



A Study on the Opportunities and Challenges of Participatory Monitoring and Evaluation on Project Management: A Case of a School Improvement Program in Rumphi District in Northern Malawi.

Mkondo Temwani Harawa

DMI-ST. Eugene University, Chibombo, Zambia

Abstract

This study aimed at studying the opportunities and challenges of Participatory monitoring and Evaluation (PM&E) Technique on the success of a social work program in particular the school improvement program in Rumphi District. Participatory monitoring and evaluation (PM&E) is very important for a program to be a success; however it hinges almost on the total engagement and participation of stakeholders including direct program beneficiaries.

The participants selected and targeted for this study were 280 and 280 responded, representing 100% response rate. Further the study used a simple random sampling technique to come up with the number of respondents. The study followed quantitative approach and the Statistical Package for Social Science (SPSS) was used to analyze data collected from respondents. The data is represented in figures and tables.

The results of the study have revealed that the communities were not fully involved in the whole process of Monitoring and Evaluation. The results have also shown that the community was not fully competent to participate in all the processes of Monitoring & Evaluation and they are not able to identify their own indicators of project success. The results also pointed out that participation could improve achievement of social work project management. Again, the respondents said that participation improved sustainability of project outcomes since most people were likely to continue with project activities at a time external support became not available. Regarding transparency and accountability, the majority of respondents agreed that beneficiary feedback system and free flow of information or data empowered the project beneficiaries.

Meanwhile all stakeholders such as project funders and duty bearers should make sure that stakeholder participation is institutionalized, and adequate resources are provided for all necessary project process including PM&E. It is imperative to take due notice of other inherent challenges such as wastage of time and financial resources, facilitation skills among others.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter presents the background information of the study, the problem statement, research objectives, rationale of the study, limitations of the study and reasons for selecting this study.

1.2 Background of the problem

Most communities are on the receiving end of social work projects/activities, but very few conclude to be successful and sustainable. By monitoring and evaluating the social work projects that are implemented in most communities it can improve the sustainability.

According to Greatbatch D. and Tate S, (2019), School improvement programs means making schools better places for learning. This is dependent on the changes at both the school level and the classrooms; it then in turn depends on schools being committed to fulfilling their expected elements from stakeholders such as parents and students. In simple terms, school improvement program is an approach that helps to improve the quality of schools. According to Greenwald, (2014) a school can be defined in so many ways one of them are as follows.

A school can be an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers (Elias, 2016). Most countries for example Malawi have systems of formal education, which is sometimes compulsory, and in these systems, students' progress through a series of schools. The names for these schools vary by country (discussed in the Regional terms section below) but generally include primary school for young children and secondary school for teenagers who have completed primary education. Mbondo and Ochieng (n.d) have defined participatory monitoring and evaluation (PM&E) as a process through which stakeholders at various levels engaged in monitoring or evaluating

a particular project, program, or policy, sharing control over the content, processing and the outcome of the M&E activity and engaging in taking or identifying corrective actions (Mbondo and Ochieng, n.d). In Malawi districts that are implementing the SIP have reduced the in performances which is not supposed to be the case.

Communities with unsuccessful social work projects mostly do not meaningfully participate in the Monitoring and Evaluation of that activity. Based on the background above the researcher assessed on the Opportunities and Challenges of P M&E on the success of Projects.

1.3 Problem statement

One of the ways of managing a social work project is to strengthen the M&E capacities such as community participatory monitoring and evaluation. Citizens reports, community scorecards and community group reports ensure that the project activities is being executed in a satisfactory manner and benefits were sustainable. However preliminary findings based on the Primary school improvement program indicate that in some districts participation of primary stakeholders is being inconsistent, unfocused, and almost unnoticeable. If this continues, outcomes of participatory M&E might not be realized in the district and a program may fail. It is therefore critical that a study should be carried out to assess the opportunities and challenges of participatory monitoring and evaluation in project management so that strategies and solutions should be identified in order to improve the situation.

1.4 Aim

The study assesses the opportunities and challenges of participatory monitoring and evaluation in project management: The case of Rumphi District Council school improvement program in Northern Malawi.

1.4.1 Objectives

- To determine the extent to which participatory monitoring and evaluation techniques of managing social work projects is currently done in Rumphi District.
- To determine the benefits of participatory monitoring and evaluation techniques in managing social work projects in Rumphi District.
- To establish challenges of participatory monitoring and evaluation techniques in managing social work projects in Rumphi District
- To recommend strategies that could improve application of participatory monitoring and evaluation techniques in managing social work projects in Rumphi District

1.5 Research questions

In this study questions will be divided into several following themes:

- What is the Demography of the population (gender, age, education, employment, nationality, religion etc)
- What is extent of participatory monitoring and evaluation when managing social work projects.
- What are the benefits of participatory monitoring and evaluation technique in managing social work projects.
- What are the challenges of participatory monitoring and evaluation technique in managing social work projects.
- What are the recommendations to improve participatory monitoring and evaluation in managing social work projects.

1.6 Characteristics of the phenomenon

1.6.1 Participatory M&E

PM&E as stated by Mbondo and Ochieng (n.d) focused on the active engagement of primary stakeholders. Participatory community monitoring and evaluation was extremely important for learning about the achievement or deviation from original concerns and problems facing local development projects/programs that were being implemented in order for corrective measures to be taken on time (Mbondo and Ochieng.n.d).

Participatory monitoring involves local beneficiaries in trying to measure, record, collect, process, and communicate information in assisting local development project extension workers and local group members making decision (Mbondo and Ochieng.n.d). Participatory evaluation is assisting in adjusting and redefining objectives, reorganization, institutionalizing arrangements, or re-allocating of resources as necessary (Mbondo and Ochieng, n.d). Monitoring and evaluation system (MES) would allow continuous surveillance in order to carry out an assessment regarding the local development project's impact on intended beneficiaries (Mbondo and Ochieng.n.d).

Mbondo and Ochieng (n.d) contended that apart from project's impact on the life of the people, it's additionally worthy to carry out an analysis of attitudinal changes inside the local community concerning their role and sense of responsibility and if people have gained confidence their ability to undertake activities moreover as new lessons concerning people's capability, extent of participation and community responsibilities.

Mbondo and Ochieng (n.d) ascertained that PM&E provided an opportunity to the project implementation committee to assess deficiencies inside the project design - if objectives and funding work established were realistic, if local was adequate and whether or not project extremely in hand by local people. This in itself was an achievement in capacity building at the local level (Mbondo and Ochieng.n.d).

While conventional monitoring and evaluation focuses on the measurement of results of service delivery, information dissemination, behavior change, etc. on one hand, participatory monitoring and evaluation focuses on the results and process on the other (Shah, Mahlalela, Kambou and Adams, 2006). The main characteristics of this process are inclusion, collaboration, collective action, and mutual respect. Participatory M&E encouraged dialogue at the grassroots level and moves the community from the position of passive beneficiaries to active participants with the opportunity to influence the project activities based on their needs and their analysis

(Shah et al, 2006). In addition, information is shared both horizontally and vertically within the implementing organization. It is generated by the community group and shared first with the larger community and then with the donor (Shah et al,2006).

Since there is no prescribed set of approaches to carrying out PM&E, the process continually evolves and adapts according to project-specific circumstances and needs (Sokol-Oxman,2015). Therefore it is critical that PM&E be contextual, and takes into account local conditions (socio-cultural, economic, political, institutional contexts)(Sokol-Oxman,2015)

A participatory approach allows various stakeholders to take part in M&E. Stakeholders are those who directly or indirectly become involved in deciding what a project or program should achieve and how it should be achieved. The concept of 'participation' is not only emphasized as an important element in development, but correspondingly it is recognized that M&E of development and other community-based initiatives should be participatory (Sokol-Oxman,2015).

Participation in M&E can be characterized in two ways: (1) by whom (distinguishes between M&E that is externally led, internally led, or jointly led) it is initiated and conducted, and (2) whose perspectives (distinguishes between which stakeholders are emphasized - all major stakeholders, beneficiaries, or marginalized groups) are particularly emphasized (Estrella & Gaventa, 1998, cited by Sokol-Oxman, 2015).

1.7 Factors Contributing to the Phenomenon

1.7.1 Opportunities of P M&E on Project Management

Waithera and Wanyoike (2015) have asserted that monitoring and evaluation (M&E) helped those involved with projects to assess if progress is being achieved in line with expectations.

Monitoring was the on-going collection and analysis of data that informs project managers if progress toward established goals is being achieved (Waithera and Wanyoike, 2015). Evaluation was a comprehensive appraisal that looked at the long-term impacts of a project and exposed what worked, what did not, and what should be done differently in future projects. When planning for M&E, it is vital to consider whether appropriate funds and staff time can be allocated to it, Since M&E is an on-going process and requires a significant commitment (Waithera and Wanyoike,2015).

Another key consideration is stakeholder participation in design and execution of M&E. While external professionals may bring needed expertise, involving community partners is an excellent strategy for demonstrating accountability (Hettmut, 2002, cited by Waithera and Wanyoike,2015).

Further, monitoring puts an emphasis on transparency and accountability in the use of resources to the stakeholders such as donors, beneficiaries, and the wider community where the project is implemented. Chambers 2009 cited by Waithera and Wanyoike, 2015 argued that the starting point in politics as an element of evaluation involves asking who would gain or lose and how. This also involves how the results make a difference to the various stakeholders. Evaluation on the other hand, provides an assessment of the effectiveness of the project in achieving the goal, relevance, and sustainability of the on-going project (McCoy, 2005, Waithera and Wanyoike, 2015)

1.7.2 Challenges of Participatory M&E Techniques

There are many challenges involving participatory monitoring and evaluation technique in managing rural development. These include issues of time consumption and serious commitment, conflict, constant feedback and the like (Brown 2010; Otto Hahn and Sharrock 2010; Jacobs 2010, cited by GSDRC, 2010). According to Otto, Hahn and Sharrock2010, cited by GSDRC, 2010) a participatory approach needs time and commitment from several players. It involves coordinating, coaching, and building the abilities of numerous participants with varied backgrounds, skills, and interest levels within the evaluation. As such caution should be exercised in adopting participatory approaches including PM&E in particular in complicated project undertaking. This means the participatory model doesn't have to be compelled to be an all-or- nothing approach. Incidentally they were often used for smaller elements of an overall analysis and might be combined with additional old evaluation strategies (GSDRC, 2010).

Brown (2010) as cited in GSDRC (2010) argued that since the evaluation method needed the involvement of many individuals, it was vital to think about and apportion funds and resources unrealistically. This included budgeting for adequate workers and time needed of consultants and community residents.

Jacobs (2010) cited in GSDRC (2010) argued that hearing from the foremost excluded could still take time, resources, and careful facilitation. Organizational incentives that privilege upward responsibility could still stay tough to beat. The core barrier continues to be a political and not a technical one.

Hagens, Morel, Causto, and Way (2008), as cited in GSDRC (2010), asserted that participatory evaluations needed designing for the people concerned. Conflicts would arise due to cultural, language, category and alternative variations that existed among teams (GSDRC, 2010). These conflicts would hinder conflict resolution among the cooperation needed for participatory evaluation (GSDRC, 2010). Thus, decision making conflict resolution processes have to be compelled to be established and used on progress basis (GSDRC, 2010).

Beneficiary feedback mechanisms could become dominated by powerful teams, in the contrary unable to succeed in the foremost marginalised teams usually these finds themselves generating responses that would not be representative. Women would be excluded (Jacobs 2010 cited in GSDRC, 2010). There were varieties of sensible issues related to grouping feedback from the foremost marginalised that needed a lot of careful designing and nearer facilitation (Jacobs 2010 cited in GSDRC, 2010). There has been an absence of rigorous analysis of the broader impact of those approaches. The advantages of PM&E techniques and beneficiary feedback mechanisms stay mostly unproved. Pratt and Myhrman (2009) cited in GSDRC (2010) have argued that there was danger that beneficiary feedback could replace participation as a goal and be considered enough. They argued that these approaches could also be engaged to primarily fulfil needs of project donors or financiers; and people searching for a straightforward system which might illustrate that related problems were responsible for limiting achievements of project outcomes (Pratt and Myhrman 2009 cited in GSDRC, 2010).

