

**INFLUENCE OF MONITORING AND EVALUATION PRACTICES
ON
PERFORMANCE OF EDUCATIONAL PROJECTS AMONG THE SELECTED
NON-GOVERNMENTAL ORGANIZATIONS IN KAKUMA REFUGEE CAMP,
KENYA**

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UNIVERSITY.**

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DECLARATION AND APPROVALS

Student's Declaration

This study research project is my original work, and it has never been submitted for a degree at any other university.

Signature 

Date : 29th October, 2024

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Supervisor Approval

This research project has been submitted for presentation with my approval as the university supervisor.

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DEDICATION

I dedicate my project work to my loving parents Mr. Wilson Byegon and Mrs. Agnes Byegon for the endless love, support and encouragement throughout my pursuit for education.

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I want to express my gratitude to God, my creator, who has been a constant source of support, inspiration, and strength throughout this project. A heartfelt thank you and recognition to my capable supervisor, Dr. Peter Wamalwa Barasa, for his mentorship and support throughout all phases of my project writing. I intend to recognize my lecturers and the Mount Kenya University fraternity for allowing me to perform my research smoothly and offering unfailing support and motivation. A debt of gratitude goes also to dear sisters, brothers and friends for the continuous support and inspiration when undertaking my project. I am forever thankful for the unconditional love and support throughout the entire project process.



ABSTRACT

A major obstacle for NGO-funded educational initiatives in Kenya is the limited access to quality educational resources, along with insufficient strategic planning and funding, as well as inadequate infrastructure. Even with efforts to provide education to marginalized communities, many schools still lack essential facilities, such as classrooms, textbooks, and effective teaching materials. This research explored the effects of monitoring and evaluation (M&E) practices on the performance of educational projects conducted by NGOs in Kakuma refugee camp. It selected four primary M&E-related goals in order to; assessed the influence of M&E planning, M&E technical expertise, management participation and stakeholder involvement on education project. Informed by systems management theory, program theory, and stakeholder theory, the research utilized a descriptive survey design that focused on NGOs under UNHCR that support educational initiatives in Kakuma refugee camp. It targeted 117 staff working with Kakuma refugee camp, and deployed census technique to select all the chosen participants. A pilot study was carried out to validate the questionnaires, which included both closed-ended and open-ended questions. Utilizing statistical methods such frequency distribution tables and Cronbach's alpha to evaluate reliability, data analysis was carried out using SPSS. From the study, M&E planning had a positive significant influence on educational project performance (Beta=0.140, $P < 0, 05$), this means that M&E planning remains one of the vital aspect of monitoring and evaluation as it is key is development of projects. The outcome also shows that M&E technical expertise had a negative influence on the performance of educational project among NGOs in Kakuma,

(Beta = 0.460, P>0.05), this means that M&E technical expertise was not a common the key factors of monitoring and Evaluation. Results also revealed that management participation had a positive and a significant influence on educational project performance, (Beta= 0.201, P< 0.05), this indicated that, this reveals that for educational project to be successful it was a requirement to ensure the management took part wholly in in the process of project development to achieve the ethos of monitoring and evaluations. Results also showed that stakeholder involvement had a positive and significant influence on educational project performance among the NGOs in Kakuma, (Beta=0.603, P<0.05), this indicated that stakeholder involvement through community participation, NGO partnership and Engagement of government authorities was vital to ensure that educational project succeed. The study emphasized how important thorough M&E planning, technical know-how, management involvement, and stakeholder engagement are to project success. Even though there were notable correlations and favorable opinions, there is still room for growth, especially in terms of increasing community involvement and ongoing efforts at reform. To maximize project results within the camp, it is advised to give priority to addressing these areas.

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LIST OF ABBREVIATIONS AND ACRONYMS

KENHA:	Kenya National Highways Authority
M&E:	Monitoring and Evaluation
NGOs:	Non-Governmental Organizations
PBC:	Performance-Based Contract
PMBOK:	Project Management event Body of Knowledge
PMSF:	Project Manager's Skills Framework
SWOT:	Strengths, Weaknesses, Opportunities, and Threats
UNHCR:	United Nations High Commissioner for Refugees

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section of the study will cover the background of the study problem, statement the specific objectives of the study, questions to be a hived for the study, justification, limitation and significance and finally the assumption of the study

1.1 Background of the Study

NGOs, or non-governmental organizations, are formed with specific aims and objectives in mind, and detailed strategies and monitoring procedures are put in place to achieve ((Jardioui et al., 2020). Effective monitoring and evaluation (M&E) practices, a common strategy, are crucial for organizations to reach their targets and ensure prudent resource utilization for desirable financial performance (Abongo, 2018; Vernimmen et al., 2022). M&E globally influences project performance, involving methodical data gathering on predetermined metrics (Hubert and Mulyungi, 2018). It empowers project managers to increase output and accomplish objectives, addressing challenges that contribute to the performance disparity between developed and developing countries (Ye, Shi, Chong, Fu, Liu & He, 2018).

Monitoring aims to detect corrective measures for efficient project implementation, providing regular updates (Hazir, 2018), while project evaluation generates conclusions and suggestions for ongoing and future projects, offering pertinent recommendations for planning and implementation (Khorramshahgol, Azani, and Gousty, 2020). M&E is an interactive process with specific focuses: monitoring on inputs, activities, and outputs, and evaluation on outcomes and objectives, considering the external project environment.

Globally, effective monitoring and evaluation (M&E) practices are recognized as essential for enhancing project outcomes. Scheirer (2018) examined M&E frameworks in non-profit organizations in the United States, highlighting the importance of participative approaches, alignment of M&E strategies with work plans, and the sharing of findings with stakeholders. Similarly, Kusek and Rist (2019) emphasized that successful M&E systems in Latin American development projects ensure meaningful outcomes, providing accountability and informing policy decisions.

Webb and Elliot (2015) further contribute to this discourse by exploring M&E practices in the UK, where they outline essential activities such as stakeholder engagement, capacity building, planning, and data management, all of which bolster project learning and decision-making. In the Kenyan context, however, significant gaps exist that warrant further exploration. While these global studies underscore effective M&E practices, there is limited research specifically addressing the unique challenges faced by Kenyan organizations in implementing such frameworks. For instance, cultural, political, and infrastructural factors in Kenya may impede the participative approaches advocated in these studies. Additionally, there is a lack of localized data on how M&E practices are integrated into project cycles in Kenya, particularly in rural and marginalized communities where resources and training may be limited.

Moreover, the current literature does not adequately examine the specific barriers Kenyan practitioners encounter in aligning M&E strategies with national and local development plans. As a result, the potential for M&E systems to inform policy and improve accountability in Kenya remains underutilized. Addressing these gaps could significantly enhance the effectiveness of M&E practices in Kenya, leading to more impactful development initiatives.

Theodore et al. (2013) conducted a study in the USA examining strategy planning and performance among 104 small and medium-sized urban transit agencies. Their findings indicated that while strategic planning does not significantly affect efficiency or costeffectiveness metrics, it positively influences measures of effectiveness and system productivity. Interestingly, logical incrementalism alone appeared to negatively impact productivity metrics, such as the number of passenger journeys per capita. However, when strategic planning activities were integrated into a more comprehensive framework of logical incremental decision-making, there was a positive effect on both effectiveness and system productivity.

Fischer and Zigmond (2018) emphasize that data dissemination in monitoring and evaluation (M&E) contributes to collaborative research, builds on findings, reduces duplication, and ultimately improves overall project outcomes. The significance of M&E procedures remains critical to project performance and development results, especially in contexts where these practices are still evolving.

Recent technological breakthroughs have significantly impacted M&E, providing innovative methods for data collection, processing, and reporting (Singh et al., 2018), highlighting advancements in India. Heidenrich et al. (2019), based in Germany, argue that organizations are increasingly recognizing the value of real-time feedback and adaptive management. This aligns with the broader trend towards more dynamic and interactive M&E techniques that emphasize ongoing learning and development throughout the project lifespan, as discussed by Fetterman and Wandersman (2019) in the context of the United States. Furthermore, there is a growing emphasis on using

Theory of Change models to drive M&E efforts, ensuring a comprehensive understanding of the connections between project activities and intended results (Vogel, 2020), with applications noted in various international settings.

Franz and Messner (2019), in their study conducted in Austria, suggest that project implementation reflects how many outcomes have been achieved, considering practicality, the number of expectations met, effective resource utilization, quality satisfaction, and client contentment. If a project is completed to the desired standard, on time, and within budget, it is deemed successful (Faridi & El-Sayegh, 2016), with insights gathered from projects in the United Arab Emirates. In education projects, indicators of effective implementation include clear objectives, engaged stakeholder participation, resource allocation, transparent communication, and ongoing monitoring. These factors collectively ensure alignment of goals, stakeholder commitment, and adaptive strategies for continuous improvement (Lee, Chong, & Wang, 2018), with research focusing on educational settings in Malaysia and Singapore.

In Malaysia, the importance of project management monitoring and evaluation has risen significantly, affecting various sectors, including agriculture, education, forestry, oil, and manufacturing (Nitithamyong & Tan, 2018). Effective project management is essential for organizational productivity and success, particularly in alignment with regime's initiatives like the Economic Transformation Program., which aims to enhance Malaysia's economic competitiveness (Abdul et al., 2021). Additionally, the burgeoning green energy industry further emphasizes the necessity for robust project management practices to navigate the complexities of sustainable development.

However, gaps exist when comparing Malaysia's advancements to the challenges faced by developing nations such as Kenya and Nigeria. In these countries, strategic planning

and effective project management practices are often hindered by resource limitations, infrastructural deficits, and varying levels of stakeholder engagement. This disparity highlights the need for tailored approaches in monitoring and evaluation that consider local contexts and capacity building, ultimately ensuring that project management can drive meaningful outcomes in both emerging and developing economies, environmental scanning, and collaboration among stakeholders are emphasized for project success, with economic uncertainties identified as potential obstacles (Ngundo, 2018; Ojoko et al., 2018).

In Africa, Kissi et al. (2019), in a study conducted in Ghana, elaborate that monitoring and evaluation (M&E) involves the systematic compilation and review of data and procedures to ascertain the extent to which objectives and milestones are being achieved, alongside the analysis of any inconsistencies. Kusek and Rist (2019) highlight M&E as one of the most crucial methods for influencing project efficiency and completion, reflecting its global significance.

James (2016) asserts that meticulous project planning, which addresses cost, time, and quality criteria, is essential for project success. Hubert and Mulyungi (2018) found that M&E planning has a direct impact on project performance in Rwanda, emphasizing the difficulties of carrying out substantial M&E tasks without a well-structured plan. Mackay (2017) underscores the importance of quality data from M&E in advancing policy analysis and improving project performance, particularly noting challenges in data quality across African nations. Routine data collection is vital for M&E, as it determines the reliability of information crucial for project decision-making (Lee et al., 2019). Ntiniya (2016) highlights that M&E practices enhance the effectiveness of activities, project implementation, and sustainability.

A project is characterized by a specific deadline, a designated budget, and clearly established performance metrics. Additionally, it is typically designed to benefit a particular client, whether internal or external to the organization and its project team (Joosse & Teisman, 2020). Therefore, it is logical that the evaluation of project implementation effectiveness should incorporate these four criteria along with additional measures. As noted by Benitez-Avila et al. (2019), a project is deemed successfully executed if it is completed on time (time-bound), within budget (budgetbound), fulfills the majority of the original objectives (quality), and satisfies the needs of the intended clients (client satisfaction).

In the context of Kenya, governmental project execution is a critical concern, necessitating efficient monitoring and evaluation practices for successful implementation (Kogi, 2018). NGOs in Kenya engaged in educational programs face challenges such as inadequate funding, limited resources, and coordination issues, hindering the realization of their goals despite well-intentioned efforts (Wamuyu, 2020).

Mwirigi and Ondimu (2021) investigates the impact of monitoring and evaluation (M&E) practices on the effectiveness of projects within Kenya's education sector, emphasizing the importance of thorough monitoring in enhancing project results. Furthermore, Nyang'au and Mose's (2022) the investigated M&E frameworks on healthcare project performance, emphasizing the necessity of consistent assessments and feedback systems to guarantee the efficacy of health treatments. The execution and integration of suitable M&E practices are crucial to guarantee the achievement and sustainability of the desired benefits of projects (Ahsan & Gunawan, 2019). Monitoring is an ongoing function that involves efficiently gathering information on specific

indicators, providing key stakeholders and management with continuous insights into the advancement and attainment of goals as well as the effective use of allocated resources (Mbeche et al., 2019). Europe Aid (2018), evaluation, on the other hand, pertains to the systematic and concentrated assessment of an ongoing or completed project, program, or strategy, encompassing its design, execution, and outcomes. The purpose is to assess the relevance and attainment of objectives, effectiveness, progress efficiency, sustainability, and impact.

Kissi et al. (2019) focused on monitoring and evaluation strategies and their role in fostering project success in Ghana. Data for the study came from primary sources, and it was organized using a questionnaire. M&E practices were found to be strongly correlated by the data analysis. Murorunkwere and Munene (2022) conducted a study to investigate monitoring and evaluation practices and their impact on project performance in Rwanda. Their findings indicated that each of these M&E practice indicators significantly influenced the performance of projects.

In Zambia, Simwaka (2020) examined the impact of monitoring and evaluation on project performance utilizing a mixed-methods approach. However, the findings indicated that monitoring project implementation and conducting baseline surveys lay the groundwork for further assessment of the activity's effectiveness and the final results achieved. The research recommended knowledge retention practices such data management and utilization for effective project performance.

In Kenya, Ndombi, Kyalo, and Mulwa (2020) emphasize that project evaluation not only informs decisions for project improvement but also serves as a learning process, facilitating the development of new skills and constructive self-criticism. Their findings are supported by Nadira, Shixiang, and Chen (2020), who assert that assessments

contribute to a SWOT analysis by considering the advantages, disadvantages, opportunities, and challenges of a project. Effective planning is identified as a crucial element for project success. Armstrong and Baron (2018) note that M&E planning encompasses feasibility, resource allocation, timelines, capacity, and ethical considerations. This concept is reinforced by USAID (2019), which emphasizes the interconnectedness of M&E plans, annual plans, and strategic plans for optimal project performance.

