriptive analysis. A total of 12 indicators were used to assess implementation of public secondary school infrastructure projects and their responses elicited on a 5-point likert scale, shown in Table 2.

Majority of respondents agreed that implementation of M & E in school infrastructure project has been successful ($M=3.61$, $SD=1.12$) This agrees with the research done by Omwaka and Wanyoike (2016) who said that project implementation comprises of monitoring and evaluation practices performed to finish the work outlined in the project management plan to suite the project requirements.

Majority of respondents agreed that project planning leads to efficient utilization of available resources ($M=4.06$ $SD=1.01$) this disagrees with the findings of Mbutu and Karanja (2017) who said that implementation of development project being the most crucial of all the stages of policy is not devoid of certain project planning factors that influence it some of these factors are wrong priority, Shortfalls in resource availability, inadequate assessment of targets, wrong scheduling of time of project completion, inadequate project identification, formulation and project identification, formulation and design faulty conceptualization of policy among others.

Majority of the respondents agreed that implementation of the project is a step where all the proper planned activities are put into action ($M=4.22$ $SD=0.92$)

This finding is in agreement with the findings made by (Abdi 2014) who said that project implementation is the process of laying out plans and actions so as to accomplish the set aims and goals. The success of a project is accomplishing its goals is backed up by the interaction of varied factors that if poorly scrutinized and supervised can smash the project apart and obstruct the project from attaining the set purposes throughout the instigation making the project a non performing one. Majority of respondents agreed that the customer's needs from the product of the project is defined and the project scope should be clearly known ($M=4.19$ $SD=0.92$) this is in agreement with Donaldson (2013) whose findings explained how stakeholder are empowered, how, when and how stakeholders are empowered in their different capacities. These approaches promote inclusion and significant participation. To strengthen the stakeholder's participation they should be involved in early stages of education precisely in planning. Planning of the project must start at the time of design and they must be planned with the objectives of the projects.

Majority of respondents agreed that during monitoring and evaluation they keep a record of when the project implementation process starts and finishes ($M=4.26$; $SD=0.95$) This findings are in line with the work of Christopher (2022) who pointed out that projects are inherently dangerous endeavors and even when they detected certain project risk cannot be completely avoided or managed because risk occurrences may have influence on the project success it is the definitive process for resolving issues and discusses need of carrying out assessment to support the findings. This offers continuous feedback that assists the parent organization trail implementation timelines of the project to ascertain whether the project is on course minimize cost overruns, factor in personnel as well as the financial and economic outcomes and analyze the planned against the actual target.

Majority of respondents agreed that it involves determining the project budget and the estimated time and the manpower required to finish the project ($M=4.15$ $SD=0.94$) this is in agreement with what Khan (2013) said that though monitoring and evaluation practices implementation have substantial cost, time, as well as human resource implication they are very vital for successful project implementation and should not be over looked at the beginning of the project.

Majority of respondents agreed that the project should have people who are dedicated more to create the situations of the successful project implementation ($M=4.30$; $SD= 0.92$) This is in agreement with the findings of (Khamati and Wesonga 2013) who said that lack of effective administration in most public schools for instance, most school heads were not dynamic and resourceful they lack innovativeness.

Most of the respondents agreed that before the project implementation process starts one has to ensure all factors of project process are written or recorded on papers ($M=4.12$, $SD=1.02$)

This is in agreement with Saif((2018) who said that monitoring and evaluation has a profound function in realizing projects objectives, goal and achievement . In general projects M&E facilitates overall efficiency of project management planning as well as execution.

Majority of respondents were undecided that implementation of M&E in schools infrastructure projects had been terminated or failed regularly ($M=3.08$, $SD=1.21$) This is in agreement with steer &Katie (2015) who said sponsorship funding is declining with most sponsors becoming reluctant in challenging educational project owing to the challenges of global economic slowdown and rising cases of miss appropriation of donor funding. From the finding of the study responses to the indicators of implementation of public secondary school infrastructure project had an overall mean of 3.85 and a standard deviation of 0.61. This shows that implementation of public secondary school infrastructure project in Kakamega county was good.

From the interviews majority of the sub county directors were of the opinion that the implementation of infrastructure projects was good due to the monitoring and evaluation measures put in place, though it faces number of challenges such as bureaucracy and delays especially when the projects are of five millions and above since they have to be approved by the Principal Secretary to the Ministry of Education.