Advocates of stakeholder participation in evaluation argue that the inclusion of stakeholders increases both evidential and consequential validity (Brandon, 1989). That is, if stakeholders are included in the evaluation process, the probability of valid findings increases as stakeholders are intimately familiar with program elements and will help to have a focused evaluation. As a result of their participation, stakeholders will have a better understanding of the evaluation; develop their evaluation and analytical skills (Mathie & Greene, 1997; Ridde & Shakir, 2005 USAID, 1996), have greater buy-in during the evaluation process, and will thus be more likely to use evaluation findings (Brisolara, 1998; Butterfoss, Francisco, & Capwell, 2001); and make more sound actions as a result of the evaluation (Brisolara, 1998). Furthermore, bottom-up development projects require corresponding evaluation approaches in which stakeholders collaborate in the evaluation process (Patton, 2008)

On the other hand, critics of stakeholder participation believe that including stakeholders in evaluations could potentially decrease validity due to stakeholders' bias (Chelimsky, 2008). They further argue that stakeholders might not be qualified to participate, which would present an additional complication to their inclusion. As a result of including stakeholders in the evaluation process, evaluations will require more time and financial resources. Stakeholder inclusion reduces the degree of independence in which evaluators typically operate and raises questions of reduced objectivity (Scriven, 2005). If stakeholders are included in the evaluation process for reasons of empowerment, it can no longer be considered evaluation but rather social change or development itself (Brisolara, 2008).

In general, an evaluation is considered participatory if (i) a variety of stakeholders are included in the evaluation process, (ii) control of the evaluation process is shared between the evaluator and stakeholders, and (iii) stakeholders have more than a mere consultative role (Cousins & Whitmore, 2006). Despite this framework, it is neither not always clear nor easy to determine if an evaluation is participatory.

1.7.3 Challenges students face in schools

Shriver (2015), Few would argue that the state of our education system has plenty of room for improvement. However, developing a plan to take schools in the right direction is easier said than done. The first challenge lies in identifying underlying problems keeping students from learning today. This challenge, in part, is due to the fact that the problems may change considerably depending on who is labeling them, whether it is students, parents, educators or lawmakers. Consider some of the challenges that learners face in Malawian schools.

Firstly, Scott, (2008), Classroom Size is one the challenges that learners face in schools. Many areas of the country are facing classrooms that are literally busting out at the closures. For example, schools in Georgia, in the midst of major funding cuts for schools, had no choice but to boost all class size limits to accommodate students with the faculty the school system could still afford to keep. According to Hara (2013), In Malawi most of the schools face the challenge of shortage number of school blocks and the classroom sizes are very small, which leaves some students being affected in their learning process. These students learn under trees, which is not conducive environment for their learning.

According to Wakodala (2010), another challenge that students face in Malawian schools is Family Factors. Family factors also play a role in a teacher's ability to teach students. Principals and teachers agree that what is going on at home will impact a student's propensity to learn. Divorce, single parents, poverty, violence, and many other issues are all challenges a student brings to school every day (Wakodala, 2010). While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much especially when parents are often not willing to partner with the schools to provide for the children.

Thirdly, Technology, Students are more technologically advanced than many teachers today, putting instructors at a decided disadvantage in the classroom. However, a student's love of technology also tends to distract him from his schoolwork. When teachers don't have the techno-savvy to compete with those devices, by bringing education and technology together, it can be difficult to keep students' interest and attention to properly teach new concepts (Wakodala, 2010).

According to Guloba, (2010) Technology needs to come into the classroom to keep up with the learning demands of the 21st century. Schools that are already cash-strapped may find an unsurmountable challenge in coming up with the funding to bring computers and other forms of technology into their classes.

In addition to the above points, Feldman, (2013) bullying is also another challenge that students face in Malawian schools. Bullying is not a new problem, but it is one that has a profound impact on the learning aptitude of many students today. Technology has given bullies even more avenues to torment their victims through social networking, texting, and other virtual interactions. Cyber bullying has become a major issue for schools, as evidenced by the number of suicides that can be directly found to bullying events. The fact that laws are still uncertain regarding cyber bullying adds to the challenge since parents, teachers and administrators are unsure of how to legally handle such issues (Martha, 2013).

Lastly Student attitudes and behaviors Cayla (2017), many public school teachers also cite student attitudes, such as apathy and disrespect for teachers, as a major problem facing schools today. Weissberg, (2015) A poll from the National Center for Education Statistics cited that problems like apathy, tardiness, disrespect, and absenteeism posed significant challenges for teachers. These issues were seen more frequently at the secondary school level, rather than the primary grades (Haynes, 2015).

1.7.4 Challenges Teachers face in Malawian schools

Firstly, Lack of Time for Planning, classroom challenges unlike in the past when teachers cannot just finish off their syllabus and typically evaluate the students. The situation is more challenging today. They will have to handle multiple roles in the classroom. Updating the subject to new demands, correcting materials, content presentations, managing field trips as well as bringing in new creative approaches to meet the present educational trends are a few among them. Teachers are finding it really challenging to handle multiple roles as they lack enough time for planning. Preparing, planning, and executing tasks expected out of them add a lot of pressure and the lack of time doubles it (David, 2015).

Secondly, Performance Pressure from School Administrators. Shriver, 2015 states that, Unlike in the past, there are serious competitors in every field and the situation is no different in the teaching career. Everyone is being challenged always to give out their best because a better person is knocking on their role. This causes a lot of pressure from school administrators to perform well every time without leaving any point of blame. Zins, (2015) A teacher is now accountable for the win percentage of the class, the lines of the student growth indicators, and even the disciplinary factors of the class they handle. Being accountable for a number of roles other than quality teaching is sure to put on a lot of performance pressure on teachers.

In addition to the above the points, Lack of Parental Support is one of the challenges that teachers face in Malawian schools. Even when it is the role of teacher to provide students with quality education, the process is only complete with the cooperation and understanding of parents and school management. Parents should be the ideal working partners of teachers to provide the best learning experience for students. If parents are stepping away from their responsibility, it can be tough for teachers to handle at least a few of the students. That is one reason why today teachers are taking initiatives to set up a meeting with parents and communicating them through apps so that they can have an eye on the progress of their child (Frey, 2015).

Balancing Diverse Learning Needs, Elias, (2015) let it be any school, the type of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while approaching a particular curriculum will be a serious challenge. Nowadays, teachers are trying differential teaching strategies to satisfy a slow learner and quick learner. So they will be forced to bring in a lot of creativity and diverse strategies which in turn require additional preparation time. However, once the teachers learn to come out of it, it will, of course, be an empowering experience for your career and for the benefit of the classroom, as well.

1.7.5 How P M&E can be improved

(Produlock 2009 cited by Waithera and Wanyoike,2015) also found out that the process of impact evaluation in particular analysis and interpretation of results can be improved through the participation of intended beneficiaries who are the primary stakeholders and the best judges of their own situation. However, stakeholder's engagement requires to be managed with caution as too much stakeholder involvement could lead to undue influence on the evaluation process while too little could result to evaluators' domination on the process (Patton, 2008, cited by Waithera and Wanyoike,2015).

In these processes the local people are involved in developing indicators to measure change, in collecting and analyzing the data, and making a decision as to how to adjust the activities. Participatory Monitoring and Evaluation (PM&E) is not a tool but a diverse constellation of approaches, methodologies, and techniques. PM&E is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings (IDS, 1998, cited in Njuki et al, 2013).

1.8 Significant of the Study

The study is very important as Participatory monitoring and evaluation has become an important component of development and project management. Supported by the benefits of participatory development approach, participatory monitoring aims to increase efficiency in the implementation of the project. Towards this end, a number of governments and development partners have adopted participatory monitoring in their implementation of development programs. This study is significant because it assesses the impact of participatory monitoring and evaluation on the success of school improvement development program in Rumphi district. Thus, this research contributes to the general theoretical proposition about the efficiency of participatory development and specifically about the benefits of participatory monitoring and evaluation.

Practically, the insights from this study will help development practitioners in Malawi and beyond to understand the benefits of participatory monitoring and evaluation, which will contribute to improvement in the implementation of development. The development practitioners may use this study to change the policies, to amend the laws, to develop new strategies, to change the pattern of behavior among other changes.

1.9 Study Limitations

The study may face some limitations as the study will be conducted in one school improvement program implementing district, as such to generalize the results it may not be effective in all school improvement program implementing districts in Malawi.

1.10 Chapter Conclusion

Projects are monitored and evaluated in order to ascertain their success. All stakeholders are crucial towards the success of the projects hence cannot be ignored. These key players must see to it that the projects have achieved its objectives. This chapter has discussed the introduction, discussed the background information to the problem statement, research objectives, study limitations and the theoretical framework.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter has discussed relevant literature regarding the study and has specifically provided definition for participatory M& E, aims and its core principles. In addition, the opportunities and challenges for PM&E have been presented as well as ways that would improve PM&E implementation.

2.2 Empirical Literature review

Ondieki et al (2013) carried out a study on "Influence of Participatory Monitoring and Evaluation approaches on the practice of quality assurance in Kenya secondary schools. This study sought to establish whether quality assurance as currently practiced in learning institutions in Kenya is a form of participatory monitoring and evaluation. The study had two objectives a) to establish the extent to which principles of participatory monitoring and evaluation align to the practice of quality assurance, and to establish the steps for implementing a participatory quality assurance process. The study adopted a survey research design and a mixed mode approach to data analysis. It was established that indeed as practiced, quality assurance in schools was a form of participatory monitoring and evaluation and recommends that Quality Assurance and Standards Officers need to undergo specialized training in participatory monitoring and evaluation.

Mariga E (2014) conducted an appraisal on "participatory monitoring and evaluation in government community development initiatives" using Tana and Athi river development authority (TARDA) in Kenya. Participatory Monitoring and Evaluation (PME) is an integral part for the success of any government community development initiative as it helps foster a sense of ownership and at the same time promotes meaningful development at grass-root level. The Government of Kenya (GOK), through the Ministry of regional Development has established Regional Development Authorities (RDA's) that are mandated to promote development within their areas of jurisdiction by implementing integrated programs and enhancement of community participation. It is against this backdrop that this research investigation is using Tana and Athi River Development Authority (TARDA) in Kenya as a case study in order to appraise how PME is applied in this process. Qualitative methods of research were applied throughout the study in assessing the level of stakeholders' participation in monitoring and evaluation. A mix of interviews and focus group discussions were utilized. More specifically, individual interviews were conducted with the project beneficiaries/community, TARDA management, project management facilitators, as well as monitoring and evaluation specialists.

In his research the empirical findings gathered from the study were reflected upon through concrete grounded discussions on the contribution of PME in increasing community participation, empowerment, and decision-making in various development projects. The research findings also indicated that PME plays a pivotal role in ensuring accountability and transparency of institutions thus creating investor confidence and promoting regional-balanced development. The findings also revealed that an effective PME system gives decision makers an additional public sector management tool, while at the same time building on the capacities of the beneficiaries. The research also recommended PME should be a standard practice among public sector institutions that embrace PME techniques, also in order to document and share PME experiences for purposes of information generation and future sustainable development.

Tirfe T, (2016) researched on "challenges of and opportunities for implementing the school improvement program in the public secondary schools of Iluababor administrative zone in Ethiopia". The study purposed to assess Challenges of and Opportunities for Implementing the School improvement Program in the Public secondary Schools of Iluababor administrative zone in Ethiopia. In the study a mixed research methodology was employed, specifically the sequential explanatory designs with a high priority on the quantitative and the sequential exploratory design and with less priority on the qualitative data. Data was collected in 12 schools against 24 secondary schools by using random sampling from six geographically clustered secondary schools. Out of 540 sample populations, the research had 287 research participants through lottery method, it interviewed school principals, district education experts, secondary supervisors, zone education experts, PTA members and students' council members participated in Focus group discussions. The findings showed that the indicators of practices among the school improvement program domains were low in performance.