The involvement and execution of the Medical Managed Equipment Services Project in Nairobi County, Kenya, were examined, with a focus on stakeholder participation throughout the project's duration by (Waikenda, 2020). The study aimed to assess how stakeholder engagement influenced various stages, including project identification, planning, implementation, monitoring, and evaluation. The findings revealed a positive relationship between stakeholder participation and project performance. Notably, while stakeholders played an active role in the implementation and monitoring phases, their involvement during the identification and planning stages was limited. The research highlighted that effective planning and monitoring significantly impacted project outcomes. As a result, the study recommended enhancing stakeholder engagement at all stages of the project to boost overall performance.

Olwande (2021) examined how stakeholder participation influenced the performance of the antiretroviral supply chain project within Kenyan health facilities, specifically under the National Aids and Sexually Transmitted Infections Control Program. The study focused on several key factors, including stakeholder capacity building, human resource management, monitoring and evaluation, and communication management, to assess their impact on project outcomes. The findings revealed that enhanced

stakeholder involvement significantly improved the performance of the antiretroviral supply chain project in Kenyan health institutions. This underscores the critical role of active stakeholder engagement in increasing the effectiveness of health-related initiatives. However, several gaps remain in the research. First, while the study highlights the positive effects of stakeholder participation, it does not provide in-depth insights into the specific mechanisms through which these factors influence project performance. Understanding these mechanisms could help design more effective stakeholder engagement strategies.

According to the Kenya Comprehensive Refugee Programme (2016), the Kakuma Refugee Camp opened in 1992 and is one of Kenya's largest refugee camps, with people of around 158,000. Most of the refugees in Kakuma originate from South Sudan (around 55 percent) and Somalia (approximately 25 percent). Kenya stands as one of the largest hosts of refugees in Africa, with over 560,000 registered refugees and asylum seekers last year (UNHCR, 2023). Kakuma Refugee Camp is home to around twenty-four non-governmental organisations (NGOs). Of these, nine are directly involved with educational issues. The coordination of the NGOs is regulated by UNHCR, which is the entity empowered to oversee the operations of the other NGOs working in the camp. Although UNHCR provides the majority of the finances, other partners also provide matching contributions to their budgets to fulfill the needs of the refugees and the local community in Kakuma (UNHCR, 2023). These NGOs are instrumental in providing access to formal and informal educational opportunities for refugees, with a focus on enhancing literacy, numeracy, and vocational skills. Through the implementation of schools, learning centers, and community-based initiatives, these programs contribute to empowering individuals, particularly children and youth, by fostering resilience and

facilitating a sense of normalcy in the midst of difficult circumstances (UNHCR, 2023). NGOs often collaborate with local communities, leveraging innovative teaching methods and culturally sensitive approaches to cater to the diverse needs of the refugee population. The sustained efforts of these education programs not only contribute to the intellectual development of individuals but also hold the potential to break the cycle of poverty and displacement by equipping refugees with the tools necessary for a more secure and hopeful future.

1.2 Statement of the Problem

NGOs have an important role in helping sectors of social economic development in which governments are unable to function effectively. Many non-governmental organizations (NGOs) have provided significant assistance in health and education programs in poor countries (Edwards, 2020). NGOs have been at the forefront of assisting countries dealing with acute humanitarian crises caused by natural disasters or manufactured difficulties produced by humans. War and warfare are among the most difficult issues that lead to humanitarian disasters (Edwards, 2020). African countries have experienced political turbulence, which has culminated in conflicts. South Sudan, the world's youngest nation, endured political uncertainty, and various places were affected by fighting, resulting in a humanitarian disaster. This resulted in the exodus of her population to Kakuma, Turkana County.

Several NGOs in Kenya have been facing problems ranging from financial misappropriation to engaging in activities outside their mandate. The government closed down 14 NGOs over misappropriation of funds in Kenya in 2014 (UNHCR, 2016). There is a need to have a comprehensive monitoring and evaluation plan for

NGOs to manage their processes efficiently and effectively. An effective M&E process is likely to foster donors' confidence in the prudent utilization of funds (Aldashev & Navarra, 2018).

Several studies, including those by Erasmus (2018), Hyvari (2022), Musyimi and Ondara (2022), Ebuthania (2019), Murorunkwere and Munene (2022), Olala and Nyonje (2020), and Wambua (2019), have explored how project effectiveness is affected by M&E practices. While Erasmus and Hyvari focus on broader project contexts, Musyimi and Ondara specifically highlight the impact of technical expertise and planning in collaborative M&E practices on project performance in Uasin Gishu County, Kenya. Ebuthania emphasizes that despite having M&E procedures, many organizations lack effectiveness due to various factors. However, there is a gap in research within the specific area of NGO-funded educational projects particularly in Kenya. The studies by Murorunkwere and Munene, Olala and Nyonje, and Wambua, though valuable, were conducted in other countries like Rwanda, and they primarily concentrated on housing projects, leaving a gap in understanding how M&E practices influence road construction projects in the Kenyan context. Consequently, there was a necessity for research that specifically examined the impact of monitoring and evaluation (M&E) practices on the success of educational projects in Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of monitoring and evaluation practices on performance of educational projects among non-governmental organizations in Kakuma refugee camp, Kenya.

1.4 Specific Objectives of the Study

The specific objectives that guided the study were;

- i. To examine the influence of planning practice on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya.
- ii. To establish the influence of M&E technical expertise on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya
- iii. To determine the relationship of management participation in M&E and performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya
- iv. To establish the influence of stakeholder involvement in M&E on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya

1.5 Research Questions

Research questions were as indicated;

- i. What is the influence of planning practice on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya?
- ii. What is the influence of M&E technical expertise on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya?
- iii. What is the influence of management participation in M&E on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya?
- iv. What is the influence of stakeholder involvement on performance of educational projects among selected NGOs in Kakuma refugee camp in Kenya?

1.6 Significance of the Study

The study was valuable to;

- a. **Management:** The study is useful for NGOs' management teams since it sheds light on how monitoring and evaluation processes is effective. The findings can help drive decision-making, improve project management tactics, and increase overall organizational efficiency.
- b. **NGO and other stakeholders.** NGOs and various stakeholders in educational projects gain value from understanding how monitoring and evaluation impact project implementation. It helps them refine strategies, allocate resources more effectively, and build stronger collaborations to achieve better outcomes for the beneficiaries.
- c. **The government:** The insights gained from the research can shed light on the contributions of NGOs to educational projects within refugee camps, especially in Kenya. This information can inform policy decisions, resource allocation, and collaboration efforts to address educational needs in refugee populations more effectively.
- d. **Policy makers:** They can use the study to inform the development or adjustment of policies related to educational projects in refugee camps. Understanding the role and impact of monitoring and evaluation practices can lead to more informed and effective policy decisions.
- e. **Academicians and researchers:** They will find value in this study as it contributes to the existing body of knowledge on educational projects in refugee settings. It provides a basis for further research, theoretical development, and academic discussions on the role of monitoring and evaluation in enhancing educational interventions for displaced population.

1.7 Scope of the Study

This inquiry aims to examine the impact of monitoring and evaluation practices on performance of projects on education by non-governmental organizations (NGOs) operating in the Kakuma refugee camp in Kenya. The study specifically explored the role of monitoring and evaluation planning, M&E expertise, management involvement, and stakeholder engagement in influencing the implementation of education projects.

The research concentrated on nine NGOs affiliated with UNHCR that are actively supporting education programs in the Kakuma refugee camp. The NGOs collectively employed 117 official staff members, all of whom were included. The research employed a census sampling technique, ensuring the inclusion of all the participants' in the study.

1.8 Limitations of the Study

The findings were specific to the unique context of Kakuma Refugee Camp and may not be directly applicable to other settings. Refugee camps vary in terms of demographics, cultural aspects, and local conditions, which can impact the generalizability of the study.

NGOs operating in refugee camps often face resource constraints, both in terms of funding and personnel. This may limit the scope and depth of monitoring and evaluation activities, affecting the comprehensiveness of the inquiry.

1.9 Delimitations of the Study

This inquiry considered educational initiatives carried out by nine NGOs affiliated with UNHCR in the Kakuma refugee camp, which restricts its applicability to other settings. Other potential factors affecting project success were not extensively explored.

Additionally, the study was delimited by its emphasis on the perceptions and experiences of staff members within the selected NGOs. Lastly, the temporal scope was delimited to the current practices, potentially excluding historical factors influencing M&E practices. These delimitations allowed for a focused and in-depth investigation into the specified aspects of M&E practices within the targeted NGOs supporting education programs in Kakuma refugee camp, as outlined in the study's objectives

1.10 Assumptions of the Study

It is presumed that educational projects in Kakuma Refugee Camp were being executed as intended by the participating non-governmental organizations (NGOs), and that any deviations were properly recorded.

The study assumed a causal relationship between the monitoring and evaluation practices implemented by NGOs and the observed effects on educational projects. Establishing causality can be complex, and the study may simplify this relationship. The study assumed that stakeholders, including the refugee community, actively engaged with monitoring and evaluation processes.

1.11 Operational Definition of Key Terms

M&E Planning – entails a structured approach to creating a framework, strategies, and activities for tracking and assessing progress, performance, and results of educational developments. Thus, a need to clearly define results, indicators to show how far the results have been achieved, log frame, measuring of change and selecting the correct M&E approaches.

M&E expertise- refers to the knowledge, skills, and competencies possessed by individuals or teams responsible for monitoring and evaluating educational projects.

Thus, the specialists need to possess a clear understanding of methods to collect data, performance indicators and evaluation frameworks.

Management Involvement- entails the active engagement of organizational leadership in the oversight, decision-making, and support of monitoring and evaluation activities. This includes the commitment of top-level management to allocate resources, address challenges, and use evaluation findings to enhance the overall implementation of educational projects.

Stakeholder involvement- refers to the engagement of various parties, including the refugee community, local authorities, and other relevant entities. It emphasizes collaboration, participation, and communication with stakeholders. Stakeholder involvement is a very crucial aspect as it helps to ensure that the project meet sustainable needs expected by the beneficiaries.

Project implementation- denotes the implementation of planned activities, strategies, and interventions aimed at achieving the goals of educational projects. It encompasses the actual delivery of educational services, the utilization of resources, and the management of activities on the ground in Kakuma refugee camp by the NGOs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examined both theoretical approaches and empirical investigations of the study. In addition, a conceptual framework is offered, which served as a systematic basis for integrating many factors and guiding the examination of the research subject.

2.2 Theoretical Framework

Constructing a theoretical framework involves formulating hypotheses that support a researched argument. A theory serves as an elucidation for an observed phenomenon over a period (Wambugu, 2015). In this investigation, the framework was based on systems management theory, program and stakeholder models.

2.2.1 Systems Management Theory

In the 1940s, systems theory was proposed as a framework for understanding how systems operate by Ludwig von Bertalanffy. This idea from the model proposes that systems are open to and interact with their surroundings allowing for the development of qualitatively new characteristics through these interactions, which leads to continuous evolution (Hammond, 2019). It highlights the relationships among components that work together as a cohesive unit. According to the theory, organizations function similarly to the human body, consisting of various elements that cooperate to ensure the overall system operates efficiently.

Systems theory has contributed to the progress of organizational management. In a separate study, Baecker (2019) discovered that personnel were the most crucial element of a business. Departments, teams, and business units were also essential elements for the effective functioning of an organization. The researcher highlighted that managers had the responsibility to assess trends and events within the organization to determine the suitable management strategy.

One drawback of Systems Management Theory is its tendency to overemphasize the formal structure of organizations. This might lead to a neglect of informal structures, culture, and individual behavior, which can significantly influence organizational outcomes. The theory tends to simplify the interactions between subsystems within an organization, assuming that they function seamlessly. In reality, the interactions can be complex, influenced by various factors such as power dynamics, conflicts, and differing objectives.

The systems management theory corresponded closely with the aim of the study regarding M&E team competencies and capabilities in the NGOs that support educational projects in Kakuma refugee camp. Kithinji (2019) examined the concept of evaluation capacity within non-governmental organizations and discovered that the primary roles of an M&E team were crucial for the effective implementation of tracking system. In this context, the management team needs to understand the specific roles and responsibilities of those involved in the M&E system to attain the best possible outcomes. The systematic perspective argues that we are not able to fully comprehend a phenomenon simply by breaking it up into elementary parts and then reforming it.

2.2.2 Program Management Theory

The term "program" in the context of management theory is often associated with the Program Management theory introduced by Meredith and Mantel in their book "Project Management: A Managerial Approach," first published in 1989. This theory emphasizes the coordinated management of multiple projects to achieve strategic objectives. Meredith and Mantel advocate for a program-based approach where projects are grouped together to optimize resources, enhance communication, and align with organizational goals. The Program Management theory recognizes that individual projects within a program may share common resources, interdependencies, and strategic importance, necessitating a holistic and integrated approach to ensure overall success. It provides a framework for managing this complexity by emphasizing the strategic alignment of projects, effective communication, and the efficient allocation of resources across the entire program.

When determining if an intervention is well-structured to accomplish its targeted goals, a Programme management theory is required. This is useful for offering insights that can lead to more detailed descriptions of the problem, prospective solutions, and alternative actions required to attain the desired goals (Njama, 2015). The theory's focus on a comprehensive and integrated approach aligned with the third objective, which aimed to evaluate how management involvement in tracking the progress and evaluation affecting the execution of educational initiatives. Program Management ensures that management involvement is coordinated across all projects within the program, fostering comprehensive oversight hence it addresses the ideals of stakeholder engagement objectives.

Linking the discussion on Program Management theory with stakeholder engagement and management participation highlights the importance of collaborative efforts in achieving strategic objectives. Meredith and Mantel's emphasis on coordinating

multiple projects under a program management framework necessitates active stakeholder engagement, as stakeholders play a crucial role in aligning project goals with organizational strategies. Effective communication among stakeholders ensures that resources are optimized and interdependencies between projects are managed effectively.