4.3 Regression analysis between stakeholder participation and implementation of infrastructure projects

The hypothesis of the study stated that; there is no significant relationship between stakeholder participation and implementation of infrastructure projects. A linear regression model was used to explore the effect of stakeholder participation and implementation of infrastructure projects. Linear regression as an analysis that assesses whether one or more of predictor variables explain the criterion variable is founded on several assumptions which are linear relationship, normality, multicollinearity, independence of residuals and homoscedasticity (Wiley, 2011). From the model, ($R^2 = .071$) showed that stakeholder participation account for 7.1% variation in implementation of infrastructure projects. The R^2 represented the measure of variability in implementation of infrastructure projects that stakeholder participation accounted for. The stakeholder participation predictor used in the model captured the variation in the implementation of infrastructure projects as shown in table 3.

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4). The regression model with stakeholder participation as a predictor was significant ($F=21.219$, p value =0.000) shows that there is a significant relationship between stakeholder participation and implementation of infrastructure projects.

In addition, the β coefficients for stakeholder participation as independent variable were generated from the model, in order to test the hypotheses under study. Table 5 shows the estimates of β -value and gives contribution of the predictor to the model. The β -value for stakeholder participation had a positive coefficient, depicting positive relationship with implementation of infrastructure projects as summarized in the model as:

$$Y=2.967+0.242X1+\varepsilon \dots\dots\dots \text{Equation 1}$$

Where: Y = Implementation of infrastructure projects, $X1$ = stakeholder participation, ε = error term

From the findings the t-test associated with β -values was significant and the stakeholder participation predictor was making a significant contribution to the model. The coefficients result in table 5 showed that the predicted parameter in relation to the independent factor was significant ($\beta_1 = 0.242$; $P<0.05$).

The study hypothesized that there is no statistically significant effect of stakeholder participation on implementation of infrastructure projects. The study findings depicted that there was a positive significant effect of stakeholder participation on implementation of infrastructure projects ($\beta_1=0.242$ and p value <0.05). Therefore, an increase in stakeholder participation led to an increase in implementation of infrastructure projects. The null hypothesis (**Ho1**) was rejected.

The stakeholder participation had a significant influence on implementation of infrastructure projects. This implies that for each increase in stakeholder participation, there was more implementation of infrastructure projects. This agrees with Katia *et al.*, (2010) that the M&E exercise in school projects and any organization need to be tied to stakeholders who are the primary recipients of the effects and the outputs of such projects.

In a school setting, they talk of stakeholders like the school boards, the ministry of education, the school staff, the parents and the contractors to be important people since they are the ones who identify the resources required for M&E, allocate the resources, formulate the M&E policies, mission, and culture and finally embrace the process. This concurs with Wambura (2016) that participatory M&E has an influence in the implementation of VSLAs i.e. village saving and loan association projects in Kwale County. This is because participatory M&E brings a direct influence on the projects or programmes reformulation whereby there are changes in the objectives, goals, plans and strategies.

During an interview Interviewer asked how they involve stakeholder participation on public secondary school projects in Kakamega County and the interviewee response was as follows;

"Stakeholder participation is a critical aspect of our approach to public secondary school projects in Kakamega County. We firmly believe that involving stakeholders from the early stages of project planning and design ensures that the needs and aspirations of the community are integrated into the project's vision. Our first step is to conduct comprehensive stakeholder mapping to identify all relevant individuals and groups, including parents, teachers, students,

Table 1. Stakeholder participation in Monitoring and Evaluation

	Min	Max	Mean	Std. Dev.
The M.O.E has been in the forefront in effectively monitoring and evaluating school infrastructure projects in the county	1.00	5.00	3.64	1.13
The school principal has been a actively participating in M&E	1.00	5.00	3.41	1.19
The P.A chairperson is very active in M&E of school projects	1.00	5.00	3.18	1.07
The public works officer has been active in M& E of school projects in the county	1.00	5.00	3.59	1.10
The public works officer has been active in M&E of school projects in the County	1.00	5.00	3.81	0.96
The school Board chairperson has been very active in participating in M&E of school projects.	1.00	5.00	3.98	0.98
Negotiations among stakeholders are practiced during planning stage of projects in M and E.	1.00	5.00	3.89	0.90
Negotiations help stakeholders know the ideals ,goals, and objectives of the school projects in M & E.	1.00	5.00	3.85	0.86
There is constant communication amongst stakeholders during M & E of project Implementation	1.00	5.00	3.51	1.18
Mean	1.00	5.00	3.67	0.67

Table 2. Implementation of public secondary school infrastructure projects.