The findings revealed that, even though secondary schools put a lot of effort towards averting the challenges in school improvement, it could hardly bear fruit due to insufficient supplies of inputs and processes. This resulted in the school improvement program performances lagging behind the set goals and targets. Additionally, the findings indicated that the major challenges in the implementation of the school improvement program in secondary schools (9-10) were: weak collaboration among stakeholders, lack of capacity building, inefficient administrative services, limited commitment of school leadership and school governing bodies, poor school leadership and management, passive and inactive involvement of parents and local community, and, in the academic affairs, students were not successful in terms of attendance and the achievement of learners.

Based on the findings, it is recommended that school principals, teachers, administrative staff, students, parents, and local school communities be well equipped with basic knowledge and skills on the school improvement program. This could help in fostering critical thinking and the problem-solving capacity of the learners. In addition, school principals and the school governing bodies have to apply the recommended strategies in the study so as to alleviate the challenges in (grades 9-10) secondary schools.

Amsale F, (2017) conducted a study on "Practices and Challenges of Implementing School Improvement Program in Primary Schools of Jimma City Administration". The study objected; to identify the extent to which SIP activities are being implemented in primary schools, to point out those major factors those impede school improvement activities in primary schools, to suggest the possible measures that should be taken to solve the prevailing problems that the SIP implementation faces. From the total of 13 schools 6 (46%) of them were taken as a sample. In these sample schools, there were 30 SIP committee members (6 students, 6 principals, 6 PTA members and 12 teachers). 30 (100%) of them were taken as a sample purposively. The selection of the committee members decided on the expectation that these subjects were actively engaged in the planning implementing and evaluating of SIP activities in their respective schools. Agreement on plans and their objectives of stakeholders increases the applicability of them. Accordingly, if school plans are to be more effective and fruitful need to be approved by the involvement of key stakeholders. However, in the Jimma city primary schools the willingness of key stakeholders in the approval of school plans were found to be low. This was mainly due to the unwillingness of stakeholders and partly due to the incapability of school leadership in facilitating different workshops, seminars, and panel discussions.

Iddi B, & Nuhu S (2018) researched on "Challenges and Opportunities for Community Participation in Monitoring and Evaluation of Government Projects in Tanzania: Case of TASAF II, Bagamoyo District". In this article they examined the monitoring and evaluation of the government projects in Tanzania. His main objective was to discuss the challenges and opportunities emanated from community participation drawing example from the 15 sub-projects selected in TASAF II national project in Bagamoyo District in Tanzania. To collect primary data, 55 beneficiaries and 17 key informants were selected purposively and were asked questions through questionnaires, in-depth interviews, and focus group discussions. Direct field observation was also employed in order to get a real picture in the subproject's sites. The study revealed that despite TASAF policy of empowering communities to demand, implement and monitor services; community participation in M&E still faced with many challenges such as; cost in terms of time and money, complexity of analysis and lack of analysis. It was also noted that despite having those challenges community participation in M&E of TASAF II sub-projects the opportunities cannot be ignored. The study, therefore, recommends that the government, through TASAF, should have comprehensive monitoring and evaluation to ensure local communities are more active in decision making. In addition, more funds should be injected in empowering and building capacity to communities through training and technical support pertaining to monitoring and evaluation.

Ginsburg, et al (2014) made research on Engaging community members in enhancing educational quality: Studies of the implementation of the Primary School Improvement Program in Malawi. In 2010 Malawi initiated its PSIP to expand equitable access, increase quality and relevance, and strengthen governance and management. Parents and other community members developed SIP with funds in part from SIG. This article reports data collected from: head teacher, community member and 'involved' parent interviews in 81 schools and b) primary education advisors' reports on SIG budget decisions for 1 084 schools. Findings indicate that community participation occurred, and interviewees perceived that the SIPs contributed to achieving the three goals; interviewees reported using school indicators to develop SIPs, but these indicators were not predictive of the percentage of funds used for teaching assistants and instructional materials; and school communities sought to generate additional resources beyond the SIGs.

Nampota D, & Chiwaula L, (2017) made a study on "Exploring the Processes and Outputs of School Grants: The Case for Direct Support to Schools in Malawi". This research analyzed the processes and outcomes of DSS in the schools. The aim was to explore the mechanisms for grant administration, the challenges encountered and the impact of the grant on quality of education and grassroots participation in school management so as to inform the Primary School Improvement Plan (PSIP) grant which is to replace DSS. The findings of the study have shown that the mechanisms for grant administration are participatory and therefore conducive to accountability. The grant has helped improve education quality through ensuring that teaching and learning materials are available; improving the learning environment; increasing local participation in school management; increasing the financial management skills of head teachers and SMC; and improving parental attitudes to schooling. However the impact of the grant has been negatively affected by criteria for allocation, grant amount and delays in its disbursement.

Tilitonse Foundation (2020) conducted a Monitoring and Evaluation report "Promoting participatory and inclusive development in Rumphi and Likoma districts". The evaluation employed mixed method design, a combination of quantitative and qualitative research methods in participatory approach. Among others, the study employed secondary literature review, social network analysis, key informant interviews and community workshops. The tools used for each of the methods were developed, presented during inception meeting, and approved by FYF and CSP before use. Data collected and analyzed during the course of this evaluation lead the evaluation team to conclude that the project on: "Promoting participatory and inclusive development in Likoma and Rumphi Districts" funded by Tilitonse Foundation has contributed to improved and sustained quality public service delivery in Likoma and Rumphi Districts. The project has empowered local structures such as ADC, VDC, Accountability Clubs/Women Forum, Youth Clubs/Start Cycle to actively and meaningfully monitor and track public locally generated and development resources at local level.

Kananura M.R et al in 2017 made research to assess if the use of participatory monitoring and evaluation (M&E) approaches is important for guiding local decision-making, promoting the implementation of effective interventions, and addressing emerging issues in the course of implementation. In this article, they explored how participatory M&E approaches helped to identify key design and implementation issues and how they influenced stakeholders' decision-making in eastern Uganda. The data for this paper is drawn from a retrospective reflection of various M&E approaches used in a maternal and newborn health project that was implemented in three districts in eastern Uganda. The methods included qualitative and quantitative M&E techniques such as key informant interviews, formal surveys, and supportive supervision, as well as participatory approaches, notably participatory impact pathway analysis.

At the design stage, the M&E approaches were useful for identifying key local problems and feasible local solutions and informing the activities that were subsequently implemented. During the implementation phase, the M&E approaches provided evidence that informed decision-making and helped identify emerging issues, such as weak implementation by some village health teams, health facility constraints such as poor use of standard guidelines, lack of placenta disposal pits, inadequate fuel for the ambulance at some facilities, and poor care for low-birth-weight infants. Sharing this information with key stakeholders prompted them to take appropriate actions. For example, the sub-county leadership constructed placenta disposal pits, the district health officer provided fuel for ambulances, and health workers received refresher training and mentorship on how to care for newborns. In their conclusion, diverse sources of information and perspectives can help researchers and decision-makers understand and adapt evidence to contexts for more effective interventions. Supporting districts to have crosscutting, routine information generating and sharing platforms that bring together stakeholders from different sectors is very crucial for the successful implementation of complex development interventions.

Kadurenge (2011) researched on the factors influencing the application of participatory monitoring and evaluation approach of managing development projects in Kenya. In his research he studied factors that influence the application of participatory monitoring and evaluation approach of managing development cells in Kenya, with a focus on the Local Links Project (LLP) in Kibera. The objectives of this study were to explore the influence of participatory monitoring and evaluation (PM&E) model on the project, to examine the effect of the level of education of project stakeholders on PM&E: to establish the influence of ethnical expertise of project stakeholders in M&E on PM&E of the project, and to examine the effect of planning for PM&E on PM&E of the project. The study had a target population of 1245 people and sampling formula that was proposed by Yamane (1967) was used to obtain 175 sample units. Questionnaires, personal interviews, focus group discussion, document analysis and direct observation were used to collect data from the respondents. The major findings were that although the bottom-up PM&E model was used in the project most of stakeholders were not sufficiently empowered to fully play their role in the project.

2.2.1 Features and Principles of Participatory M&E Techniques

According to Mbondo and Ochieng (n.d), the key features of participatory M&E included the

Following:

1. Aimed to empower local people by enabling people in articulating their own vision to work towards achieving set objectives.
2. Community was fully involved in the process by helping them to own the project so they could plan, implement, monitor as well as evaluating it.
3. Community identifying their own indicators of success which is based on goals, activities, decisions, and results.
4. Methods are simple, open and with immediate of sharing results
5. Building in from the start of a project
6. Flexibility to fit the local context

Mbondo and Ochieng (n.d) further identified the core principles of PM&E:

1. Primary stakeholders were active participants-not simply sources of knowledge
2. Building stakeholders of local individuals to investigate, reflect and take action.
3. Joint learning of stakeholders at varied levels.
4. Catalysing commitment to taking corrective action

2.2.2 Benefits of Participatory M&E Techniques

Chambers (2010) contends that as participatory approaches produce reliable statistics; they give win-win solutions, enabling learning and authorization which would facilitate answerableness to donors and local community alike.

Mbondo and Ochieng (n.d) identified the benefits of participatory observation and monitoring technique in managing rural development as being:

1. **Improved Effectiveness:** Participation would increase the sense of possession of the project by beneficiaries which would increase the chance of project objectives being achieved.
2. **Increased Responsiveness:** If local people participated at the design stage, the project could focus on effort and inputs as perceived wants.
3. **Improved efficiency:** If local data and skills were drawn on, the project could be smart regarding its quality, within its budget and end on time. Mistakes would be avoided, and disagreements decreased.
4. **Improved property and property impact:** thus, local people would be committed to sustain the activity once outside support has stopped.
5. **Empowerment and self-reliance:** Active participation would help to develop skills and confidence amongst beneficiaries.
6. **Improved transparency and accountability:** as a result of stakeholders being given data and decision-making power.
7. **Improved equity:** it the wants, interests and skills of all stakeholders could be taken into consideration.

Ronald Muhumuza in his research on Participatory monitoring and evaluation approaches that influence decision-making: lessons from a maternal and newborn study in Eastern Uganda in 2017 identified four affirmations that summarize the importance of participation in development:

People organize best around problems they consider most important, local people tend to make better economic decisions and judgments in the context of their own environment and circumstances. Voluntary provision of labour, time, money, and materials to a project is a necessary condition for breaking patterns of dependency and passivity.

The local control over the amount, quality and benefits of development activities helps make the process self-sustaining (cited in (Botchway 2001 and cited by Chambers, 2010). White (1981) cited by Chambers (2010) identified a number of beneficial reasons for community participation: with participation, more will be accomplished, and services can be provided more cheaply. Participation has an intrinsic value for participants; is a catalyst for further development; encourages a sense of responsibility; guarantees that a felt need is involved; ensures things are done the right way; uses valuable indigenous knowledge; frees people from dependence on other skills; and makes people more conscious of the causes of their poverty and what they can do about it.

2.2.3 Strategies that Improve Participatory M&E Techniques

There has been proof to contend that beneficiary feedback mechanisms will improve impact, enhance local possession, and prove less expensive than traditional ways of conducting M&E (Jacobs 2010, Brown 2010), cited by GSDRC (2010). The Listening Project concluded that beneficiaries of aid felt that aid agencies ought to invest the required time; go additional slowly and hear local people so as to find out practical issues concerning their circumstances, get to understand local people and show respect for people's ideas and opinions (Brown 2010, cited by GSDRC,2010).