Additionally, stakeholder participation in the decision-making process fosters a sense of ownership and accountability, which is essential for navigating the complexities inherent in managing interrelated projects. Through incorporating stakeholder perspectives and feedback, organizations can enhance the relevance and impact of their initiatives, ultimately leading to more successful outcomes within the program. Thus, integrating stakeholder engagement and management participation into Program Management theory not only strengthens strategic alignment but also promotes a more holistic approach to resource allocation and project execution.

2.2.3 Stakeholder Theory

Dr. F. Edward Freeman proposed the Stakeholder Theory in 1984. Freeman maintained that a company's stockholders were just one of many stakeholders. Freeman defined the stakeholder ecosystem as every people or group that is involved in, invested in, or impacted by the decisions and activities of an organization or business. The ecosystem of stakeholders included workers, customers, suppliers, government organizations, rival businesses, and the local environment. The thesis held that an organization's true success rested on how satisfied its stakeholders were, not just the people who profited from it (Freeman, 2015).

Incorporating planning in (M&E) alongside stakeholder involvement and technical expertise improves project effectiveness and aligns with the tenets of Stakeholder

Theory as articulated by Dr. F. Edward Freeman. According to Freeman, a company's success hinges on the satisfaction of all stakeholders, not just shareholders, which necessitates a comprehensive approach to managing diverse interests within an organization.

In the context of M&E, effective planning is crucial for identifying and prioritizing stakeholder needs and expectations throughout the project lifecycle. This involves not only gathering data on stakeholder perceptions but also ensuring that M&E frameworks incorporate stakeholder input into decision-making processes. By doing so, organizations can address the complexities of stakeholder relationships and make informed adjustments to project strategies.

Furthermore, M&E 'technical expertise' contributes a vital role in this integration by providing the tools and methodologies necessary to assess stakeholder impacts accurately and evaluate project outcomes. This expertise enables project teams to establish clear criteria for stakeholder identification, ensuring that all relevant parties are considered and their interests appropriately managed.

However, the application of Stakeholder Theory can be challenging due to its inherent ambiguities in prioritizing conflicting interests. To overcome this, a well-defined planning process in M&E can offer structured guidelines for engaging stakeholders, thereby facilitating clearer communication and expectations. Ultimately, by marrying the principles of Stakeholder Theory with effective M&E planning and technical expertise, organizations can better navigate the complexities of stakeholder dynamics and enhance the overall success of their projects and programs.

2.3 Empirical Literature Review

The composition of empirical literature review is published works sourced from published research theses, periodicals and books, discussing theories and presenting empirical findings relevant to the subject of investigation.

2.3.1 M&E Planning and Performance of education projects among NGOs in Kakuma refugee camp

Naeem et al. (2018) explored the impact of monitoring and evaluation (M&E) planning on project implementation in Pakistan by surveying 100 project managers. Using convenience sampling, they analyzed the data through regression and correlation methods, concluding that effective planning significantly contributes to project success. The findings indicated that while M&E planning serves as a strong predictor of project outcomes, its impact on certain response variables was found to be non-significant. However, several gaps exist in the study. Firstly, the reliance on convenience sampling raises concerns about potential sampling bias, which may affect the generalizability of the results. A more rigorous sampling method could provide a more representative view of the broader population of project managers. Additionally, the study lacks qualitative insights that could deepen the understanding of how M&E planning specifically influences project implementation processes. Furthermore, the research does not explore contextual factors that may impact the relationship between M&E planning and project outcomes, such as organizational culture or external stakeholder influences. Addressing these gaps could enhance the robustness of the findings and provide a more comprehensive understanding of the dynamics at play in M&E planning and its effects on project implementation.

In Nepal, a study was conducted by Kadel, Ahmad, and Bhattarai (2021) focusing on highlighting the strategies that should be used to improve planning, M&E, and efficacy.

The research indicated that M&E significantly depends on accurate and uncomplicated planning, along with a clear understanding of what requires oversight, employing the desk review approach. During the M&E planning phase, the major priorities are identified as developing the monitoring and evaluation activity plan and the indicator reference sheet. The features of M&E planning that were discussed included timeliness, progress tracking, reporting on a regular basis, and mid- and end-term reviews. Analytical techniques such as factor, correlation, and factor analysis were used to produce evidence.

Kigali was the focus of an investigation by Hubert and Mulyungi (2018) into the impact M and E planning on project performance, specifically examining 72 NGOs in the Gasabo region of Rwanda. Employing a descriptive research method, data was gathered from two respondents per NGO: a mechatronics specialist and a financial manager, yielding a total of 144 responses. 'The data study used correlation analyses and explanatory statistics, which revealed a substantial positive association between M&E planning and project implementation' (as evidenced by the Spearman correlation coefficient). This suggests that effective planning in M&E is crucial for enhancing project outcomes in the context of Rwandan NGOs. A notable gap in the study is the lack of exploration into the specific factors that facilitate or hinder effective M&E planning within NGOs. Additionally, the research primarily focuses on quantitative data without incorporating qualitative insights that could provide a deeper understanding of the dynamics at play.

Rumenya and Kisimbi (2020) examined how monitoring and evaluation (M&E) planning affects project implementation in non-governmental organizations (NGOs) in Mombasa County, focusing on those collaborating with the Department of Education.

The study included program staff, managers, and M&E personnel from 22 registered NGOs, with participants self-selecting through an online questionnaire. Underscoring the significance of structured planning for enhancing project outcomes, the results indicated a strong positive correlation between effective organizational planning for M&E and project completion. However, the reliance on self-selected participants and the absence of qualitative insights limit the understanding of how M&E planning specifically influences implementation processes as was undertaken by the current study.

Odhiambo, Wakibia, and Sakwa (2020) investigated the planning and structure of (M and E) processes and their implications for project performance in coastal areas of Kenya. The study focused on variables such as timeframes, progress monitoring, periodic reporting, and mid-term and end-term evaluations. Using a cross-sectional survey design, the researchers analyzed the data through factor analysis, correlation, and regression techniques. The findings revealed that while outcome efficiency significantly predicted project execution, punctuality and progress monitoring emerged as the most critical metrics in M&E planning. However, the study's reliance on a cross-sectional design may limit the ability to establish causal relationships, and further longitudinal research could provide deeper insights into the dynamics of M&E planning and its impact on long-term project performance.

Byegon (2022) researched the predictive significance of monitoring and evaluation (M&E) planning on the efficacy of health activities in Kibera, positing that both developing and developed nations' NGOs are committed to implementing health initiatives to minimize service disruptions. Out of 1,217 respondents, 269 were selected for the study using a simple random and stratified sampling approach. The descriptive

study employed regression, means, and percentages to analyze the data. The results indicated that efficient M&E planning is a crucial factor in the success of health projects. However, the study's descriptive nature and limited sample size may restrict the generalizability of the findings, suggesting a need for larger, more comprehensive studies to further explore the relationship between M&E planning and health project outcomes.

Ngigi (2020) focused on the impact of monitoring and evaluation (M&E) planning on project execution within Acted Kenya. Employing a descriptive survey method, the study targeted 125 workers from the organization and utilized a stratified random sampling approach to select participants. Data were collected from primary sources using a standardized questionnaire. The findings revealed that M&E planning significantly influences project performance, with respondents indicating that Acted Kenya's planning strategies were implemented in a timely manner. Additionally, the study highlighted the importance of structured M&E frameworks in enhancing accountability and efficiency in project execution. However, the reliance on self-reported data may introduce bias, and a mixed-methods approach could provide deeper insights into the qualitative aspects of M&E planning and its practical implications for project outcomes.

2.3.2 M&E Technical Expertise and Performance of education projects among NGOs in Kakuma refugee camp

Odday (2021) explored project implementation expertise in Fiji through a survey-based descriptive design, revealing that while appropriate organizational frameworks were in place, there was a tendency to prioritize goal achievement over the vital human resources needed for project success. This research highlighted a conceptual gap due to its focus on a different context, which may limit the applicability of its findings. In

contrast, the current study aims to investigate the impact of technical expertise on project implementation in Kenya, emphasizing the necessity for context-specific insights to tackle local challenges and improve project outcomes.

Based and Estimates (2020) investigated the impact of project expertise provisioning on inequality in India, specifically focusing on government entities in the Mumbai region that employ project implementers. The study utilized a triangulation approach, combining quantitative and qualitative research methods with both primary and secondary data. Findings revealed that project managers and contractors emphasized the importance of competence, dedication, communication, and teamwork as critical factors for project success. Additionally, the research indicated that enhanced staff productivity is a self-fulfilling prophecy, driven by the organization's receptivity and heightened expectations for opportunity. However, the study may lack depth in exploring the specific mechanisms through which these factors influence inequality, suggesting a need for further investigation into how varying levels of expertise affect project outcomes across different socio-economic groups.

Alshammari, Yahya, and Zaiton (2020) investigated how project managers' capabilities influence the performance of complex projects within the Kuwaiti construction industry. Their study highlighted the importance of strong communication as a critical element of teamwork, which must be upheld by all team members, contractors, and workers. The findings contributed to the development of a Project Manager's Skills Framework (PMSF) that can assist professionals, academics, and decision-makers in identifying and addressing challenges in projects. The research underscored that effective management skills are essential for project managers overseeing diverse teams on complex projects, emphasizing that different projects require varying types and

levels of skills to achieve successful outcomes. However, the study may benefit from further empirical testing of the PMSF to ensure its applicability across different contexts and project types.

In Nigeria, Daniel and Ugochuku (2020) explored the influence of project managers' leadership ideologies on project execution, utilizing unstructured interviews as their primary research method. Their findings indicated that leadership skills, expertise in leadership control, and various leadership styles significantly affect project effectiveness. The study highlighted the evolving role of project managers, transitioning from traditional management to a more dynamic leadership approach, necessitating specific skills and a deeper understanding of leadership principles. Results demonstrated a clear relationship between project performance and management leadership styles, with project management control emerging as the most influential factor. However, the study's qualitative approach may limit the generalizability of its findings, suggesting a need for quantitative research to validate the relationships identified and explore how different leadership styles impact diverse project contexts.

Omondi (2022) examined the impact of monitoring and evaluation (M&E) technical expertise on the implementation of agricultural smart projects in Kisumu County, employing a mixed-methods approach that integrated quantitative data analysis and qualitative interviews. The study found that skilled M&E professionals are crucial in designing tailored monitoring systems that allow for real-time tracking of key performance indicators, enabling timely identification of challenges. Their expertise enhances the collection, analysis, and interpretation of data, offering valuable insights into project progress and effectiveness. However, an outstanding gap in the study is the lack of exploration into how the varying levels of M&E expertise among professionals'

influence project outcomes, suggesting a need for further research to assess the impact of different competencies within the M&E field on project success.

2.3.3 Management Participation Practice and Performance of education projects among NGOs in Kakuma refugee camp

In the United States, Lin and Golparvar-Fard (2020) conducted research to investigate the influence of management participation on project implementation in construction projects, finding that active management involvement in decision-making, resource allocation, and problem-solving significantly enhances overall project efficiency. Their study highlights how management participation facilitates clear communication, aligns project objectives with organizational goals, and improves team understanding of project requirements, ensuring that projects do not exceed the expected budget, time, and meet quality project deliverables—crucial factors in the complex and dynamic construction environment that necessitates timely and informed decision-making. However, several gaps remain, including the need for comparative studies across different cultural and regulatory contexts, the incorporation of quantitative metrics to assess the direct impact of management participation on project outcomes, and longitudinal analyses to evaluate the long-term effects of management involvement. Additionally, the research could benefit from broader stakeholder perspectives beyond just management and an exploration of the challenges organizations face in implementing effective management participation strategies as current study sought to determine.

In the United States, Hu and Panthi (2020) investigated the impact of management participation by exploring how a well-designed project status reporting system influences management engagement. Using a mixed-methods approach, the study

included qualitative interviews with project managers and quantitative surveys to gather data on the effectiveness of reporting systems in various construction projects. Their findings emphasized the significance of such reporting systems, particularly the ability to generate concise one-page summary reports. This streamlined approach was identified as a crucial factor in enhancing management participation, enabling a clearer understanding of project status and progress. The study highlights the critical link between effective reporting mechanisms and active management involvement in the project implementation process, ultimately contributing to improved decision-making and project success. The study had limitations in sample size of participants, which could affect the generalizability of the findings across different types of construction projects or organizations. Through integrating efficient reporting systems, organizations can foster greater management engagement, which is essential for navigating the complexities of construction projects.

Addressing the sustainability aspect, Lombardo and Maetzke (2021) conducted their research in Brazil, investigating upper management's involvement in M&E of organizational projects. Their findings emphasize that top management's involvement in M&E is pivotal for the successful implementation of projects, because leadership fosters project's objectives, ensuring alignment with organizational goals, and fostering a culture of accountability. When top management actively engages in the M&E process, it demonstrates a commitment to project success and encourages a sense of responsibility throughout the organization. Their oversight provides strategic direction, enabling quick decision-making and adjustments as needed. Despite these valuable insights, several gaps in the methodology warrant attention: the study may have limitations in sample size or representation, potentially affecting the generalizability of

the findings across different industries or organizational types within Brazil; it did not adequately address contextual variability, such as organizational culture or project type especially those in Kenya; and cross-sectional limit insights into how top management involvement impacts project outcomes over time.

Amina and Ngugi's (2022) research was undertaken in Kenya, concentrating on the influence of executive leadership support on the effectiveness of NGO-funded agricultural initiatives. The research employed a census approach, ensuring the inclusion of all employees and gathering information from both primary and secondary sources. Validated study instruments were piloted, revealing a substantial relationship between leadership and quality performance of projects. Findings indicated effective communication from top management ensures that the entire team is aware of project milestones and objectives, fostering a collaborative environment. Additionally, their involvement facilitates resource allocation, addresses challenges promptly, and enhances overall efficiency.

However, several gaps in the study's methodology warrant consideration unlike the current study being conducted in Kakuma, Turkana; while the census approach ensures comprehensive data collection, it limits the study's ability to explore the gradations of leadership support across different project types or organizational cultures. Furthermore, relying on data directly reported by the employees encourages biasness on the study hence it does not examine the long-term effects of leadership support on project outcomes, which would benefit from a longitudinal perspective.