	Min	Max	Mean	Std. Dev.
The implementation of M&E in School Infrastructure Projects has been successful.	1.00	5.00	3.61	1.12
The implementation of M&E in School Infrastructure Projects has been terminated /failed regularly.	1.00	5.00	3.18	1.21
The implementation of M&E in school infrastructure projects has been delayed over time.	1.00	5.00	3.43	1.24
M & E of Project planning leads to efficient utilization of available resources	1.00	5.00	4.06	1.01
M & E of Implementation of a project is the step where all the proper planned activities are put into action.	1.00	5.00	4.22	0.92
During M & E The customer's needs from the product of the project is defined, and the project scope should be clearly known.	1.00	5.00	4.19	0.92
In M & E We keep a record of when the project implementation process starts and finishes.	1.00	5.00	4.26	0.95
M & E results to determining the project budget and the estimated time and the manpower required to finish the project	1.00	5.00	4.15	0.94
M & E results to the project having people who are dedicated more to create the situations of the successful project implementation.	1.00	5.00	4.30	0.92
Before M & E of the project implementation process starts, ensure you have all factors of project process written or recorded on paper.	1.00	5.00	4.12	1.02
During M & E the projects implementation process becomes easier to manage and can use projects that are the same as the current projects.	1.00	5.00	3.57	1.14
M & E results to Projects being completed within the structured time frames and budgets.	1.00	5.00	3.18	1.23
Mean	1.00	5.00	3.85	0.61

Table 3. Model Summary on stakeholder participation and implementation of infrastructure projects

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.267a	.071	.068	.58447

a. Predictors: (Constant), Stakeholders participation

Table 4. Analysis of Variance on stakeholder participation and implementation of infrastructure projects

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	7.248	1	7.248	21.219	.000b
	Residual	94.282	276	.342		
	Total	101.530	277			

a. Dependent Variable: Implementation of projects

b. Predictors: (Constant), Stakeholders participation

Table 5. Stakeholder participation and implementation of infrastructure projects' coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.967	.196		15.165	.000
	Stakeholders participation	.242	.052	.267	4.606	.000

a. Dependent Variable: Implementation of projects

local government representatives, and community leaders. Once the stakeholders are identified, we employ a variety of participatory methods to engage them effectively. This includes conducting community meetings, workshops, and focus group discussions to gather their input and feedback. We actively listen to their concerns, ideas, and suggestions, and incorporate them into the project planning process. Additionally, we establish project steering committees comprising representatives from different stakeholder groups.

These committees serve as a platform for continuous collaboration and decision-making throughout the project lifecycle. Regular meetings are held to update stakeholders on project progress, address any issues or challenges, and seek their guidance on key decisions.

This statement suggested that the sub county directors were of the view that stakeholders are involved in project implementation through representation by PTA chairperson, BOM chairperson and the Sub County Director Ministry of

Education so their input is clearly factored in decisions made. Furthermore, the statement demonstrates a commitment to transparency, accountability, and open communication throughout the project lifecycle. By providing multiple avenues for stakeholder engagement and feedback, the interviewee promotes an inclusive and democratic decision-making process. The interviewee's approach also recognizes the long-term impact of stakeholder involvement. By fostering a sense of ownership and pride, the intention is to create a lasting partnership between the project implementers and the community. This not only enhances the success of the current project but also sets the stage for future collaborations and initiatives.

5.0 Conclusion

The study concluded that stakeholder participation had a significant influence on implementation of infrastructure projects. The school board chairpersons are very effective in advocating for M&E of school projects and negotiations among stakeholders is practiced during planning stage of the projects. The study recommended that the school management should ensure that all the stakeholders are involved in the M&E of school projects. The stakeholder participation during planning stage of projects and negotiations will help the stakeholders know the ideals they share and provide support during implementation process.

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