According to GSDRC (2010), the utilization of latest data and communication technologies (ICT:) in PM&E could supply a way of scaling up the implementation of those techniques and overcoming a number of the present barriers to implementation. In recent years, SMS and internet-based systems are developed to gather beneficiary feedback. Examples include Frontline SMS, Ushahidi, Map Kibera, eMoksha and Daraja. Since these approaches were comparatively new, there were only a few studies that valued their impact or cost-effectiveness.

According to Jackson, et al (2009) cited by GSDRC(2010), the foremost vital barrier to implementing feedback systems is the incentives that form management and organizational behavior. The prices of implementing these systems outweigh the advantages for managers and organizations. Funding tends to be awarded to organizations that might demonstrate beneficiary satisfaction in particular those who can demonstrate success in achieving short-run pre-determined activities (Clark, 2009, cited in GSDRC, 2010).

GSDRC (2010) Stated that incentives might be tackled if donors ensured that the subsequent steps were taken to help in enhancing implementation of PM&E. This involves inter alia:

1. Donors and senior managers needed quantified reports of beneficiary satisfaction.
2. Donors printed reports of beneficiary satisfaction, making a brand new norm in their bid to practice.
3. Civil society and actors assembling feedback information independently of donors or coercion of any kind.

2.3 Conceptual Framework



Figure 2. 1 Conceptual framework

2.4 Research gap

A research gap is a problem that has not been addressed or answered in previous studies in the form of books, journal articles or reports (Tsoulfas, 2021). From the review of related literature presented, it can be concluded that there are very few studies related to Participatory Monitoring & Evaluation, the opportunities it offers, and there is almost no literature from Malawi and directly suitable for a Malawian setting. Further, there does not exist a separate tool to help communities participate, monitor, and evaluate the interventions/projects being implemented in their communities. The above detailed literature supported the researcher to formulate the research hypotheses, and questions for this research.

2.5 Chapter Conclusion

Participation in monitoring and evaluation of projects requires the optimum involvement of all the stakeholders. As pointed out in the literature, there is a need to comprehensively orient one another on what was to be done from the inception and throughout the subsequent processes of the project. It is clear that this would reduce the blame game among stakeholders in case of poor results. It would on the other hand reduce wastage of resources. It was also noted that when there is clear information on what was expected, people tend to get involved and take the ownership of the project. In the contrary, people lag behind when information lacks.

The next chapter discusses the Research Methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the research methodology used in this study. That is information relating to research design, sampling methods, target population, and the analysis of data of the study.

3.2. Research Methodology

Methodology refers to the way the study should be carried out (Saunders, Lewis, and Thornhill, 2009). There are two research methods that are mainly used in research, and these are quantitative and qualitative research methods. A quantitative research method is a research approach that gathers numerical data while qualitative research method gathers information that is not numerical. Both methods are very important depending on their strengths and weaknesses. Quantitative studies provide data that can be expressed in numbers, that is their name, because the data is in a numeric form, we can apply statistical tests in making statements about the data (Madrigal, 2012). These include descriptive statistics like the mean, median, and standard deviation, but can also include inferential statistics like t-tests, ANOVAs, or multiple regression correlations (MRC) (Madrigal, 2012). Statistical analysis lets us derive important facts from research data, including preference trends, differences between groups, and demographics. Quantitative studies often employ automated means of collecting data such as surveys, but we can also use other static methods—for example, examining preferences through two-alternative, forced-choice studies or examining error rates and time on task using competitive benchmarks (Madrigal, 2012).

Quantitative studies' great strength is providing data that is descriptive—for example, allowing us to capture a snapshot of a user population though we encounter difficulties when it comes to their interpretation (Madrigal, 2012). On the other hand, Qualitative research studies can provide you with details about human behavior, emotion, and personality characteristics that quantitative studies cannot match. Qualitative data includes information about user behaviors, needs, desires, routines, use cases, and a variety of other information (Madrigal, 2012). While quantitative research requires the standardization of data collection to allow statistical comparison, qualitative research requires flexibility, allowing you to respond to user data as it emerges during a session. Thus, qualitative research usually takes the form of either some form of naturalistic observation such as ethnography or structured interviews (Madrigal, 2012).

Additionally, because it is not possible to automate qualitative-data collection as effectively as you can automate quantitative-data collection, it is usually extremely time consuming and expensive to gather large amounts of data, as would be typical for quantitative research studies (Madrigal, 2012). Therefore, it is usual to perform qualitative research with only 6 to 12 participants, while for quantitative research; it is common for there to be hundreds or even thousands of participants. As a result, qualitative research tends to have less statistical power than quantitative research when it comes to discovering and verifying trends (Madrigal,2012).

Since before carrying out the study, it is important for the researcher to choose an appropriate method taking into account the research problem at hand, this study chose both the quantitative and qualitative approaches to be used and the qualitative to be a supporting approach.

3.3. Research Design

The whole study that needs to be carried out must be logical and show signs of coherence. The strategy that the researcher desires to execute is called the research design and there should be assurance that the research problem will be addressed effectively. Some examples of designs include exploratory study, descriptive study, hypothesis testing and case study analysis (Bryman and Bell, 2007). Most research relies on either correlations or experiments. With correlations, researchers measure variables as they naturally occur in people and compute the degree to which two variables go together. With experiments, researchers actively make changes in one variable and watch for changes in another variable.

In this study, the researcher adopted the Descriptive research design, as it describes the characteristics of a population or phenomenon studied (Scollon,2016). This study design focuses more on the “what” of the research subject. As defined in previous section, the main objective of the study is to explore the Opportunities and challenges of P M&E in the success of a project. Therefore, the pertinent research design is descriptive that responds to the “what” aspect fundamental research question.

3.4 Target Population

According to Collins and Hussey (2009) a population referred to any precisely defined body of people or objects under consideration for the research study. Thus, the study population was the people around Rumphu District which roughly comprises of around 130,000 people, the target population was then narrowed down to communities with schools that receive funding for SIP which in turn made the population small. Though proportionally small, other key members for the study are project stakeholder groups and or their representatives such as District Council officers, School Staff members, Community leaders, and students.

3.5 Sample of the Study

Bryman (2007) contended that sample size was a sample of the target population and in this case 280 respondents were considered, as the confidence level was at 95%, and marginal for error was at 5%.

3.6 Sampling Method

It is equally difficult to study the whole population hence a need to sample. Sampling process comprise of probability and non-probability. According to Saunders et al (2012) sampling methods have been classified as either *probability or non-probability*. In probability sampling, each member of the population has a chance of being chosen and the techniques under this sampling include cluster sampling, random sampling, systematic sampling, and stratified sampling. The problem with random sampling methods when we have to sample a population that is dispersed across a wide geographic region is that you will have to cover a lot of ground geographically in order to get to each of the units you sampled. Simple random sampling is simple to accomplish and is easy to explain to others. Because simple random sampling is a fair way to select a sample, it is reasonable to generalize the results from the sample back to the population. Stratified Random Sampling, also sometimes called proportional or quota random sampling, involves dividing your population into homogeneous subgroups and then taking a simple random sample in each subgroup (Saunders et al, 2009). To use systematic sampling, the population must be listed in a random order (Saunders et al, 2009).

On the other hand, in non-probability sampling, members will be selected from the population in some non-random manner and examples include convenience sampling, judgment or purposive sampling, quota sampling, and snowball sampling. In snowball sampling, one begins by identifying someone who meets the criteria for inclusion in your study and then ask them to recommend others who they may know who also meet the criteria. In quota sampling you select people non-randomly according to some fixed quota. There are two types of quota sampling: proportional and non-proportional. In proportional quota sampling, one wants to represent the major characteristics of the population by sampling a proportional amount of each (Kumar, 2008). In purposive sampling, we sample with a purpose in mind. We usually would have one or more specific predefined groups we are seeking. Both of these sampling methods have merits and demerits (Bryman and Bell, 2007) however an advantage of probability sampling is that sampling error is likely to be calculated.

In view of the techniques mentioned, simple random lottery sampling technique was used to get the two Sub T/As of Chapinduka and Njikula who have a total population of 5261 people and the sample size targeted and reached was 280 respondents. The study categorized these respondents into Traditional leaders, Project officers, General population (Community members), Students, and School staff members.

3.7 Pilot Study and Pretest

Before conducting the study, it is prudent for the researcher to carry out a pilot study and pre-testing. Before pretesting the researcher made some visits to the government offices in Rumphu District to find out the possibility of carrying out the study. The researcher also had a discussion with the school leaders and the local leaders and explained the purpose and nature of the study. This helped the researcher to establish a good platform with the respondents and made it possible for me to collect the necessary data in good time. The pilot study was also important because it helped ascertain the flow of the questions taking into account clarity.

For pre-testing the questionnaire was given to 15 respondents who were not going to take part in the study. Saunders et al (2006) have argued that piloting of the research study was essential. They have further alluded to the fact that piloting of the study helped in finding out if tools used for analysing data would provide clear responses from the sampled respondents. The pre-test study helped to ascertain the flow of the questions taking into account clarity. The piloting of the research study was essential to meeting the research objectives (Saunders et al, 2006).

3.8 Data Collection Instruments

Data can be collected using different tool such as focus group discussions, interviews, and questionnaire. The secondary data for the research has been collected by means of literature review which has been presented in chapter 2 of the study. The questionnaire will be used to collect primary data. The questionnaire will comprise five sections and in Section A demographic information will be collected. Section B will collect data on the current practices of M&E in Rumphu District whereas section C will collect data about benefits of participatory M&E while section D will gather data on the challenges that School Improvement program is facing with participatory M&E. Finally section E will collect data on possible strategic interventions to improve implementation of participatory M&E for Rumphu district. Some respondents will be issued a printed copy of the questionnaire whereas others may fill emailed electronic questionnaire.

3.9 Reliability and Validity of Data Collection Instrument

Reliability according to Bhattacharjee (2012:56) "is the degree to which the measure of a construct is consistent or dependable". Reliability takes the form of test-retest, split half, and internal consistency reliability. Bhattacharjee (2012:58) defines validity as the extent to which a measure adequately represents the underlying construct that it is supposed to measure. The examples of validity include criterion-related, face, content, and convergent validity. The approach used in test -retest is that a researcher can allow the questionnaire to be tested twice in order to achieve reliability. However, this method provides a demerit in the sense that respondents become difficult to be persuaded twice to respond to the questionnaire twice. Therefore, to ascertain the reliability of the questions in the questionnaire a pilot study will be carried out. Again face validity which ascertains that the measure appears to be assessing the intended construct under study will be used.

In support of the pilot study the questionnaire will also be shared with other Master of Social Work Lecturers and students in order to get comments regarding the questionnaire before it is administered to the respondents. This action will be undertaken in order to find out if questions are properly framed and the time given to complete the questionnaire.

3.10 Data Analysis

According to Wharton (2015:39), "quantitative research necessitates a process of data analysis that uses standard computer packages to produce frequency distributions, cross-tabulations and multi-variate analyses. This research will use statistical software called Statistical Package for Social Science (SPSS) to analyze the data. This is because SPSS is easier to use and is commonly available. The data will be presented in form of tables and graphs for easy interpretation.

3.11 Ethical Considerations

Saunders et al (2009) defined research ethics as the appropriate behavior to be exhibited by those chosen to be subjects of the research study. Ethical consideration should be made to ensure that participants have given informed consent that no harm comes to participants, that confidentiality and anonymity of participants be protected, and that permission is obtained to conduct the survey (Saunders et al.2009).

3.11.1 Elimination of Bias

Bias is any trend or deviation from the truth in data collection, data analysis, interpretation and publication which can cause false conclusions (Simundié, 2013). Bias can occur either intentionally or unintentionally. For example, a sample needs to be representative of the population. If this is not the case, conclusions will not be generalizable, that is the study will not have the external validity. Another example is that a researcher can introduce bias in data analysis by analyzing data in a way which gives preference to the conclusions in favor of research hypothesis. However, for this study a representative sample has chosen and included male and female respondents. Besides, data will be analysed taking into account the respondents' responses.