Performance of development initiatives by non-governmental organizations (NGOs) in Kenya was examined by Mwanzia and Muriithi (2023), focusing on the impact of

management participation. The study employed two approaches that involved quantitative and qualitative data collection methods. 150 employees were sampled from various NGOs operating in Kenya, selected through stratified random sampling to ensure representation across different project types. Data were collected using structured questionnaires for quantitative analysis and semi-structured interviews for qualitative insights. The quantitative data were analyzed using descriptive and inferential statistics, while thematic analysis was applied to the qualitative data to identify common themes regarding management participation. The data gave findings on how management participation has impacted positively on project implementation. Key results indicated that active management involvement in decision-making processes, resource allocation, and communication enhances project efficiency and effectiveness. The sample size, although adequate, may not fully capture the diversity of NGO operations across different regions in Kenya. Second, while qualitative data provided valuable context, the reliance on self-reported measures could introduce bias, particularly regarding management's perceived effectiveness.

2.3.4 Stakeholder engagement and Performance of education projects among NGOs in Kakuma refugee camp

Nederland and Klijn (2019) conducted their study in the Netherlands, identifying four significant benefits of engaging essential stakeholders, such as employees and owners, in managerial processes. The study targeted a population of organizations across various sectors and employed both qualitative interviews and quantitative surveys to assemble data from a sample of 200 stakeholders. They found that active involvement in shaping the company's vision leads to greater endorsement of changes, the discovery of diverse problem-solving approaches, increased employee loyalty, and a higher likelihood of individuals investing effort into realizing the envisioned future. However,

several gaps warrant attention: the survey is restricted to the Dutch context, potentially reducing the applicability of findings to different cultural environments; it does not differentiate the varying impacts of engagement among different stakeholder groups; and its cross-sectional design limits insights into the extensive effects of stakeholder engagement.

In the study by Srinivasan and Dhivya (2020), the researchers examined the comprehension of stakeholder management and collaboration by project managers in the Irish construction sector. They employed two methodology approaches that is qualitative interviews and quantitative surveys to congregate comprehensive data. The study targeted a population of project managers working in various construction firms across Ireland, with a sample size of 150 participants. Their research revealed that the majority of project managers found stakeholder analysis and involvement methods to be highly advantageous. The choice of approach for stakeholder management was often influenced by project characteristics and stakeholder attributes, with a noted preference for standardized methodologies. However, several gaps in the study should were realized: the focus on the Irish context may curb the applicability of data found to other countries with different construction practices; the study does not explore the effectiveness of different involvement methods in depth; and did not adequately address the challenges project managers face in implementing stakeholder involvement strategies.

In research conducted in Malaysia by Varral (2020), the study focused on the importance of collaborative involvement among project management teams throughout the project lifecycle as a means to address stakeholders' interests and achieve long-term project outcomes. The methodology employed was a mixed-methods approach,

combining quantitative surveys and qualitative interviews to gather comprehensive insights from project managers and team members. The study targeted a population of project management professionals across selected industries in Malaysia, with a sample size of 120 participants drawn from construction, infrastructure, and IT projects.

Findings indicated that effective collaboration not only facilitated better communication among team members but also ensured that stakeholders' concerns were adequately addressed, leading to enhanced project sustainability and success. However, the previous was conducted in Malaysia, revealing geographical gaps, while the research highlights the benefits of collaborative involvement, it did not fully explore the specific factors that enable or hinder such collaboration among diverse teams. Additionally, depending on findings self-reported by individuals introduce biasness, particularly regarding perceived effectiveness.

Frimpong (2019) conducted an analysis of crucial elements that enhances successful implementation projects that are donor funded within Ghana's Ministry of Education. The study focused on five key factors: project design, project planning, stakeholder involvement, institutional context, and management participation. Employing a qualitative research methodology, the study gathered data through semi-structured interviews and focus group discussions with various stakeholders, including project managers, educators, and community leaders. The target population consisted of professionals involved in donor-funded education projects across Ghana, with a sample size of 100 participants drawn from different regions to ensure a diverse representation. The findings indicated that effective involvement with the community has a significant impact in the successful execution of donor-funded initiatives, emphasizing the importance of stakeholder participation in fostering local ownership and enhancing

project sustainability. Additionally, the study identified the need to explore other aspects of stakeholder involvement, such as conflict resolution and resource mobilization, to provide a more comprehensive understanding of project dynamics. However, the qualitative nature of the study may limit generalization of findings, suggesting a need for quantitative measures to assess the impact of the identified factors more broadly as sought by the current study.

Gilbert and James (2021) investigated important aspects of donor-funded program delivery in Zimbabwe, focusing on how these initiatives are implemented in relation to stakeholder involvement, funding, monitoring and evaluation, and technology and innovation. The study employed a descriptive methodology, sampling 102 project personnel from various donor-funded programs across the country. Data were gathered through structured questionnaires, facilitating the incorporation of both qualitative and quantitative information in the analysis. Stakeholder involvement, along with funding, tracking and evaluation, and technology or innovation, was shown to have a positive influence according to the results of the correlation and regression analysis. on the effective execution of donor-funded initiatives. The research's relying on subjectivereported data from project personnel lead to bias, particularly regarding perceptions of management effectiveness and resource availability, this may affect the outcome of the study. Unlike the current study which used mixed methods.

Nshunguyinka (2020) assessed how stakeholders affected the success of a donorsupported project in Rwanda, examining stakeholder involvement during the planning, initiation, and execution stages of the project cycle. The study utilized questionnaires and interview guidelines, involving a sample size of 78 participants, and employed descriptive data analysis methods. Findings indicated a relationship between

community acceptability and project execution and performance, as well as the effects of project ownership and community empowerment on project outcomes. However, several gaps in the study warrant further research on the objective; while the sample size is noted, the lack of detail regarding the diversity of stakeholders included may limit findings extrapolation. Furthermore, the cross-sectional design of the study restricts understanding of how stakeholder involvement influences project outcomes over time, suggesting a need for longitudinal research an endeavor the current study sought to explore.

Kimanzi and Ngugi (2022) investigated how stakeholder involvement impacts execution of project at County government of Kitui in Kenya. Utilizing descriptive study research approach, study targeted 93 projects carried out by the county, conducting a demographic survey to ensure comprehensive coverage of all projects. Semi structured questionnaire was used to obtain data, with thematic analysis applied to data and both summative and inferential statistics used for numerical data analysis. Results indicated that stakeholder involvement positively and significantly influences project delivery, suggesting that project team members should actively engage with stakeholders to enhance project success.

However, while a census approach provides a broad overview, it overlooks nuanced insights from a more targeted sampling strategy that could capture variations in project contexts. The reliance on self-reported data from project team members could introduce bias. Moreover, the study's cross-sectional design hinders the inferential ability for reaching to conclusions about the prolonged effects of stakeholder involvement on project success

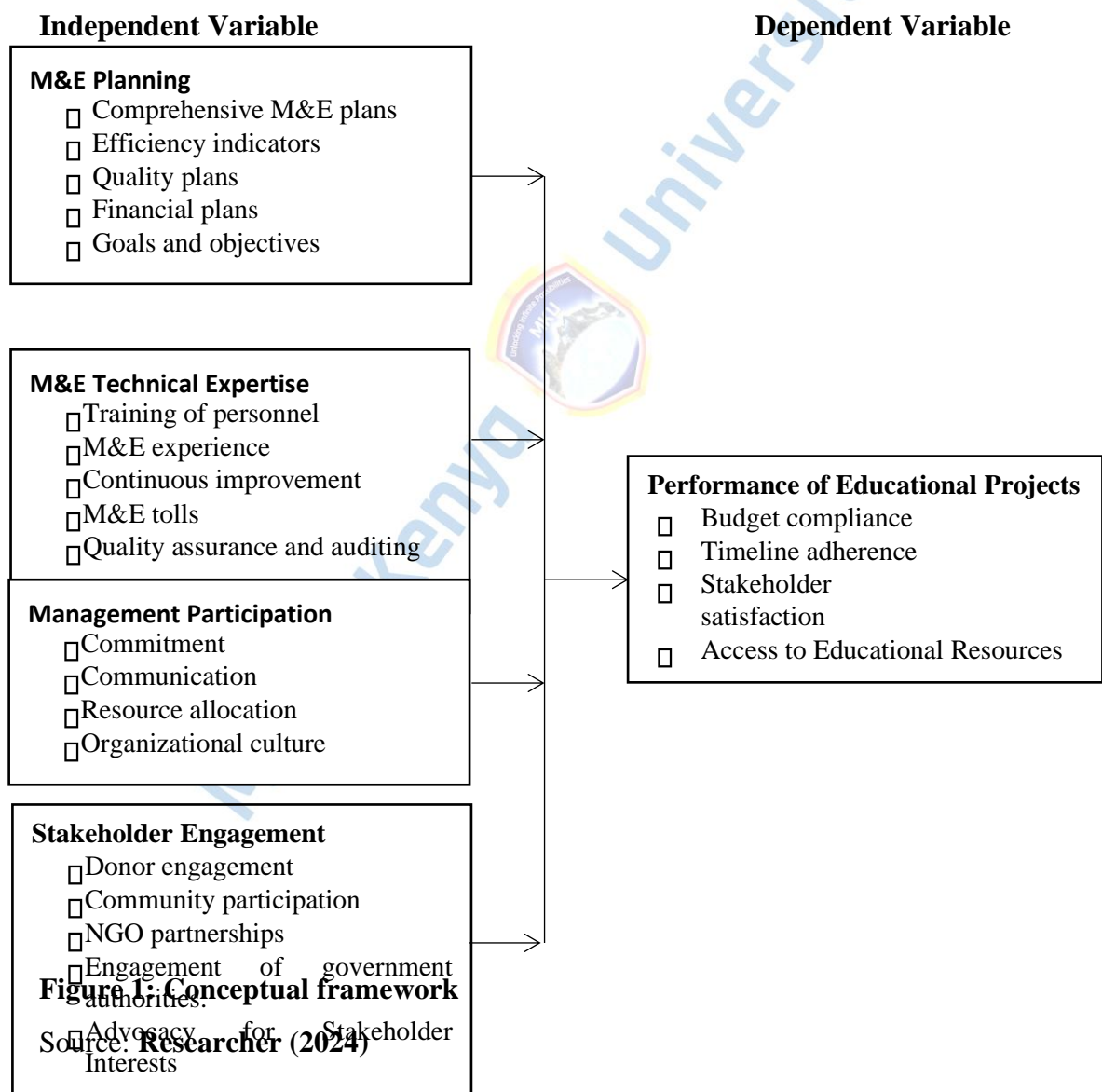
Kadurira and Nyagah (2021) did investigation on the impact of stakeholder engagement viability of community-driven initiatives with the Kenya Red Cross in Tana River County, Kenya. The study adopted a descriptive design with inclusion 1,419 respondents selected through a simple random sampling method. information was gathered online via questionnaires, and the analysis utilized both descriptive and inferential statistics. The results demonstrated that including stakeholders in dispute resolution contributes to higher project performance. However, while the research highlights the positive impact of stakeholder engagement, it does not delve into the specific mechanisms through which engagement influences project sustainability, leaving questions about the processes involved. Additionally, the reliance on online questionnaires may exclude participation from individuals without internet access, leading to selection biasing. The study also lacks a longitudinal approach, which would help assess the long-term effects of stakeholder engagement on project sustainability. Furthermore, while the sample size is substantial, the diversity of stakeholders represented is not detailed, which could affect the generalizability of the findings.

Lastly, the investigation does not account for outside influence, such as socioeconomic or political conditions, that may influence both stakeholder engagement and project outcomes. Addressing these gaps could enhance the depth and applicability.

2.4 Conceptual framework

It acts as a theoretical structure that defines the relationships among independent, intervening, and dependent variables within a research study. Functioning as a guide, it visually represents the hypothesized relationships and directs the overall research design (Peeters, Krahmer & Maes, 2021).

Figure 1: Conceptual Framework



2.5 Research Gap

Table 1: Research Gaps

Author (S)	Focus of the Study	Key Findings	Research Gaps
Kadel, Ahmad & Bhattari (2021)	Strategies to improve planning, M&E and efficacy of projects.	The study found that M&E significantly depends on clear and concise planning as well as a clear understanding of what has to be monitored	The study only concentrated on the planning component of M&E, but the present study emphasized a
		through the use of the desk review approach.	number of M&E practices.
Hubert & Mulyungi (2018)	Influence of M&E on project implementation in Rwanda	Project success was brought by effective monitoring of NGO activities	The study was performed in Rwanda and thus the results may not be replicated in Kenya.
Daniel & Ugochuku (2020)	Project manager's leadership and project success	Leadership talents, expertise in leadership control, and leadership styles all had an effect on project effectiveness.	The current study only focused on M&E team expertise and not leadership
Amina & Ngugi (2022)	Top leadership support and performance of NGO projects	The study revealed that effective communication from top management ensures that the entire team is aware of project milestones and objectives, fostering a collaborative environment	The research concentrated on the agricultural projects while the current study was on educational projects.

Srinivasan and Dhivya (2020)	Stakeholder management and collaboration by project managers in the Irish construction sector	Their research revealed that the majority of project managers in this sector found stakeholder analysis and engagement methods to be highly advantageous. The choice of approach for	The study was carried out in Ireland and thus the results may not be replicated in Kenya.
		stakeholder management was often influenced by project characteristics and stakeholder attributes.	
Kadurira and Nyagah (2021)	Impact of stakeholder engagement on the sustainability of community-integrated initiatives with the Kenya Red Cross in the Kenyan county of Tana River.	The study discovered that including stakeholders in dispute resolution leads to higher project performance.	The study concentrated on project sustainability while the current study was on project implementation

Gilbert and James (2021)	Aspects of donorfunded programmes delivery in Zimbabwe.	Correlation and regression analysis showed a positive impact on management involvement, funding, monitoring and evaluation, and technology or innovation.	The research was Zimbabwe based
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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodological approaches employed in the study are outlined in this chapter, encompassing research design, the area of study, focus group, participants sample and sampling approaches, research instruments, and data analysis.