3.11.2 Ensuring Participants' Informed Consent

The study will ensure that participants will be composed of all those who are stakeholders in managing the project concerned and will be asked to give informed consent by providing sufficient information about the objectives of the questionnaire prior to their response. Before taking part in the study the participants will be given a consent form to append their signature that they are willing to take part in the study.

3.11.3 Ensuring no Harm Comes to Participants

Although no direct or indirect harm is being expected to occur to respondents of this study, all respondents will not be required to indicate their personal information that could directly link to them. In ensuring that data gathered will not be leaked the participants will be assured of utmost confidentiality. The respondent's will also be told that the data to be gathered is solely for academic reasons.

3.11.4 Confidentiality and Anonymity

The participants will be assured of confidentiality and anonymity of this study as they will not be allowed to disclose their identities during the study process but only a code would be used.

3.11.5 Ensuring that Permission is obtained

A letter will be written to the institution where the respondents will be drawn from to seek permission from senior management in order to conduct this study.

3.12 Chapter Conclusion

This chapter has discussed in detail the research methods, sample size and sampling method, research instruments which are the questionnaire and how it is going to be administered. In addition, it has explained data collection procedures, pilot study, how data will be analyzed, ethical considerations, and finally the conclusion.

CHAPTER FOUR: FINDINGS OF STUDY, DISCUSSION, AND INTERPRETATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

The chapter presents the results obtained from the study. A questionnaire was used in obtaining data from the sampled respondents. The data was analysed to give meaning as presented by the respondents. This chapter completely examines and analyses the data collected on the sampled respondents. The data has been analysed using SPSS and Excel. Tables, charts, and descriptive explanations have been used to illustrate data collected to make the research findings more meaningful.

4.2. BIODATA OF RESPONDENTS

4.2. 1. Gender of respondents

The study consisted of both male and female respondents. Below is a graph showing their distribution. The graph shows that 178 (63.5%; N=280) were male and 102 (36.5%; N=280) of the respondents were female. In most cases project participation involves more males than female in projects of this nature.

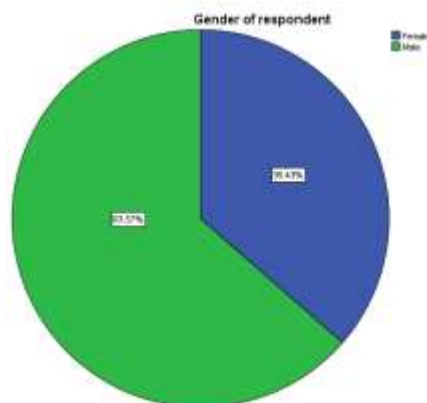


Figure 4. 1 *Gender distribution of the respondents*

4.2.2. Highest Education Qualifications

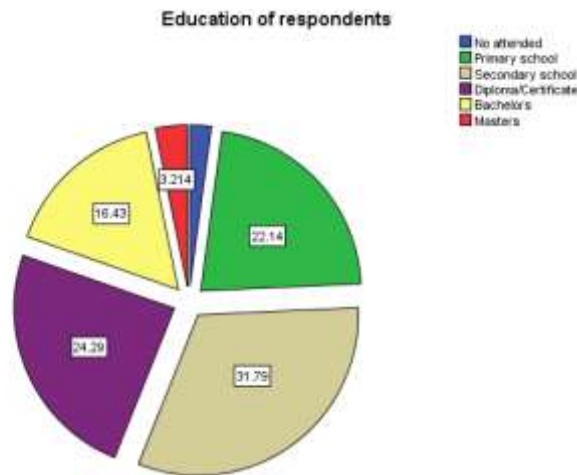


Figure 4. 2 Education of research respondents

The Pie above shows that the majority of the participants attended the secondary school 89(31.7%; N=280), a furthermore managed to attend early college level 68(24.2%; N=280) while very few hold a master’s degree 9(3.2%; N=280) and some did not attend at all, 6(2.1%; N=280).

4.2.3. Employment status of participants

The figure 3, depicts the employment status of respondents, of which more 162(57.8; N=280) were fully employed most of those as teachers, followed by 53(18.9%; N=280) were self-employed through small scale businesses, and the least were retired 4(1.4%; N=280) and looking for employment 7(2.5%; N=280).

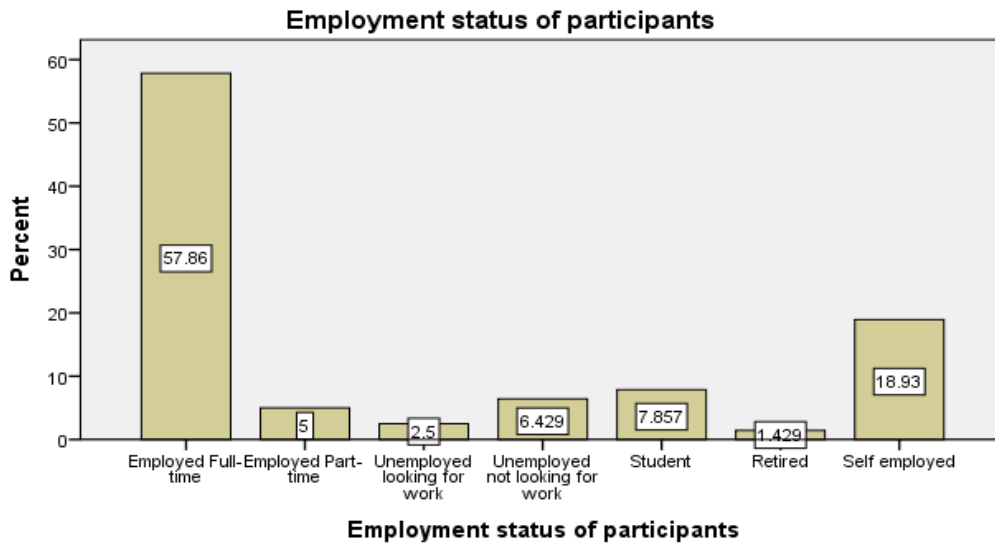


Figure 4. 3 A bar graph showing Employment status of participants.

4.2.4. Type of Stakeholders involved

The question was asked to ascertain the type of stakeholder involved in the project management. From the graph below it shows that most stakeholders involved were from within the School Staff 102(36.4%; N=280) and District Council Members 67 (24.2%;N=280) and the least involved was from the project sponsors 8(2.8%;N=280)of the total stakeholders involved.



Figure 4.4 Type of Stakeholders

4.2.5 Residential Area

The figure above shows that most respondents from this research were from the rural area represented by 191(68.2%; N=280) and 76(27.1%; N=280).

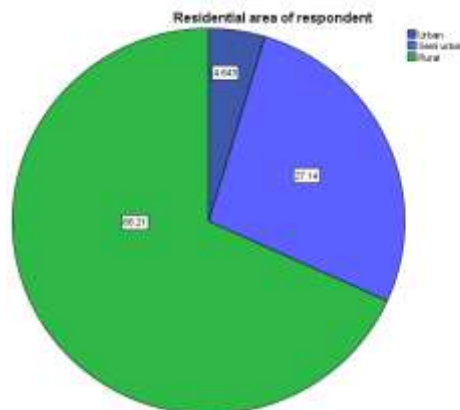


Figure 4.5 Residential areas of respondents

4.2.6 Period of involvement

Figure 6 below shows that less experienced in social work projects with Under 2 years involvement, 113(40%; N=280), 65 (23.2%; N=280) had more than 2 years but less than 3 years' experience, 53(18.9%; N=280) had more than 3years but less than 5 years' experience and 49(17.5%; N=280) had more than 5years experience.

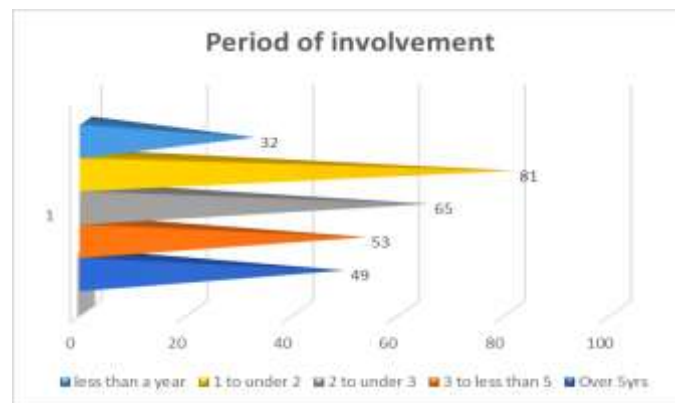


Figure 4.6 Period of involvement

4.3 CURRENT PRACTICES OF PARTICIPATORY M&E IN RUMPHI

4.3.1: Community’s full involvement in whole process of Monitoring and Evaluation

Below is a graph showing if the community is fully involved in the whole process of monitoring and evaluation. From the graph above, 67.8% (190; N=280) of the respondents which is a combination of strongly disagree and disagree shows that the community is not fully involved in the whole process of monitoring and evaluation while 23.9% (67; N=280) of the respondents agreed and only 8.2% (23; N=280) of the respondents remained neutral. Advocates of stakeholder participation in evaluation argue that the inclusion of stakeholders increases both evidential and consequential validity (Brandon, 1989). That is, if stakeholders are included in the evaluation process, the probability of valid findings increases as stakeholders are intimately familiar with program elements and will help focus the evaluation.

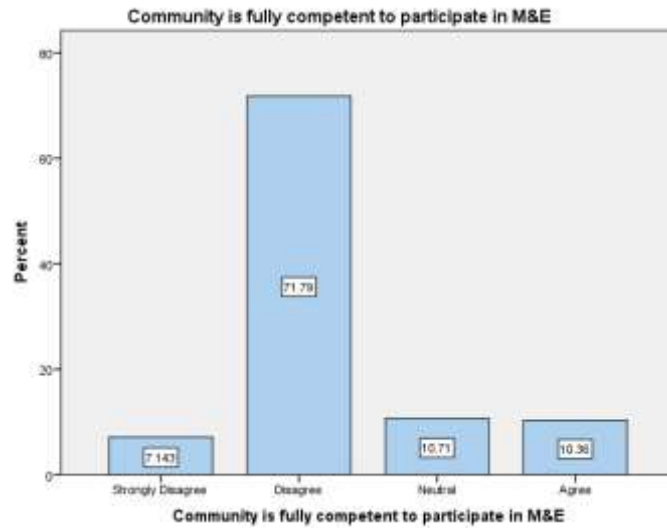


Figure 4. 7 Community involvement

4.3.2: The community’s fully competent to participate in the whole process of monitoring and evaluation.

From the Figure below, illustrates that 79.2% (7.1%SD plus 72.1%D) (222; N=280), of the respondents; do not agree with the community being competent with the whole process of monitoring and evaluation. The community’s competency in the whole process of Monitoring and evaluation in case they are given a chance to participate. Participatory community monitoring and evaluation was extremely important for learning about the achievement/deviation from original concerns and problems facing local development projects/programs that were being implemented in order for corrective measures could be taken on time (Mbondo and Ochieng, n.d).

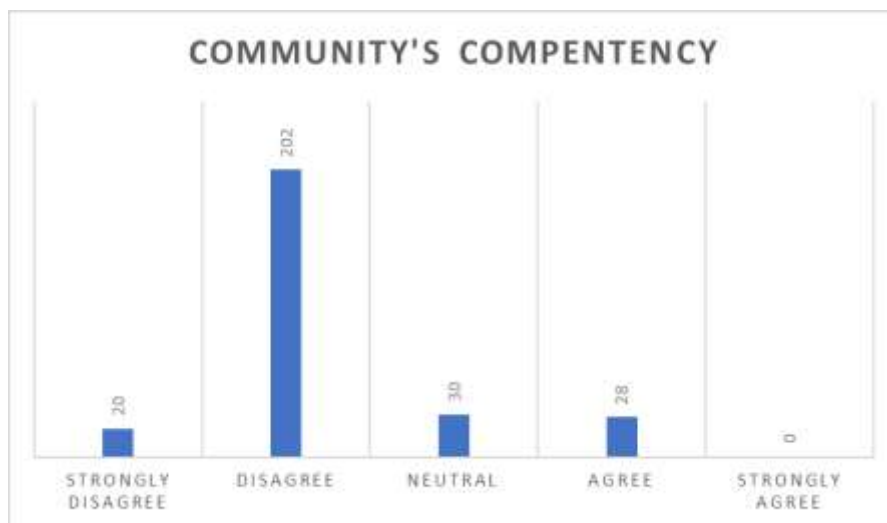


Figure 4. 8 Community’s Competency

4.3.3. Primary stakeholders actively participate in project M&E processes

The results on the figure below show that the respondents 69.6% (13.5% SD plus 56%D) (38; N=280 plus 157; N=280) do not agree with the statement that primary stakeholders are being active in project Monitoring and Evaluation processes.