3.2 Research Design

The study utilized a descriptive survey research design. According to Mohajan (2018), this design is effective for assembling data regarding individuals' attitudes, views and behaviors. Snyder (2019) additionally emphasizes that a descriptive survey carefully outlines particular methodological approaches and instruments for gathering data to address the research questions and solving identified issue. It involves gathering data

about a situation for the purpose of description and interpretation, focusing on the characteristics of the samples.

'The use of a descriptive survey design gave the researcher opportunity to measure tracking and evaluation through the use of questionnaires, establishing a connection between monitoring tool and the execution of educational projects.' 'The survey style facilitated the gathering of information on M&E and the performance of educational programs among humanitarian agencies in Kakuma refugee camp without changing the variables'.

3.3 Study Area

This study was conducted out in Kakuma refugee camp located in Turkana County in Northwestern Kenya. The choice of the refugee camp was informed by number of issues in the management of education such as; frequent lack sufficient funding, which restricts access to necessary resources including teaching aids, textbooks, and suitable infrastructure.

The quality of education and the capacity to accommodate the various requirements of pupils are impacted by this shortage. Many educational attempts in Kakuma lack strategic planning, resulting in reactive undertakings that fail to meet the refugee population's unique demands. Furthermore, a lack of technical knowledge in tracking systems hinders efficient data gathering and examination, making best practices harder to find. In addition, insufficient stakeholder engagement might result in projects that do not address the actual needs of beneficiaries, diminishing community ownership and support for educational programs (Oka & Gengo, 2020).

3.4 Target Population

Target population is defined as a total collection of elements from specific group that researcher analyzes to obtain intended data (Zangirolami-Raimundo et al., 2018). The research focused on an NGO under UNHCR that support education programs in Kakuma refugee camp.

According to UNHCR (2024), the NGOs has a total of 117 official staff who took part in this research study. The research encompassed a diverse group of professionals within the NGOs under UNHCR that actively support education programs in Kakuma refugee camp. These included project managers, teachers and educators, social workers, administrative staff, health professionals, contributing to the health and wellness aspects of education programs; community liaison officers, monitoring and evaluation specialists, program coordinators, and support staff.

The inclusion of these diverse professionals aimed at capturing a comprehensive understanding of the educational initiatives and their multifaceted impacts on the refugee community in Kakuma.

Table 2: Target Population

Category	Target population
Administrative staff	10
Community Liaison officers	20
Health Professionals	10
Monitoring and Evaluation Staff	10
Program Coordinators	12
Project Managers	10
Social workers	20
Support Staff	15
Teachers	10
Total	117

Source; UNHCR (2024)

3.5 Sample and Sampling Technique

A subcategory of people to be analyzed are chosen from a significant demographic using the sampling approach procedure with the intention of conducting research or drawing conclusions about the overall community (Mishra & Alok 2022). According to Babii (2020), a sample is defined as selection of elements drawn from the focus population by extracting a portion from a larger group for the purpose of representation. The research utilized a census sampling technique and selected all the 117 respondents. Census sampling enables the collection of detailed and comprehensive information from each respondent. This approach allows to gain an insight on the experiences, challenges, and successes to these individuals, contributing to a rich and detailed analysis. In census sampling, data is gathered from every element or unit of the population, ensuring heightened accuracy and reliability of results, as elucidated by Byju's (2020). Table 3 presents representation of sample size.

Table 3: Sampling size

Category	Sample Size
Administrative staff	10
Community Liaison officers	20
Health Professionals	10
Monitoring and Evaluation Staff	10
Program Coordinators	12
Project Managers	10
Social workers	20
Support Staff	15
Teachers	10
Total	117

Source; Researcher's (2024)

3.6 Data collection methods and procedures

The study employed both close ended and open-ended questionnaires. The close ended instrument had two sections. The respondent's demographic characteristics and the second part had inquiries from the four independent variables in relation to dependent variable.

One advantage of utilizing questionnaires for data collection is that they safeguard respondents' privacy, potentially resulting in a higher level of honesty and accuracy in the information they share (Nayak and Singh (2021). The variables pertaining to the main goals of the research were assessed with five-point Likert scale ranging from 1 to 5 to ascertain respondents' levels of agreement. The survey instrument was disseminated through the drop and pick method, a practical approach chosen for its convenience and flexibility. Printed questionnaires, accompanied by envelopes containing clear instructions, were distributed to the participants at their respective locations. A designated drop-off point was communicated, allowing participants to complete the questionnaires at their convenience. Once completed, participants sealed the questionnaires in the provided envelopes and dropped them off at the specified location for subsequent collection.

3.7 Pilot Study

A pilot test was carried out before the intended main investigation. Although pilot studies are smaller iterations of larger research, they are executed in the same manner as the main study but on a reduced scale and in accordance with the guidelines (Payne, 2016). A pilot study was performed using a smaller sample of 14 respondents who ultimately did not participate in the actual study, as noted by Gupta and Gupta (2022), they stated that when to conduct, approximately 1-10% of the total sample being

investigated is put into use. The researcher calculated the internal consistency and reliability of the instruments using Cronbach's alpha for surveys.

3.8 Research instrument's reliability and validity

Validity refers to the extent to which a research instrument measures covers all relevant aspects of what is being measured, while reliability denotes the uniformity and steadiness of the instrument in producing consistent results over multiple trials (Wafudu, Kamin & Marcel, 2022).

3.8.1 Validity of the Research Instruments

It is the extent to which sampling test structures represents exactly the constructs they are intended to measure (Sekaran & Bougie, 2019). Furthermore, it is the degree to which the study correctly represents what the survey is assessing. The validity of the questionnaire was ensured through test and retest process. Content validity was established by critically and systematically conducting review of prevailing literature, getting advice from subject matter expertise and aligning the questionnaire with the research intended objectives and conceptual framework.

Additionally, face validity was ensured by seeking feedback from my supervisor and modifying the questionnaire as necessary (Carter, et al. 2023). Content validity was utilized to ensure simplicity and clarity by simplifying the instruments and using clear language in questions, ensuring participant familiarity and comprehension.

3.8.2 Reliability of Research Instruments

Privitera and Ahlgrim-Delzell (2018) state that instrument reliability involves a consistent measurement, meaning that surveys would yield the same data if administered again. According to Livingston et al. (2018), the authors the approximations of the extent to which results measured is devoid of unreliable error are

central to the concept of reliability. The piloted outcomes were assessed to determine if they yielded reasonably comparable results.

The calculation of the reliability index utilized Cronbach's alpha, and this analysis followed the descriptive statistics of individual variables. The created scale is more dependable with a higher score. According to Taber (2018), a reliability of 0.7 is considered acceptable, hence deemed sufficient for this examination.

3.9 Data Analysis and Presentation

This is the process of critically identifying, manipulating, transforming, and applying statistical data to make it suitable for analysis (Hennink, Hutter & Bailey, 2020), quantifiable forms were created from qualitative data.

The estimated statistics for each variable were documented in a frequency distribution table. Descriptive statistics were employed to calculate measures of central tendency and dispersion. Gathered data was coded into SPSS software version 23, from which descriptive statistics generated, analyzed data was presented as frequencies, percentages, and tables. Additionally, inferential statistics was utilized to analyze qualitative data. Correlation analysis was conducted to assess the link between variables. For instance, the regression model below was used to assess the interrelationship between the independent variables and dependent variable. Regression model was as shown;

Both the linear regression and multi-regression model was incorporated;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

In which,

Y= Performance of education projects among NGOs in Kakuma refugee camp
 β_0 = constant

X1= Planning practices in M&E

X2= M&E technical expertise

X3= Management participation

X4= Stakeholder involvement

E= error term

3.10 Ethical Considerations

McGregor (2023) emphasizes that ethical considerations hold paramount significance for organizations, particularly non-governmental organizations (NGOs), due to their roles in addressing social issues and working with vulnerable populations. The investigator took into account the legal and ethical aspects of the research. Getting the participants consent was one of the first and most important procedures that was observed. In addition to impartiality, honesty and integrity, care, respect for intellectual property, voluntary participation, anonymity of participants and secrecy, the researcher also upheld other ethical principles (Hasan, 2023).

The researcher while collecting data from the participants gave them assurance to the respondents that the data obtained was intended to be used for academic purposes. Informed consent was obtained from the respondent where necessary so as not to invade their privacy. This was to give respondents a sense of security mentally, physically and to allow them participate in the stud willingly. The researcher adopted principle of anonymity by ensuring unidentifiability and enhancing confidentiality of the data gathered during study from participants was also maintained.



CHAPTER FOUR

RESEARCH FINDINGS, RESULTS AND DISCUSSIONS

4.1 Introduction

The chapter contains the study findings, analysis, and discussion. It contains information on the percentage of questionnaires returned, the respondents' demographics, the discussion and results are arranged thematically according to objectives.

4.2 Response Rate

86% was the response rate for the study. This followed the distribution, sorting and cleaning of the questionnaires and interview guide. Ninety-six questionnaires were returned, 10 of them was used for pilot study and thus excluded from the end analysis, while the remaining ones were not submitted.

According to Dillman, Smyth, and Christian (2014), a 72% percent and above response rate is deemed acceptable for a study, they emphasized that achieving a higher response rate can significantly improve the reliability and generalizability of research findings hence the study met the required threshold for analysis and its results are reliable.

Table 4: Response Rate

Category	Frequency	Percentage
Fully filed and received back	96	82
Not recived	21	18
Total	97	100

Source; **Researcher (2024)**

4.3 Reliability Results

The completed questionnaire was used by the researcher to generate the Cronbach Alpha Coefficients. The analyzed and summarized results are shown in Table 5.

Table 5: Reliability Results

	No. of Items	Cronbach Alpha Coefficient
M&E Planning	5	.832
Technical expertise	5	.854
Management Participation	5	.821
Stakeholder Engagement	5	.786
Project Implementation	5	.801

Source; **Research Data (2024)**

Due to the Cronbach's alpha coefficient of the research instrument exceeding 0.7, it was deemed dependable for data collection in this study. Additionally, the researcher's engagement with respondents and the content of their progress-related questionnaires notably bolstered the tool's content validity. To facilitate comprehension, the study

instrument was also designed using straightforward language. These Cronbach's alpha coefficients adhere to Yin's (2017) reliability standard of 0.7 and above.

4.4 Demographic Attributes of Respondents

Demographic attributes of respondents varied across gender age, and education level, reflecting a diverse sample population. The study encompassed individuals from different backgrounds, providing a comprehensive overview of the demographic composition within the dataset. Examining these variables with descriptive statistics yields useful insights into the characteristics of the surveyed group, making it easier to analyze and comprehend the research results.

4.4.1 Respondents' Age

Ages of the respondents this was vital to the study in that it can influence perspectives, experiences, and attitudes, different age groups may have varying levels of knowledge or opinions about a topic. The results were displayed in figure 2

Figure 2: Age

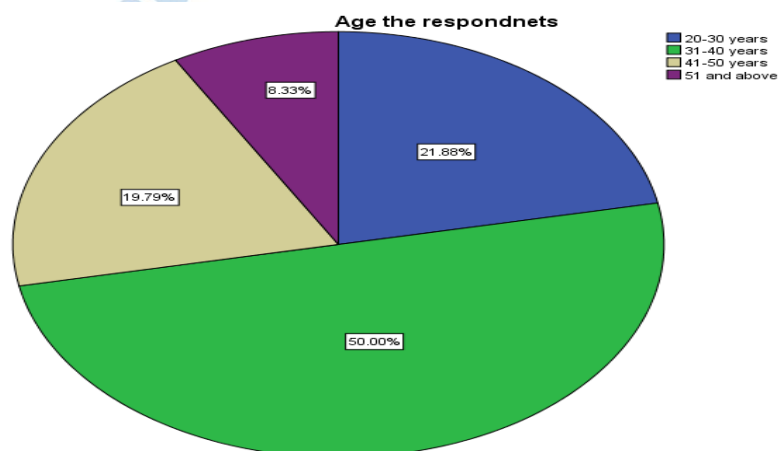
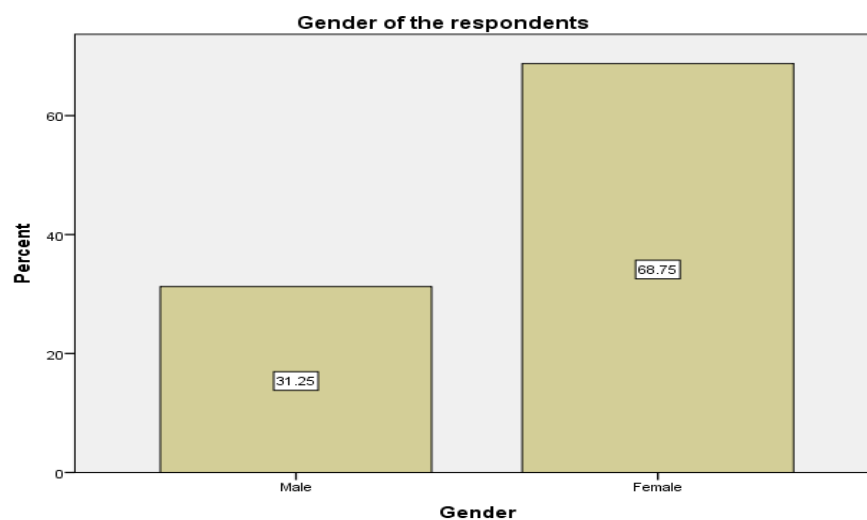


Figure 2, indicated that 31-40 years which was 48 (50%) respondents were majority of the respondents working within NGOs under UNHCR in Kakuma refugee camp. Those in the ages of 20-30 year were 21 (21.88%), and those in the ages of 41-50 years were 19 (19.79%). The least number of respondents were in the age bracket of above 51 years as they were 8 (8.33%). This implies that majority of the staff were the youth and the least was those in the older ages. The staffs' distribution in terms of numbers in Kakuma refugee camp represents an ideal society where the youth form the largest population hence it was balanced.