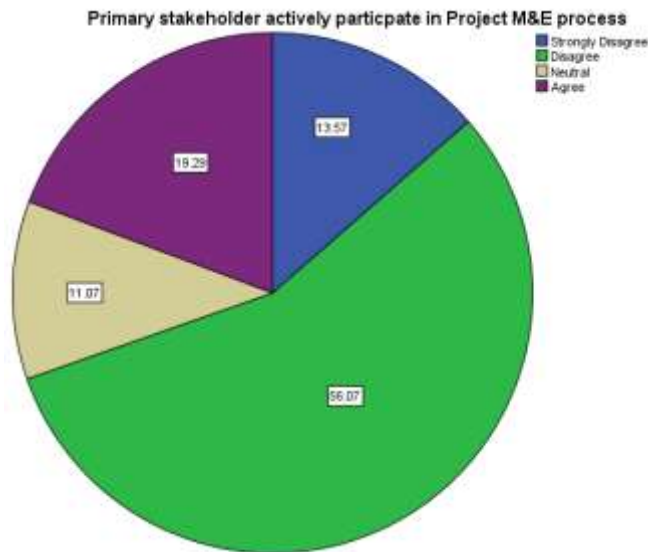


Figure 4. 9 Active participate in project M&E processes

4.3.4: The project M&E processes encourage joint learning of all stakeholders

The upcoming graph is illustrating the information given by the respondents whether the project M&E processes encourages joint learning of all stakeholders. From the given information from the respondents; it shows that the project M&E does not encourage joint learning of all stakeholders as indicated by 73.2% (9.6% SD plus 63.5% D).

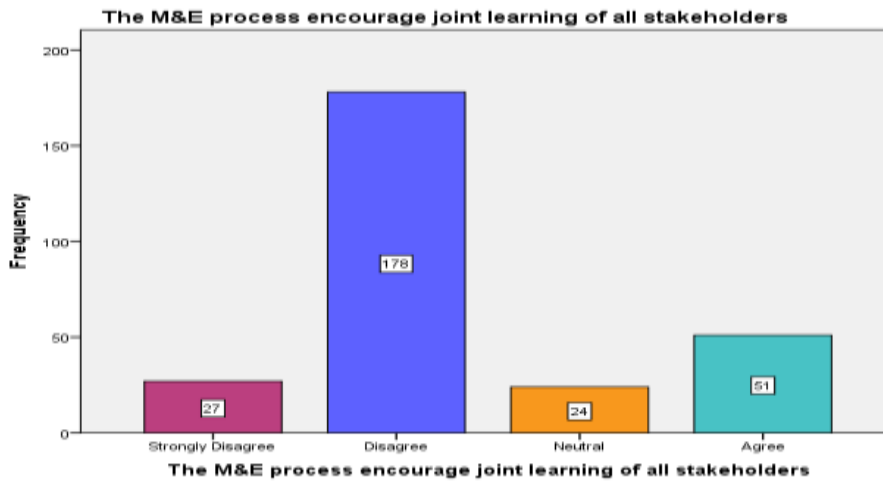


Figure 4. 10 Project Monitoring & Evaluation encourages learning

4.3.5: The community is able to identify their own indicators of project success

The graph below illustrates the information given by the respondents if the community is able to identify their own indicators of project success. In response to this question, the majority of respondents accounting to 77% disagreed that the community were able to identify their own indicators of project success while 15% of them agreed and only 8% were neutral.

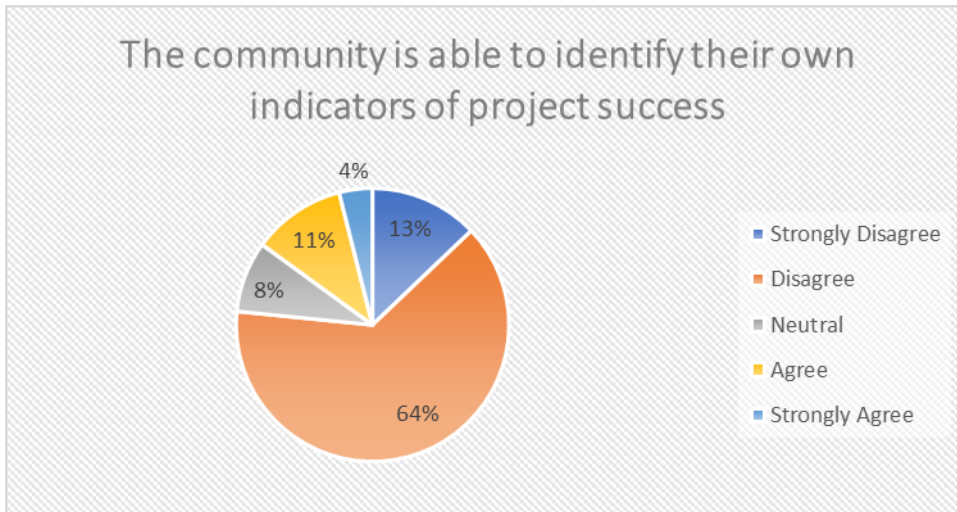


Figure 4.11 Project success own indicators identified

4.4 OPPORTUNITIES OF PARTICIPATORY MONITORING & EVALUATION

4.4.1 Participation increases the sense of ownership of the project by beneficiaries

The following graph shows if the participation increases the sense of ownership of the project by beneficiaries. The majority of respondents 190 (67.8%; N=280) agreed with the assertion while 72(25.7%; N=280) disagreed with the statement. Mbondo and Ochieng (n.d) contended that apart from project’s impact on the life of the people, it’s additionally worthy to carry out an analysis of attitudinal changes inside the local community concerning their role and sense of responsibility and if people have gained confidence in their ability to undertake new activities moreover as lessons concerning people’s capability, extent of participation and community responsibilities.

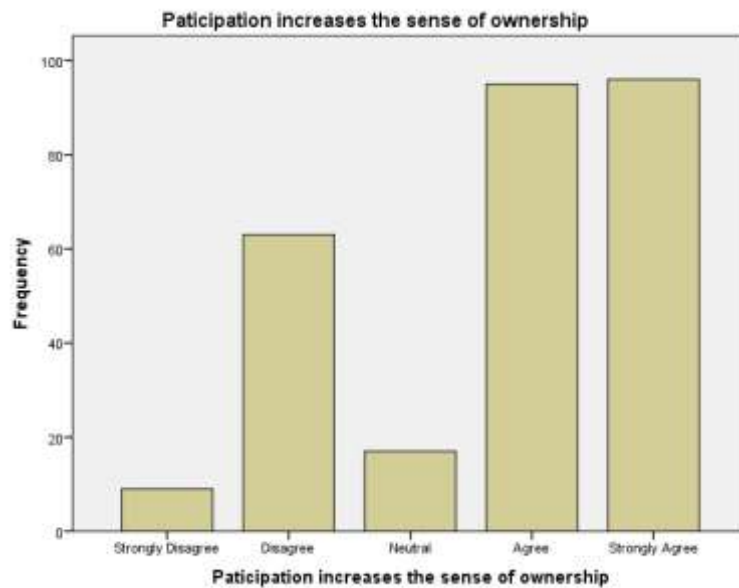


Figure 4.12 Sense of ownership of the Project.

4.4.2: Participation enhances responsiveness of the project team

The above figure illustrates information given by respondents if participation enhances responsiveness of the project. The graph shows that 86.7% (53.2% A plus 33.5% SA) Agree that participation enhances responsiveness of the project team.

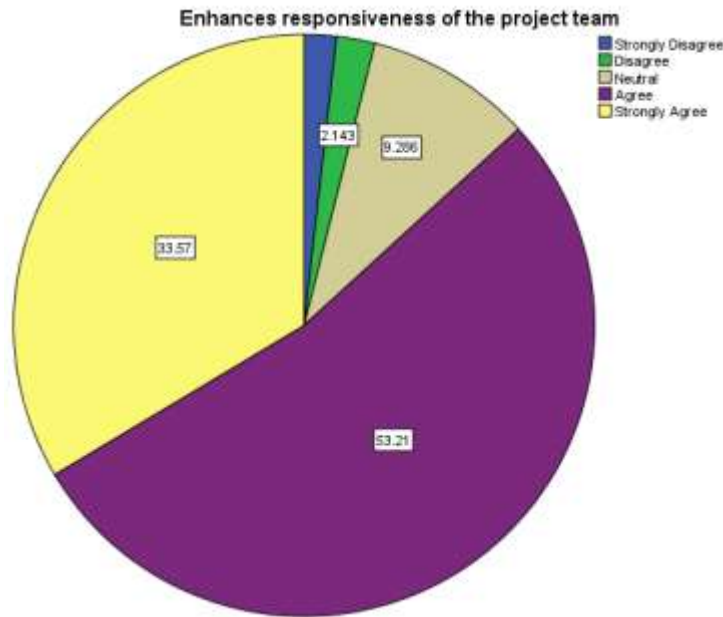


Figure 4.13 Participation enhances responsiveness of the project team

4.4.3: Participation improves efficiency by ensuring that all stakeholders are satisfied with project outcomes

The results show that 86% (241; N=280) of the respondents were in agreement with the statement while 8.5% (24; N=280) were neutral and 5.3% (15; N=280) of the respondents disagreed. Brown (2010) cited in GSDRC (2010) argued that since the evaluation method needed the involvement of the many individuals, it was vital to think about and apportion funds and resources realistically. This included budgeting for adequate workers and time needed of consultants and community residents. Jacobs (2010) cited in GSDRC (2010) argued that hearing from the foremost excluded could still take time, resources, and careful facilitation. Organizational incentives that privilege upward responsibility could still stay tough to beat.

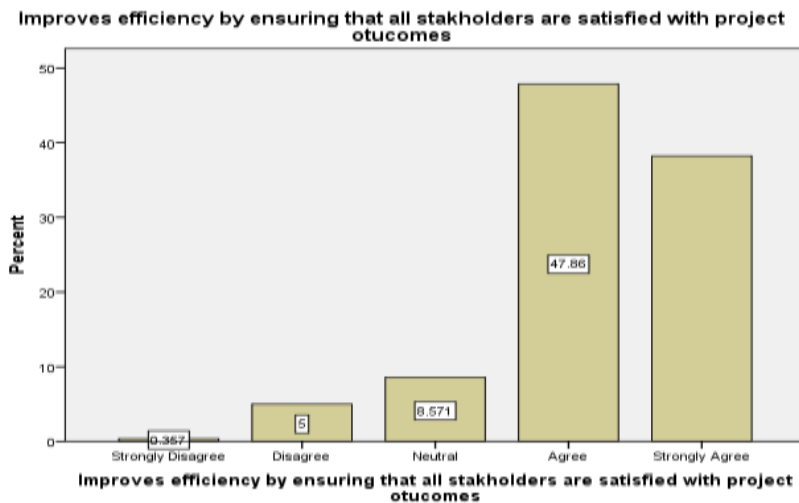


Figure 4.14 Participation improves efficiency

4.4.4 Participation improves sustainability since more people are committed to carrying on the activity after outside support has stopped

The results show that 60% (168; N=280) of the respondents of this research were in agreement to the assessment that participation improves sustainability, while 32.8% (92; N=280) disagreed with it, and only 7.1% (20; N=280) were just neutral.

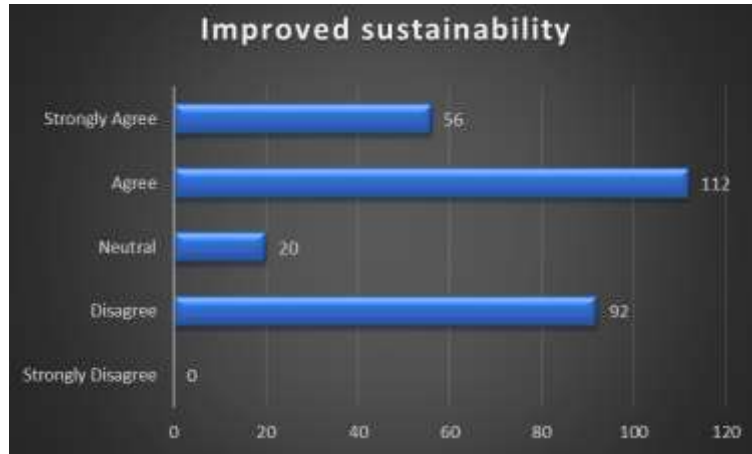


Figure 4.15 Participation improves sustainability

4.4.5 Participation improves transparency and accountability as stakeholders are given information and decision-making power

Table 4.1 Participation improves transparency and accountability

S.No	Nature of response	No Of Respondents	Percentage
1	Strongly Disagree	0	0
2	Disagree	22	7.9
3	Neutral	21	7.5
4	Agree	136	48.6
5	Strongly Agree	101	36.1
	Total	280	100

The results above show that 85.7%(240;N=280)(SA plus A) of the respondents were in agreement that participation improved transparency and accountability as stakeholders are given information and decision-making power while 6.7%(19;N=280) disagreed and 7.5%(21; N=280) were neutral.

4.4.6. Empowers participants to develop skills and confidence amongst beneficiaries

The results show that 69.2%(194;N=280) of the respondents agreed that participatory empowered participants to develop skills and confidence amongst beneficiaries while 18.9% (53;N=280) disagreed with the assertion and only 11.3% (33;N=280) was neutral.

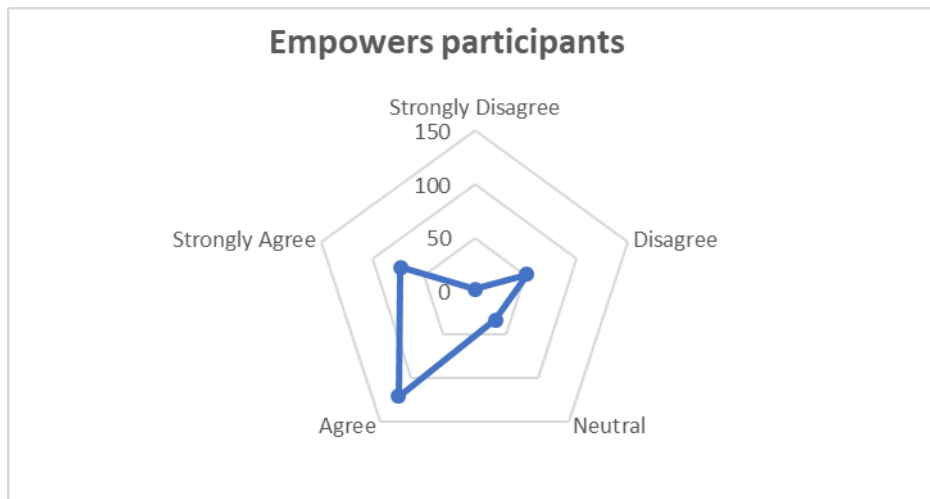


Figure 4.16 Empowers participants

4.5 CHALLENGES OF PARTICIPATORY MONITORING & EVALUATION

4.5.1 Participatory M&E consumes too much project time

The results show that 56.7%(159;N=280) of the respondents were in agreement that participatory M& E consumed too much project time while 37.5%(105;N=280) disagreed with the statement and 5.7%(16;N=280) were neutral.

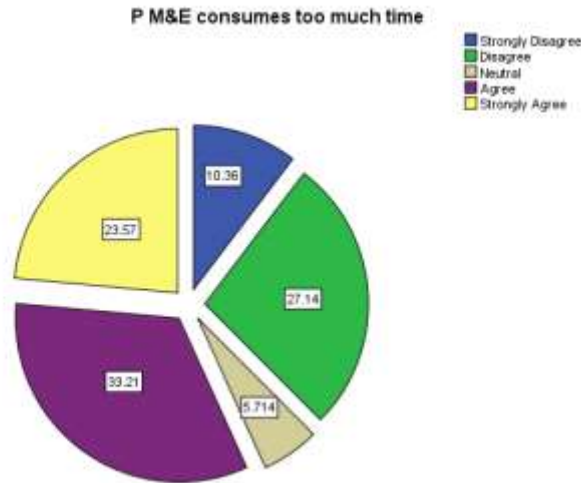


Figure 4. 17 Participatory M&E consumes too much project time

4.5.2 Requires budgeting for extra resources

The results in the table shows that 76%(213;N=280) of the respondents were in agreement while 18.9%(53; N=280) were in disagreement.

Table 4. 2 Requires budgeting for extra resources

S.No	Nature of response	No Of Respondents	Percentage
1	Strongly Disagree	21	7.5
2	Disagree	32	11.4
3	Neutral	14	5.0
4	Agree	154	55.0
5	Strongly Agree	59	21.1
	Total	280	100

4.5.3. Demands skilled and careful facilitation to accommodate the most excluded participants

The results show that 236 (84.2%;N=280) of the respondents were in agreement that participatory demanded skilled and careful facilitation to accommodate the most excluded participants while 25(8.9%;N=280) denied and 19(6.7%;N=280) were neutral .

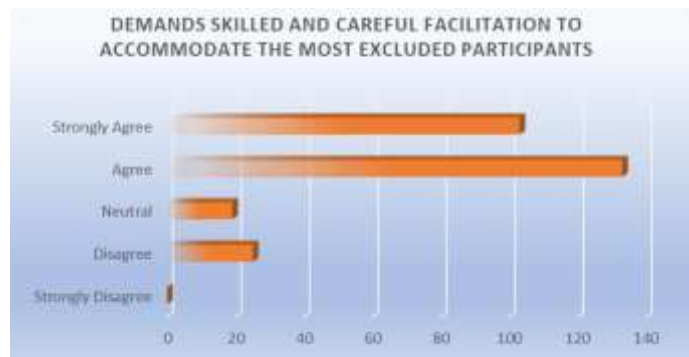


Figure 4. 18 Demands skilled and careful facilitation

4.5.4. Conflict is always inevitable hence need to plan for conflict resolution

Respondents were asked to mention another contribution the P M&E can make in their areas. The results show that 76% (213; N=280) of the respondents agreed that conflict was always inevitable hence there was need to plan for conflict resolution, while 17.1% (48; N=280) disagreed and only 6.7% (19; N=280) were neutral. Hagens, Morel, Causton, and Way (2008) cited in GSDRC (2010) asserted that participatory evaluations needed designing for conflict resolution among the people concerned. Conflicts would arise due to cultural, language, category and alternative variations that existed among teams (GSDRC,2010). These conflicts would hinder the cooperation needed for participatory evaluation (GSDRC,2010).

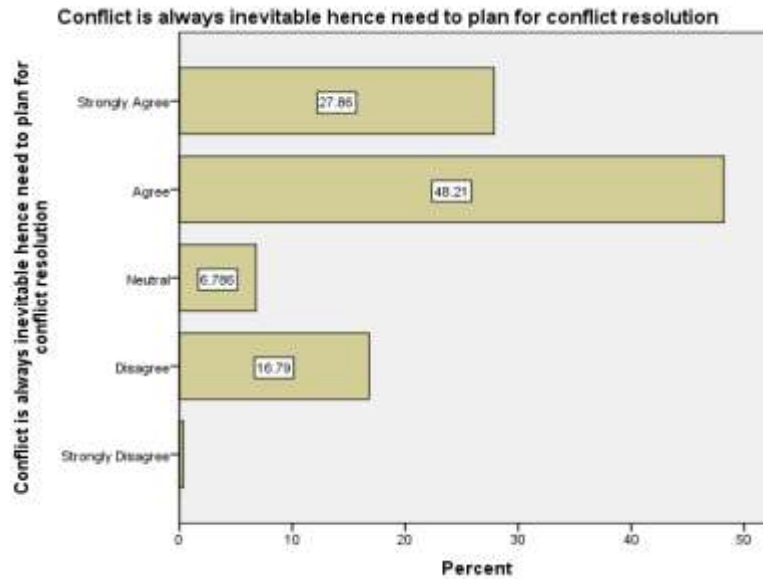


Figure 4. 19 Conflict is always inevitable

4.5.5. Beneficiaries feedback mechanisms may become dominated by powerful groups

The findings in the figure show that 228(81.45;N=280) of the respondents agreed that the beneficiaries feedback mechanisms might become dominated by powerful groups while 26(9.2%;N=280) of the respondents disagreed. Beneficiary feedback mechanisms could become dominated by powerful teams, be unable to succeed in the foremost marginalised teams, and found themselves generating responses that would not be representative. Women would be excluded (Jacobs 2010 cited in GSDRC, 2010). There were variety of sensible issues related to grouping feedback from the foremost marginalised, that needed a lot of careful designing and nearer facilitation (Jacobs 2010 cited in GSDRC, 2010).

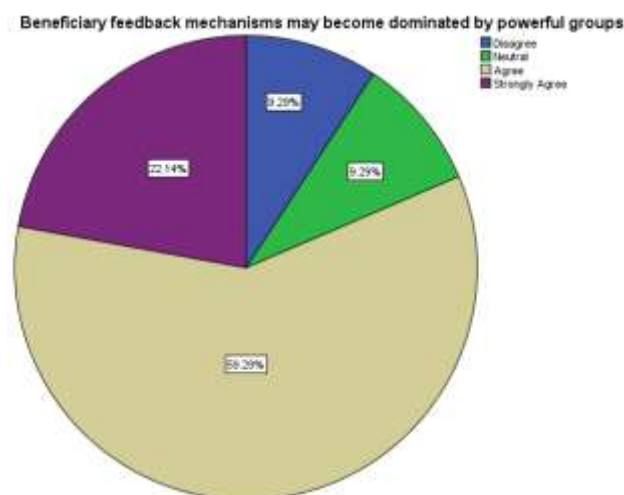


Figure 4. 20 Beneficiaries feedback mechanisms

4.5.6. Key primary stakeholders may not actively participate

On this question, the respondents accounting to 73.9% (207;N=280) agreed that key primary stakeholders might not actively participate while 19.2%(54;N=280) disagreed and 6.7%(19;N=280) were neutral.

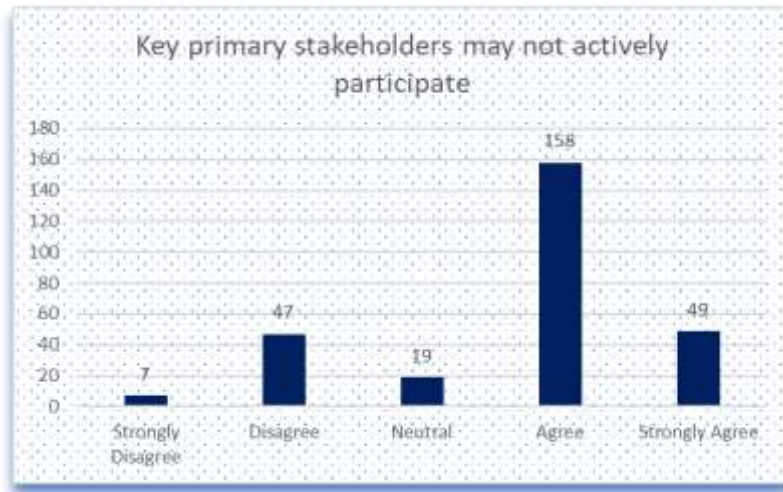


Figure 4. 21 Key primary stakeholders may not actively participate

4.4.7 For most development projects where participation is voluntary, members expect to be given financial incentives for their participation

When asked this question the majority of respondents 93.2% (261; N=280) agreed that for most development projects where participation was voluntary members expected to be given financial incentives for their participation while 5.7% (16; N=280) disagreed. The results are shown below.