4.4.2 Respondents' Gender

Gender of the participants was asked this was purposed to enable the research know the gender distribution in Kakuma Refugee Camp specifically those of the selected respondents, further gender-related trends can reveal how different genders respond to specific issues under subject matter moreover in the ideal of the 2010 constitution and the gender question. The results were as in figure 3.

Figure 3: Gender



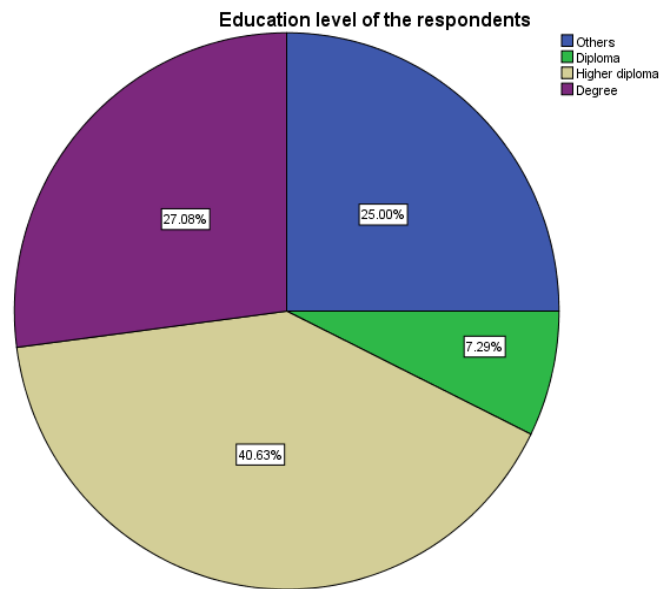
Source; Research Data (2024)

Figure 3, shows that male respondents were 30 (31.25%) and the female which form the largest group of participants were 66 (68.75%). This implies that female staff working in Kakuma Refugees' Camp were more than their male counterpart, this was because of the focus on gender-sensitive programs by NGOs and humanitarian organizations. Further, the programs often prioritize the inclusion of women in various roles to address the specific needs of female refugees, such as healthcare, education, and protection services. Additionally, women may be more engaged in communitybuilding activities and support networks, which can lead to greater participation in camp administration and services, often taking on roles such as caregivers or nurturers, which lead to higher number of the category being engaged attendance (UNHCR, 2022).

4.3.3: Respondents' level of Education

Subjects' education level was asked this question was aimed at gauging illiteracy level among the participants in Kakuma Refugee Camp, as this would help in understanding the ability of a respondent's knowledge base, critical thinking skills, and ability to engage with complex topics, which can influence their perspectives and responses and outcome was displayed in Figure 4.

Figure 4.: Education Level of the respondents



Source; Research Data (2024)

Table 4, revealed that respondents in all categories were literate, of the 96 valid filled and returned questionnaires Higher Diploma qualification were majority as they were 39 (40.63), degree holder were the second largest group with 26 (27.08%), other category were 24 (25%), and the least group was those with diploma as they were 7 (7.29%), no respondent among the respondent has attained a doctorate as asked in the questionnaires. Understanding the educational background of the respondents helps organizations evaluate the skills present in the camp, allowing for better alignment of training and employment opportunities. It reveals barriers to education and employment that individuals may face, enabling targeted interventions to support those with limited educational access. Educational attainment data is crucial for designing relevant programs that cater to the community's needs, ensuring effective capacity building (Bøås, 2023).

4.5 Descriptive statistics

The study examined variables associated to how church leaders manage and support of those bereaved in their congregation including (pastoral care, grief counselling and religious intersection). To get the results a five Likert scale of 1-5 was use to extract the results asked to in a range of strongly Disagree, Disagree, neutral, agree and strongly agree

4.5.1 Findings for Performance of education projects among NGOs in Kakuma refugee camp

Participants were provided with a questionnaire to rank how well the ideas in the table correspond to the performance of the provided statement. Respondents used a 5-point category scale to answer questions. This data was further evaluated and consolidated based on the percentages, averages, and standard deviations. The results were as shown in table 6

Table 6: *Descriptive statistics for Performance of education projects among NGOs in Kakuma refugee camp*

STATEMENTS	1	2	3	4	5	Mean	SD
The project on education adhere to the allocated budget effectively.	96	10.3%	12%	13.7%	41.3%	22.7%	4.13 0.774
Project activities are completed within the stipulated timeframe.	96	21.3%	31.3%	12%	23%	12.4%	2.61 0.803
Stakeholders, including beneficiaries and partners, express satisfaction with the project outcomes.	96	11.6%	15.1%	14.3%	38.3%	20.7%	3.86 0.843
Resources, including funds and materials, are efficiently utilized throughout the project.	96	20%	37%	15.3%	16.4%	11.3%	2.68 0.896
The project has a discernible impact on improving student academic performance.	96	9%	13%	8.3%	42.4%	27.3%	4.38 0.686
Average	96	12%	8.6%	14.3%	43.0%	12.6%	3.53 0.800

Source; Research Data (2024)

Respondents agreed with the first construct which was to ascertain whether the education projects adhere to the allocated budget effectively, (Mean=4.13, SD=.774). Majority of participants disagreed that project activities are completed within the stipulated timeframe (Mean=2.61, SD=.0.803). The third construct sought to determine whether stakeholders, including beneficiaries and partners, express satisfaction with the project outcomes.

From the results, most respondents agreed with the statement (Mean=3.86, SD=.0.843). The fourth construct sought to determine whether resources, including funds and materials, are efficiently utilized throughout the project. From the results, most respondents disagreed with the statement (Mean=2.68, SD=.0.896). Finally, majority of the respondents agreed that the project has a discernible impact on improving student

academic performance (Mean=4.38, SD=.686). The total composite mean of 3.53 indicates that respondents have a somewhat positive impression of NGOs implementing educational projects in the Kakuma refugee camp.

In interviews with project managers of education NGOs at Kakuma refugee camp, several themes emerged that align with the quantitative data on project performance. One manager stated, "We prioritize effective budget management to ensure every allocated resource is maximized for the benefit of the students." Another manager echoed this sentiment, saying, "Completing project activities on time is crucial for us. We work diligently to meet deadlines and ensure smooth progress." Reflecting on stakeholder satisfaction, a manager emphasized, "We constantly engage with beneficiaries and partners to gather feedback and make necessary adjustments to improve project outcomes." Regarding resource utilization, a manager highlighted, "Efficiency is key for us; we strive to make the most out of the limited resources available to us." Finally, in discussing the impact of projects on academic performance, a manager proudly stated, "We have seen significant improvements in student performance, which reaffirms the importance and effectiveness of our projects in enhancing educational outcomes."

4.5.2 Findings for M&E Planning and performance of education projects among NGOs in Kakuma refugee camp

This section highlights the descriptive statistics into the methods employed for M&E planning and how they impact implementation of education projects within the telecommunication sector in Kenya. This analysis aimed at identifying best practices in project initiation and implementation processes. Each statement was given a score by respondents on a Likert scale.

Table 7: Descriptive statistics for M&E planning Practice

integrated into our M&E plans,

The M&E plans associated with our projects are comprehensive and cover all relevant aspects. 8.6% 13.7% 10.4% 41.6% 25.7% 4.26 0.624

Quality indicators are adequately addressed in our M&E plans, ensuring the delivery of highquality project outcomes. 12% 15% 11% 39.3% 22.7% 3.99 0.681

Financial aspects are well- 10% 14.3% 14.3% 37.3% 24.1% 3.94 0.708
Statement 1 2 3 4 5 **Mean Std**
Dev.

facilitating efficient budgeting and resource allocation.

Average 4.06 0.671
Source; Research Data (2024)

The study outcome were presented in Table 7, the first construct sought whether M&E plans associated with the projects are comprehensive and cover all relevant aspects. Most respondents agreed with the statement (Mean=4.26, SD=.624). The second construct sought whether quality indicators are adequately addressed in our M&E plans, ensuring the delivery of high-quality project outcomes.

Most respondents agreed with the statement (Mean=3.99, SD=.681). Lastly, most participants agreed that financial aspects are well-integrated into our M&E plans, facilitating efficient budgeting and resource allocation (Mean=3.94, SD=.708). Overall, the composite mean for all components was 4.06, reflecting a high overall perception of M&E planning activities undertaken by different educational NGOs at Kakuma refugee camp. During interviews with managers from education organizations in

Kakuma refugee camp, they shared insights that resonated with the quantitative data on Monitoring and Evaluation (M&E) plans. One manager stated, "We meticulously design our M&E plans to cover every aspect of our projects, ensuring nothing is overlooked in assessing their impact." Another manager emphasized the importance of quality, saying, "Addressing quality indicators is a priority in our M&E plans. We strive for excellence in project outcomes and continuously refine our strategies to achieve high-quality results." Reflecting on financial aspects, a manager highlighted, "Financial considerations are intricately woven into our M&E plans. We understand the significance of efficient budgeting and resource allocation in achieving project goals." These interviews highlight the dedication of education NGOs in Kakuma refugee camp to thorough and effective M&E practices, which align with the data showing strong performance in this area.

4.5.3 Finding for Influence of management participation Practice on Implementation of education projects among NGOs in Kakuma refugee camp

This third objective sought to establish the impact of management participation on the implementation of education projects among NGOs in Kakuma refugee camp. Three opinion statements were provided, and answers were recorded on a fivepoint scale range from strongly disagree (1) to strongly agree (5).

Table 8. *Descriptive statistics for management participation Practice*

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
Senior management demonstrates a strong commitment to the success of projects and initiatives.	10%	12.3%	9.7%	43%	25%	4.18	0.671
There is effective and Transparent communication between management and project teams.	10%	15.3%	15.3%	37.3%	22.1%	3.82	0.745
The organizational culture promotes and supports active participation and collaboration from management in project activities.	11%	14.7%	10.3%	37.3%	26.7%	3.90	0.722

Composite mean and SD	3.98 0.713
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Source; Research Data (2024)

In Table 8 majority of participants agreed with the first construct that senior management demonstrates a strong commitment to the success of projects and initiatives. (Mean=4.18, SD=.671). Most respondents also concurred that there is effective and transparent communication between management and project teams (Mean = 3.82, SD = 0.745). Ultimately, majority of subjects agreed with the assertion that organizational culture encourages and supports active participation and collaboration from management in project activities (Mean = 3.95, SD = 0.772). Overall, the composite mean for all components was 3.98, reflecting a moderate positive perception of the influence of management participation in implementation of educational projects at Kakuma refugee camp. In interviews with project managers of education NGOs at Kakuma refugee camp, their responses resonated with the quantitative data on organizational dynamics. Managers emphasized the strong commitment of senior management to project success, with one manager stating, "Our senior management team is deeply committed to ensuring the success of every project and initiative we undertake. They provide unwavering support and guidance throughout the process." Regarding communication effectiveness, another manager highlighted, "We have established open channels of communication between management and project teams, ensuring transparency and enabling effective collaboration." Furthermore, managers affirmed the organization's culture of active participation and collaboration from management in project activities, with one stating, "Our organizational culture encourages and supports active involvement from management in all project endeavors. They actively engage with project teams, fostering a collaborative environment that drives success."

4.6 Inferential statistics

‘Inferential statistics were used to investigate the impact of the dependent variable on the independent variables. The study used a multiple linear regression model, and the regression results were reported as a coefficient table, model summary, and ANOVA.

This was used to test the research questions of the study’.

4.6.1 Correlation table for management participation Practice

This analysis revealed the connection between management participation practices and performance. The results are summarized in Table 9.

Table 9: *Correlation Analysis on management participation Practice and Educational Projects Performance*

Variable		Management participation	Educational Projects Performance among NGOs in Kakuma refugee camp
Management Participation Practice	Pearson Correlation	1	0.674**
	Sig. (2-tailed)		0.000
	N	96	96
Educational Projects Performance among NGOs in Kakuma refugee Camp	Pearson Correlation	0.674**	1
	Sig. (2-tailed)	0.000	
	N	96	96

**.

**.

Influence of management participation practice have a substantial positive link ($r =$

0.674, $p = 0.000$), according to Table 9 coefficient analysis. There is a significant positive influence between the variables, as indicated by the Pearson correlation value of 0.674. This indicated that the performance improves alongside an increase in management participation. This finding is consistent with several studies, including Lin and Golparvar-Fard (2020), which found that active management involvement in decision-making processes, resource allocation, and problem-solving enhances overall project implementation efficiency. Management participation facilitates clear communication channels, aligns project objectives with organizational goals, and enhances the understanding of project requirements among team members.

4.6.2 Model Summary for management participation practice

Table 10: *Model Summary for management participation practice*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 ^a	.551	.492	.4111

a. Predictors: (Constant), Management participation Practice

Source; Research Data (2024)

In Table 10, outcome showed that management participation has a significant predictor on performance of education projects. Approximately 55.1% of the variance in success is explained by variations in management participation (R Square = 0.551). Taking model complexity into account, the Adjusted R Square is 0.492, suggesting that approximately 49.2% of the variance is attributed to other factors not examined in this study. The positive influence coefficient ($R = 0.674$) indicates that management engagement has a significant beneficial impact on the success of educational projects run by NGOs in the Kakuma refugee camp.

4. 6.3 ANOVA Analysis on Management Participation Practice

An ANOVA test was conducted as shown and the outcome displayed in Table 11,

Table 11: ANOVA Analysis on Management Participation Practice

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.241	1	66.241	111.231	.000 ^b
	Residual	123.230	120	.490		
	Total	189.471	121			

Source; Research Data (2024)

[F (1, 20) = 111.231, P < 0.05] indicates that management participation significantly impacts performance and serves as a meaningful predictor, as shown in Table 11.

4.7 M&E Technical expertise and Performance of education projects among NGOs in Kakuma refugee camp

The study's goal was to ascertain if M&E Technical expertise affects the Performance of education projects among NGOs in Kakuma refugee camp. Table 12 summarizes three opinions on the impact of M&E Technical expertise. The scale contained five points;

Table 12: Descriptive statistics for M&E Technical expertise

STATEMENTS		1	2	3	4	5	Mean	Std Dev
Personnel involved in M&E activities receive adequate training to effectively carry out their roles	96	8.7%	11%	10%	41.3%	29%	4.31	0.613
The level of experience within our M&E team is sufficient to handle diverse projects and challenges	96	7%	11.3%	7.3%	40.3%	34.1%	4.44	0.595

Our organization prioritizes and actively engages in continuous improvement initiatives related to M&E process	96	22%	37.7%	11.3%	16.3%	12.7%	2.52	0.812
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Composite mean and Std. deviation	96						3.76	0.673
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Source; Research Data (2024)

This objective aimed to investigate how M&E Technical expertise influences the Educational Projects Performance among NGOs in Kakuma refugee camp. The first statement, sought whether personnel involved in M&E activities receive adequate training to effectively carry out their roles. Based on the findings, most respondents concurred with the statement (Mean = 4.31, SD = 0.613). The outcome agrees with that of Based and Estimates (2020) as they established that project managers and contractors emphasized in Mumbai the importance of competence, dedication, communication, and teamwork as critical factors for project success.

The second construct sought whether the level of experience within our M&E team is sufficient to handle diverse projects and challenges (Mean=4.44, SD=.595). Lastly, the study sought whether organizations prioritize and actively engage in continuous improvement initiatives related to M&E processes as was also found by Alshammari, Yahya, and Zaiton (2020), that continuous skills contributes to the development of a Project Manager's Skills Framework (PMSF) that can assist professionals, academics, and decision-makers in identifying and addressing challenges in projects. Most respondents disagreed with the statement (Mean=2.52, SD=.812). Overall, the composite mean for all components is 3.76, reflecting a positive perception of M&E Technical expertise for Educational Projects Performance among NGOs in Kakuma

refugee camp.

'In interviews with project managers, their responses echoed the quantitative data on M&E Technical expertise'. Managers emphasized the importance of providing adequate training to personnel involved in M&E activities, with one manager stating, "We prioritize regular training sessions for our M&E team to ensure they're equipped to effectively carry out their roles." Similarly, managers highlighted the sufficiency of experience within their M&E teams to handle diverse projects and challenges, with another manager affirming, "Our M&E team brings a wealth of experience to the table, allowing us to tackle various projects with confidence." However, there was a divergence in opinions regarding organizations' prioritization of continuous improvement initiatives related to M&E processes, with one manager expressing, "While we value continuous improvement, there's room for growth in our organization's initiatives to enhance M&E processes." Overall, these insights underscore the significance of M&E Technical expertise among project managers, while also suggesting areas for further development in continuous improvement efforts.

4.8 Stakeholder engagement and Educational Projects Performance among NGOs in Kakuma refugee camp

Stakeholder influence was examined and results are shown Table 13,

Table 13: *Descriptive statistics for stakeholder Engagement Practice*

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
Our organization actively engages with donors, fostering collaborative relationships and fulfilling mutual objectives.	8.6%	11.7%	8.4%	39.6%	31.7%	4.34	0.667
The community is actively involved in decision-making processes, and their feedback is sought and valued	20.6%	37.7%	11.3%	17.7%	12.7%	2.56	0.848
Partnerships with other NGOs are effectively established and contribute to the success of joint initiatives	9.6%	12.7%	10.3%	40.7%	26.7%	3.98	0.767
Composite mean and SD						3.63	0.760

Source; Researcher (2024)

Table 13 displays that majority of participants agreed with the first construct that organizations actively engages with donors, fostering collaborative relationships and fulfilling mutual objectives (Mean=4.34, SD=.667).

Majority of the respondents also agreed that partnerships with other NGOs are effectively established and contribute to the success of joint initiatives (Mean=3.98, SD=.767), the results agrees with that of Nederhand and Klijn (2019) in Netherlands, they found that active involvement in shaping the company's vision leads to greater endorsement of changes, the discovery of diverse problem-solving approaches, increased employee loyalty, and a higher likelihood of individuals investing effort into realizing the envisioned future. Ultimately, the study's findings revealed that, despite the community's active engagement, most respondents disagreed with the statement that the community is involved in decision-making processes and that their feedback is sought and valued (Mean = 2.56, SD = 0.848). This aligns with the findings of Srinivasan and Dhivya (2020), which indicated that stakeholder analysis and involvement methods are highly beneficial. Overall, the composite mean for all

components is 3.63, reflecting a moderate positive perception of the influence of stakeholder engagement on the implementation of education projects.

In interviews with project managers of education NGOs at Kakuma refugee camp, their responses echoed the quantitative data on organizational collaboration and community engagement. Managers emphasized the active engagement with donors, with one stating, "Our organization places a strong emphasis on building collaborative relationships with donors. We actively engage with them to ensure our objectives align and work together to fulfill mutual goals." Regarding community involvement, another manager highlighted, "We strive to involve the community in our decision-making processes and value their feedback immensely. Their perspectives are crucial in shaping our initiatives and ensuring they meet the community's needs." Additionally, managers affirmed the effectiveness of partnerships with other NGOs, with one stating, "Our partnerships with other NGOs play a vital role in the success of joint initiatives. We work closely together, leveraging each other's strengths to achieve common objectives." These interview responses align closely with the quantitative data, reflecting a positive perception of organizational collaboration, community engagement, and effective partnerships among project managers at Kakuma refugee camp.

4.8.1 Correlation Analysis for Stakeholder Engagement Practice and Educational Projects Performance among NGOs in Kakuma refugee camp

The study's findings, which are summed up in Table 14, show that stakeholder engagement and Educational Projects Performance among NGOs in Kakuma refugee camp are correlated using the Pearson correlation coefficient.

Table 14. *Correlation Analysis for Stakeholder Engagement Practice*

Variable	Stakeholder engagement	Educational Projects Performance among NGOs in Kakuma refugee camp
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Stakeholder engagement	Pearson Correlation	1	0.711**
	Sig. (2tailed)		0.000
	N	96	96
Educational Projects Performance among NGOs in Kakuma refugee camp	Pearson Correlation	0.711**	1
	Sig. (2tailed)	0.000	96
	N	96	
**.	Correlation significant at	ie 0.05 level (2-	iled).

Source; Research Data (2024)

The results show a high positive link between Stakeholder Engagement Practice and Educational Projects Performance among NGOs in Kakuma refugee camp ($r = 0.711$, $p = 0.000$). The coefficient of 0.711 shows that there is a substantial positive linear connection between these factors. This suggests that as stakeholder engagement increases, Educational Projects Performance among NGOs in Kakuma refugee camp and have a higher chance of success. These findings stress the importance of stakeholder engagement and agrees with a number of studies. Nederhand and Klijn (2019) pinpointed four significant potential benefits of engaging essential stakeholders like employees and proprietors in managerial processes. When employees are actively engaged in shaping and progressing the company's vision, they are more likely to endorse forthcoming changes associated with it. Additionally, when workers, clients, and investors participate, they unearth diverse problem-solving approaches. When someone is involved in proposing solutions, they foster a sense of allegiance to the management because they feel appreciated within the organization due to their contributions. Individuals engaged in envisioning the future are inclined to invest effort in its realization. Furthermore, Frimpong (2019) conducted an analysis of crucial elements necessary for the successful implementation of donor-funded projects within

Ghana's Ministry of Education. It was observed that effective engagement with the community played a significant and positive role in the successful execution of donorfunded initiatives.

4.8.2 Regression Analysis of Stakeholder Engagement Practice and Educational Projects Performance among NGOs in Kakuma refugee camp

To evaluate the effect of stakeholder engagement on performance, the researcher carried out a regression analysis utilizing simple linear regression

Table 15: *Model Summary for Stakeholder Engagement Practice*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.620	.491	.4014

Source; Research Data (2024)

It showed that stakeholder engagement is a strong predictor of Educational Projects Performance among NGOs in Kakuma refugee camp. Variations in stakeholder engagement account for around 62% of the variance (R Square = 0.620). The Adjusted R Square, taking into account model complexity, is 0.491, meaning that around 49.1% of the variation is explained. The performance was strongly positively correlated with stakeholder engagement, as evidenced by the positive correlation coefficient (R = 0.711). The significance was further reinforced by an ANOVA test.

4.8.3 ANOVA Analysis for Stakeholder Engagement Practice

Table 16, shows that stakeholder engagement has a considerable impact on the performance of education projects among NGOs in Kakuma refugee camp and is a significant predictor, with $[F(1, 120) = 100.401, P < 0.05]$.

Table 16: ANOVA Analysis for Stakeholder Engagement Practice

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	88.148	1	88.148	100.401	.000 ^b
	Residual	101.323	120	.526		
	Total	189.471	121			

Source; Research Data (2024)

4.9 Regression Coefficient Model

Table 17: Regression Coefficient Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	4.441	.769		
M&E Planning (MEP)	.116	.084	.140	1.377	.052
M&E Technical expertise (MET)	-.589	.130	-.460	-4.532	.000
1	.287	.145	.201	1.983	.050
Management participation (MP)					
Stakeholder involvement (SP)	.881	.047	.603	4.5517	.40

a. Dependent Variable: implementation of educational project

Source; Research Data (2024)

The results in Table 17 revealed the following effect on variables;

$BM = 4.441 + 0.116MEP - 0.589MET + 0.287MP + 0.881SP$ where; MEP is M&E

planning, MET Technical expertise, MP is management participation and SP is

stakeholder participation. This means that a unit increase in independent variable had

11.6% and -58.9%, 28.7% and 88.1% influence on performance of educational project

among NGO respectively. M&E planning had the least influence, while stakeholder participation had the greatest impact on educational project performance, followed by management participation. Conversely, M&E technical expertise negatively affected the performance of educational projects among NGOs.

The study found that M&E planning positively impacts performance (Beta=0.140, $P < 0.05$). This highlights the importance of M&E planning in project development and monitoring. The outcome went against Naeem et al. (2018) who found mixed results in their study as the impact of the variable on certain response variables was found to be non-significant. However, it agrees with that of Hubert and Mulyungi (2018) in that effective planning in M&E is crucial for enhancing project outcomes in the context of Rwandan NGOs.

The outcome also shows that M&E technical expertise had a negative influence on the performance of education projects among NGOs in Kakuma refugee camp, (Beta = 0.460, $P > 0.05$), this means that M&E technical expertise was not a common the key factors of monitoring and Evaluation. The results agree with that of Oddy (2021) in Fiji revealed that while appropriate organizational frameworks were in place, there was a tendency to prioritize goal achievement over the vital human resources needed for project success hence the place of M&E expertise not being given attention.

A Beta = 0.201, $P < 0.05$) indicated that management involvement had a positive and significant effect on the performance, this reveals that for educational project to be successful it was a requirement to ensure the management took part wholly in the process of project development to achieve the ethos of monitoring and evaluations. This finding agrees with that of Lin and Golparvar-Fard (2020) as their study highlights how management participation facilitates clear communication, aligns project objectives

with organizational goals, and improves team understanding of project requirements, ensuring that projects remain within budget, adhere to timelines, and meet quality standards—crucial factors in the complex and dynamic construction environment that necessitates timely and informed decision-making.

Stakeholder involvement significantly improved educational project effectiveness for NGOs in Kakuma refugee camp (Beta = 0.603, $P < 0.05$), this indicated that stakeholder involvement through community participation, NGO partnership and Engagement of government authorities was vital to ensure that educational project succeed. The findings auger with the study of Frimpong (2019), in Ghana, which indicated that effective involvement with the community played a significant and positive role in the successful execution of donor-funded initiatives, emphasizing the importance of stakeholder participation in fostering local ownership and enhancing project sustainability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter sums up the study's findings, conclusions, and research recommendations.

5.2 Summary of Findings

The inquiry attempted to achieve four key objectives relating to monitoring and assessment. Firstly, it aimed to assess the impact of M&E planning on the performance of educational projects among NGOs in Kakuma refugee camp. Secondly, the study explored the influence of M&E technical expertise on the performance of educational projects among these NGOs. Third, it identified the impact of management engagement on the success of education programs among NGOs in the Kakuma refugee camp. Lastly, the research sought to investigate the role of stakeholder involvement practices in the performance of educational projects among NGOs in Kakuma refugee camp.

5.2.1 Performance of Education Projects among NGOs in Kakuma Refugee camp

The dependent variable was assessed using a questionnaire that measured respondents' perceptions on various indicators. The findings revealed a positive perception regarding adherence to allocated budgets (Mean=4.13) and the discernible impact on improving student academic performance (Mean=4.38). However, respondents expressed concerns about project activities completion within stipulated timeframes (Mean=2.61) and efficient resource utilization (Mean=2.68).

Stakeholders' satisfaction with project outcomes garnered moderate agreement (Mean=3.86). Interviews with project managers echoed these findings, with a focus

on effective budget management, timely project completion, stakeholder engagement, resource efficiency, and observed improvements in student performance.

5.2.2 M&E planning Practice and performance of Education projects among NGOs in Kakuma refugee camp

The findings indicated a positive perception, with high mean scores for M&E plans comprehensiveness (Mean=4.26), adequate quality indicator addressing (Mean=3.99), and financial integration (Mean=3.94). Interviews with managers supported these findings, emphasizing careful M&E plan design, focus on quality, and financial considerations. Additionally, correlation analysis revealed a strong positive correlation ($r = 0.812$, $p = 0.000$) between M&E Planning and performance, supported by regression analysis indicating M&E Planning as a significant predictor (R Square = 0.710) of performance of Education projects. These comprehensive findings underscore the importance of an elaborative M&E Planning.

5.2.3 M&E Technical Expertise and performance of Education projects among NGOs in Kakuma refugee camp

The findings indicated a positive perception, with respondents agreeing that personnel receive adequate training (Mean=4.31) and the M&E team possesses sufficient experience (Mean=4.44), although there were mixed views on organizations' prioritization of continuous improvement initiatives (Mean=2.52). Interviews with project managers echoed these sentiments, emphasizing the importance of training and experience while acknowledging areas for improvement in continuous improvement efforts. Correlation analysis revealed a strong positive correlation ($r = 0.630$, $p = 0.000$) between M&E technical expertise and performance of education projects, supported by

regression analysis indicating M&E technical expertise as a significant predictor (R Square = 0.553) of education project success. The ANOVA test further underscored the significance of M&E Technical expertise in predicting performance.

5.2.4. Management participation Practice and performance of Education projects among NGOs in Kakuma refugee camp

Interviews with project managers aligned with the quantitative data, highlighting availability of senior management's commitment, effective communication channels, and an organizational culture supportive of active participation. Correlation analysis revealed a significant positive correlation ($r = 0.674$, $p = 0.000$) between management participation and performance of Education projects, with regression analysis further confirming management participation as a significant predictor (R Square = 0.551) of performance of Education projects as success. The ANOVA test highlighted the importance of management participation in predicting the performance.

5.2.5 Stakeholder engagement and performance of Education projects among NGOs in Kakuma refugee camp

The findings revealed a positive perception of engagement with donors and effective partnerships with other NGOs, while indicating room for improvement in community involvement (Mean=3.63). Interviews with project managers echoed these sentiments, emphasizing active engagement with donors and effective partnerships, while acknowledging the need for enhanced community involvement. Correlation analysis confirmed a strong positive correlation ($r = 0.711$, $p = 0.000$) between stakeholder engagement and performance supported by regression analysis indicating stakeholder engagement as a significant predictor (R Square = 0.620)

performance. The ANOVA test further underscored the significance of stakeholder engagement in predicting performance.

5.3 Conclusion

The study underscores the essential role of detailed monitoring and evaluation (M&E) planning in boosting the effectiveness of educational projects operated by NGOs in the Kakuma refugee camp. While there is a positive perception of planning processes, attention should be paid to ensuring comprehensive plans that address all key aspects of project monitoring and evaluation. Additionally, there is a need to focus on improving the quality of indicators used for monitoring project progress and outcomes.

On M&E planning, the study concluded that it is crucial as it establishes clear objectives and indicators, ensuring that data collection and analysis are aligned with the program's goals. This systematic approach enables stakeholders to track progress, make informed decisions, and enhance accountability throughout the project's lifecycle. Furthermore, it provides a framework for learning and adaptation, allowing organizations to identify challenges and successes, thereby improving future program design and implementation.

On objective on M&E technical expertise in driving successful performance in Kakuma refugee camp, while there is recognition of the importance of training and experience within M&E teams, there is a clear need to enhance continuous improvement initiatives to further develop expertise. NGOs should prioritize ongoing training and professional development programs to ensure that M&E professionals are equipped with the necessary skills to effectively monitor and evaluate education projects.

On the management participation, the study concluded that, when management is actively involved in project management through M&E, they can ensure that evaluation activities align with organizational goals and strategic priorities. This alignment helps in identifying relevant indicators and focusing on areas that drive the organization's mission. Management participation fosters a sense of ownership over M&E processes and outcomes. When leaders are engaged, they are more likely to hold themselves and their teams accountable for results, enhancing commitment to continuous improvement.

On stakeholder involvement the study concluded that, when stakeholders participate in projects, they are more likely to feel a sense of ownership over the process and its outcomes. This buy-in can lead to increased support for the education program, as stakeholders see their perspectives reflected in the evaluation, Stakeholders bring valuable insights into the local context and specific challenges faced by the community. Their involvement helps to tailor indicators and evaluation questions, ensuring that the project management process remains relevant and culturally appropriate.

5.4 Recommendations

The study's recommendations were as follows:

NGOs in Kakuma should invest resources in developing comprehensive and detailed M&E plans for their education projects. This entails ensuring that M&E plans cover all relevant aspects, including quality indicators and financial integration, to facilitate efficient budgeting and resource allocation. NGOs in Kakuma should invest in continuous training and capacity-building programs to enhance M&E technical expertise among personnel involved in education projects.

NGOs in Kakuma should establish incentive structures and recognition programs to motivate and reward management participation in education projects. By acknowledging management contributions through performance bonuses, awards, and public recognition, senior leaders will be encouraged to actively engage in project activities, prioritizing their involvement in achieving positive outcomes.

NGOs should prioritize efforts to enhance community engagement in education projects. This could involve establishing mechanisms for active participation and consultation with community members to ensure their needs and perspectives are effectively integrated into project planning and implementation.

5.5 Recommendations for Further Studies

Further, research is suggested by the researcher on;

That an investigation on the effectiveness of different strategies for engaging the community in education projects within refugee camps, focusing on enhancing community participation and feedback mechanisms may be carried out.

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APPENDIX 1 INTRODUCTION LETTER

Byegon Chelangat Brigid

Dear Sir / Madam

RE: ACADEMIC RESEARCH PROJECT

I am a student studying Master of Arts in project planning and management of the

Mount Kenya University. I intend to carry out a study on the “impact of monitoring and evaluation practices on the implementation of educational projects by NGOs in the Kakuma refugee camp, Kenya”. A questionnaire has been designed for collection of data towards the same.

I am requesting your permission to collect information regarding the aforementioned research topic. I guarantee that I will adhere to ethical principles of confidentiality and will share the study outcomes and reports once done.

Your assistance will be highly appreciated.

Yours faithfully,

Byegon Chelangat Brigid

MSCPM/2022/49091



APPENDIX II CONSENT FORM

MOUNT KENYA UNIVERSITY

Informed Consent (Sample)

My name is **Byegon Chelangat Brigid** I am a Masters student from Mount Kenya University). I am conducting a study titled “effects of monitoring and evaluation practices on the implementation of educational projects among NGOs in Kakuma refugee camp Kenya”. A questionnaire has been designed for collection of data towards the same”.

Voluntarism

You have a right to take part in this study or refuse without any victimization.

Discomforts and Risks

Some of the questions you will encounter pertain to sensitive topics and may cause embarrassment or discomfort. If this occurs, you are free to decline answering any questions that you prefer not to address.

Confidentiality

The questionnaires will be kept private and only used for educational purposes.

Participant's statement

I understand the information above about my involvement in the study. I've been given an explanation of the study, given the opportunity to ask questions, and had satisfactory answers to my questions. I willingly choose to participate in this study in full. I am aware that I can withdraw from the study at any moment and that my records will be kept confidential.

Name of Participant:

Signature or Thumbprint

Date: 29/6/2024



Name of Representative/Witness (where necessary)
Subject

Relationship to

APPENDIX III QUESTIONNAIRE

Research Instruments

QUESTIONNAIRE

SECTION 1: Background information

Gender

[] Male [] Female

Age in years

20 – 30 [] 31 – 40

() 41- 50 [] 51 and

above []

Level of education

Others [] Certificate [] Diploma [] Undergraduate [] Masters [] PHD
[]

Section B: Implementation of Education Projects

These questions below are designed to gather quantitative data on the dependent variable, implementation of educational projects among NGOs in Kakuma refugee camp Kenya. Answer appropriately. Scale: Strongly Disagree represented by 1:

Disagree represented by 2: Neutral represented by 3: Agree represented by 4: Strongly

Agree represented by 5

	Statement	1	2	3	4	5
(a)	The education projects adhere to the allocated budget effectively.					
(b)	Project activities are completed within the stipulated timeframe.					
(c)	Stakeholders, including beneficiaries and partners, express satisfaction with the project outcomes.					
(d)	Resources, including funds and materials, are efficiently utilized throughout the project.					
(e)	The project has a discernible impact on improving student academic performance.					

Section C: M&E Planning

Your feedback is essential in assessing the effectiveness of Monitoring and Evaluation (M&E) planning.

	Statement	5	4	3	2	1
(a)	The M&E plans associated with our projects are comprehensive and cover all relevant aspects.					
(c)	Quality indicators are adequately addressed in our M&E plans, ensuring the delivery of high-quality project outcomes.					
(e)	Financial aspects are well-integrated into our M&E plans, facilitating efficient budgeting and resource allocation.					

Section D: M&E Technical Expertise

Your input is invaluable in evaluating the Monitoring and Evaluation (M&E) technical expertise within our organization. Please use the Likert scale provided

	Statement	5	4	3	2	1
(a)	Personnel involved in M&E activities receive adequate training to effectively carry out their roles.					
(b)	The level of experience within our M&E team is sufficient to handle diverse projects and challenges.					
(c)	Our organization prioritizes and actively engages in continuous improvement initiatives related to M&E processes.					

Section E: Management Participation

Your feedback is crucial in assessing the level of management participation within our organization. Kindly use the Likert scale provided alongside;

	Statement	5	4	3	2	1
(a)	Senior management demonstrates a strong commitment to the success of projects and initiatives.					
(b).	There is effective and transparent communication between management and project teams.					
(d).	The organizational culture promotes and supports active participation and collaboration from management in project activities.					

Section F: Stakeholder Engagement

Your perspective is crucial in evaluating the effectiveness of stakeholder engagement within our organization. Please use the Likert scale provided.

	Statement	5	4	3	2	1
(a)	Our organization actively engages with donors, fostering collaborative relationships and fulfilling mutual objectives.					
(b).	The community is actively involved in decision-making processes, and their feedback is sought and valued.					
(c)	Partnerships with other NGOs are effectively established and contribute to the success of joint initiatives.					

Thank you for your participation

Appendix IV

Interview Schedule

How does your organization ensure that M&E plans for education projects within the Kakuma refugee camp are comprehensive and cover all relevant aspects?

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Can you describe the extent of senior management's involvement and commitment to the success of education projects within the Kakuma refugee camp?

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Can you describe the training and development opportunities provided to personnel involved in M&E activities to enhance their technical expertise in monitoring and evaluation processes?

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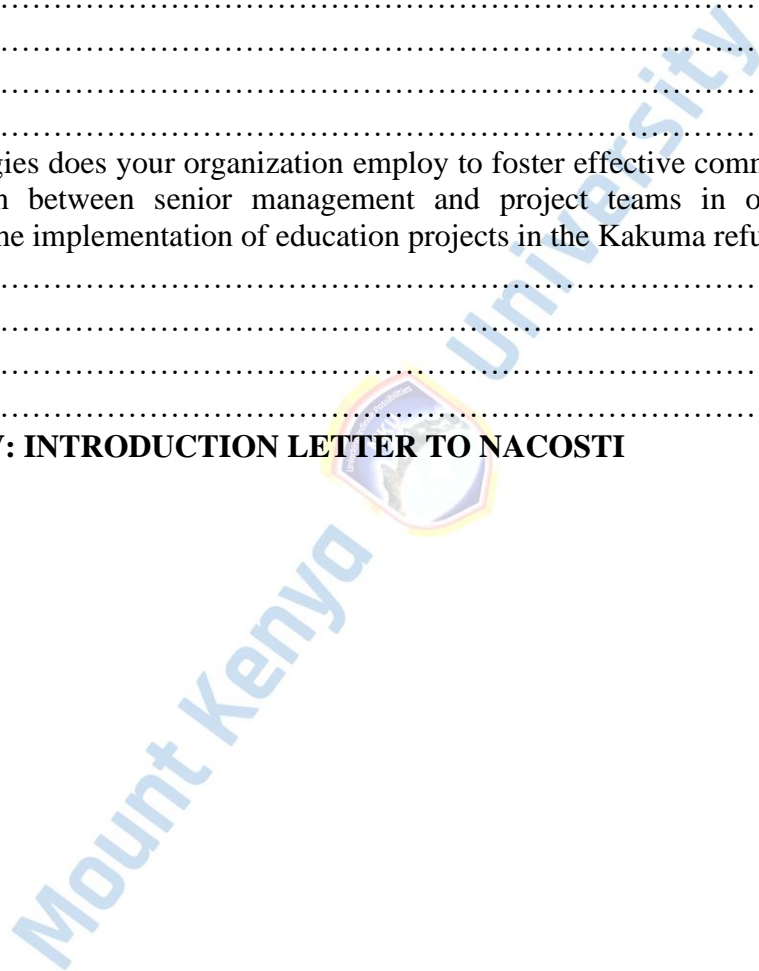
What initiatives or programs does your organization have in place to promote active participation and collaboration from management in education project activities?

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.....

What strategies does your organization employ to foster effective communication and collaboration between senior management and project teams in overseeing and supporting the implementation of education projects in the Kakuma refugee camp?

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.....
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Appendix V: INTRODUCTION LETTER TO NACOSTI



Mount Kenya University



DIRECTORATE OF GRADUATE STUDIES

MSCPM/2022/49091

4th June, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir / Madam,

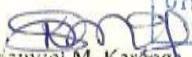
RE: EYEGON CHELANGAT BRIGID- REGISTRATION NO. MSCPM/2022/49091

The purpose of this letter is to introduce the above named student who is pursuing **Master of Science in Project Management** in the **Department of Management** in the school of **Business and Economics**.

The title of the research is **"Effects of Monitoring and Evaluation Practices on the Implementation of Educational Projects Among Non-Governmental Organizations in Kakuma Refugee Camp Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **June, 2024 and August, 2024**.

Any assistance accorded to the student will be highly appreciated

Thank you


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Etc,

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,
Cell: +254 720 790 796, 0709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Appendix VI: ERC CERTIFICATE

Mount Kenya University



REF: MKU/ISERC/3767

Date: 03 June 2024

TO: BYEGON CHELANGAT BRIGID

REG: MSCPM/2022/49091

Dear Sir/Madam,

RE: EFFECTS OF MONITORING AND EVALUATION PRACTICES ON THE IMPLEMENTATION OF EDUCATIONAL PROJECTS AMONG NON-GOVERNMENTAL ORGANIZATIONS IN KAKUMA REFUGEE CAMP KENYA

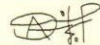
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2811**. The approval period is **03/06/2024 - 02/06/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Alfred Owino, PhD

Chairman, Mount Kenya University ISERC

The Chairman
Mount Kenya University
Ethics Review Committee

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.

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This is to Certify that Miss. Byegon Chelangat Brigid of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Turkana on the topic: Effects of monitoring and evaluation practices on the implementation of educational projects among Non-Governmental organizations in Kakuma Refugees Camp Kenya for the period ending : 21/June/2025.

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