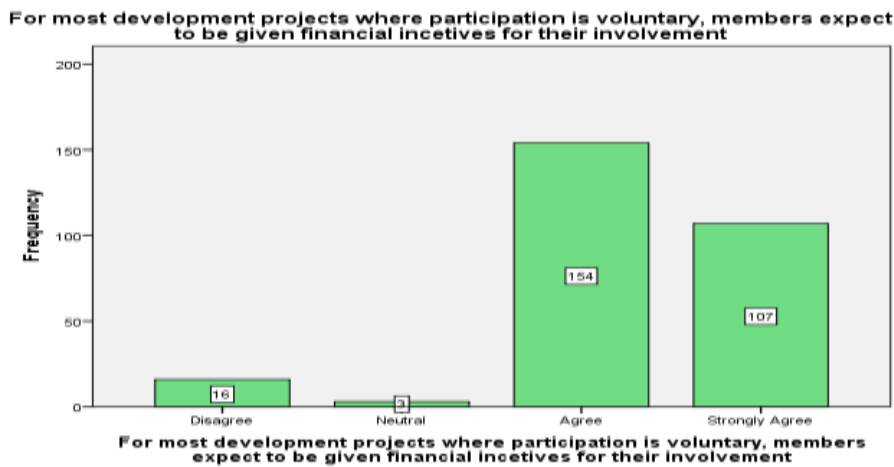


Figure 4. 22 Voluntary Participation and Incentives

4.6 STARATEGIES TO IMPROVE PARTICIPATORY M&E

4.6.1 Ensure participation of stakeholders in the development of M&E systems

In response to this question, 79.6% (223; N=280) agreed that there was need to ensure participation of stakeholders in the development of M& E systems while only 1.7%(5;N=280) of the respondents disagreed with the assertion. The results are shown in the figure below:

Ensure participation of stakeholders in the development of M&E systems

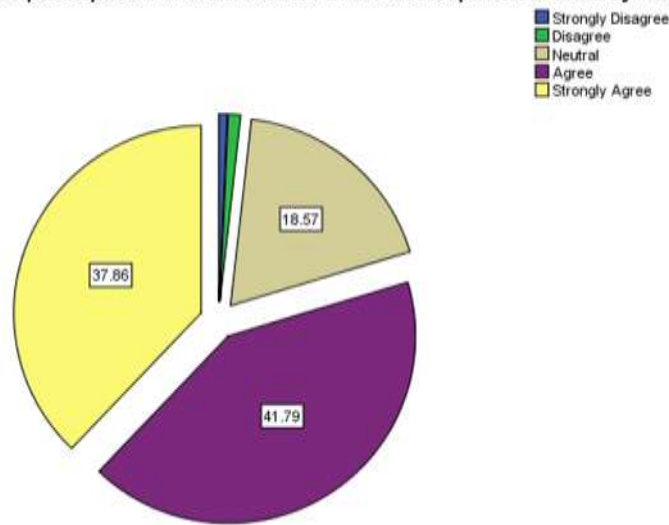


Figure 4. 23 Ensure participation of stakeholders in development of M&E systems

4.6.2 Ensure to listen to people in order to learn about real circumstances

In response to this variable most of the respondents accounting to 94.2% (264; N=280) agreed with the statement. The results are shown in table next.

Table 4. 3 Ensures participation of stakeholders in the development of M&E systems

S.No	Nature of response	No Of Respondents	Percentage
1	Strongly Disagree	0	0
2	Disagree	4	1.4
3	Neutral	8	2.9
4	Agree	127	45.4
5	Strongly Agree	141	50.4
	Total	280	100

4.6.3 Incorporate incentives attached to participation in M&E process

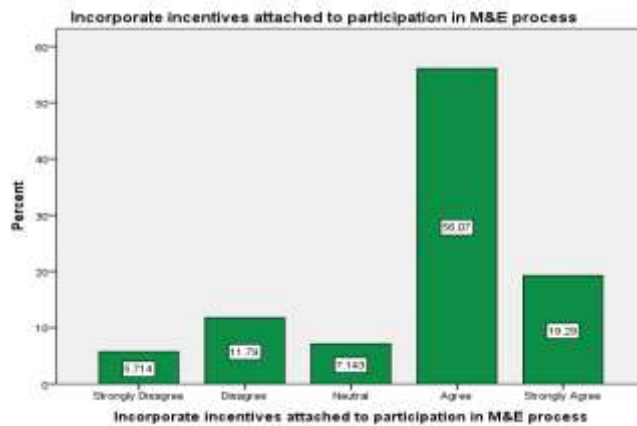


Figure 4. 24 Incorporate incentives attached to participation in M&E process

The results show that 75.3% (211;N=280) of the respondents were in agreement that there was need to incorporate incentives attached to participation in M&E process while 17.5%(49;N=280) disagreed and 7.1%(20;N=280) were neutral on whether to incorporate incentives attached to participation in M&E process. According to Jackson, Berdou, Ngounoue, Kreutz and Clark (2009) cited by GSDRC (2010), the foremost vital barrier to implementing feedback systems is that the incentives that form management and organizational behavior. The prices of implementing these systems outweigh the advantages for managers and organizations.

4.6.4 Proactive communication and dissemination of M&E information

The results below show that 89.6% (251; N=280) of the respondents agreed with the statement that there was need for proactive communication and dissemination of M&E information.

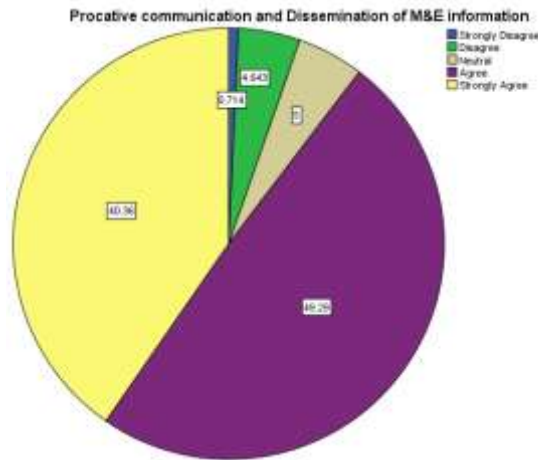


Figure 4. 25 Proactive communication and dissemination of M&E information

4.6.5 Use of cheapest and simpler feedback tools

In response to the raised question, 76.7% (215; N=280) of respondents which included agree and strongly agree were of the opinion using cheapest and simpler feedback tools.

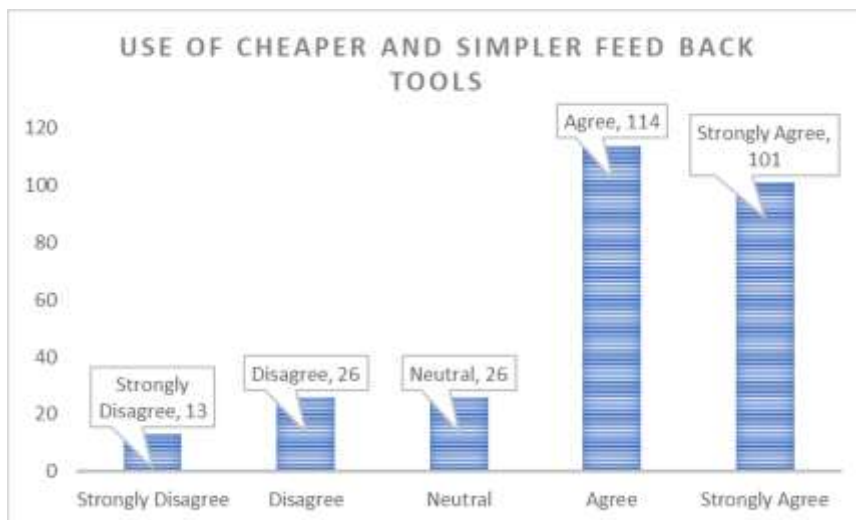


Figure 4. 26 Cheaper and simpler feedback mechanisms

4.6.7 Instill stakeholder orientation at the core of M&E

In response to the raised question, of respondents 77.5%(217;N=280) which include agree and strongly agree were of the opinion that there was need for instilling stakeholder orientation at the core of Monitoring & Evaluation.

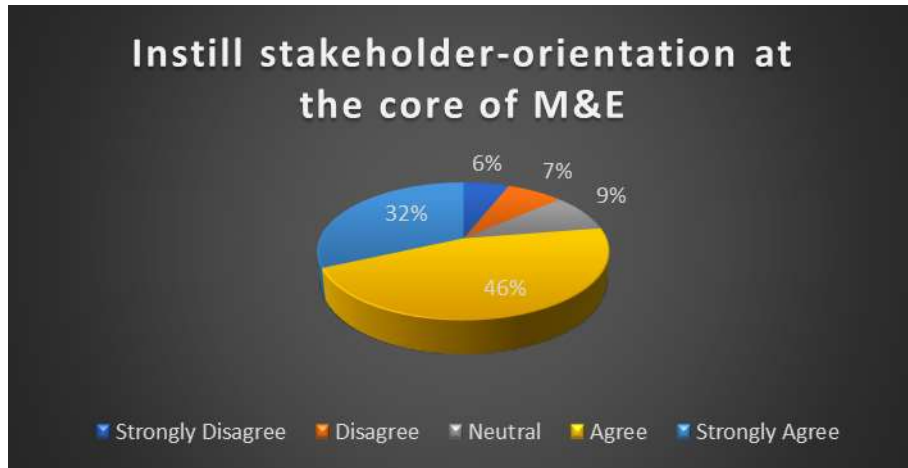


Figure 4. 27 Instilling Stakeholder Orientation at the core of M& E

4.7 Chi Square Test

Table 4. 4 Chi square test results

S.No	Factors	Pre-test score Participation in project Monitoring and Evaluation				
		N	%	df	Chi square	Statistics. Results
1	Gender	280	100	2	9.176	P < 0.05 Sig.
2	Residential area	280	100	2	7.522	P < 0.05 Sig.
3	Education	280	100	4	4.612	P < 0.05 Sig.
4	Experience	280	100	6	11.237	P < 0.05 Sig.
5	Employment	280	100	4	2.129	P < 0.05 Sig.

Socio demographic characteristics and level of Project participation in Monitoring & Evaluation.

The above table depicts the Chi Square test results for socio-demographic background and the level of involvement in Project participatory monitoring and evaluation.

Regarding Gender, there is no significant association between the level of participation in project M&E and gender ($X^2=9.176$, $df=2$, $p<0.05$)

Regarding the Residential area of the respondents, there is a significant association between the level of participation in project M&E and residential areas of respondents ($X^2=7.522$, $df=2$, $p<0.05$)

Regarding the Education, it is inferred that there is significant association between the level of highest education qualification and participation in project M&E ($X^2=4.612$, $df=4$, $p<0.05$).

Regarding the Experience, there is no significance association between the number of years of experience and participation in project M&E ($X^2=$, 11.237 , $df=6$, $p<0.05$).

The findings also show that the Employment, there is significance association between the number of years of experience and participation in project M&E ($X^2=$, 11.237 , $df=6$, $p<0.05$).

4.8 Hypothesis framed

A hypothesis is an idea or assumption expressed in the form of a single statement. It aims to explore a new phenomenon, examine the who, what, why, where, and how, OR check the relationship between two elements (Ravie, 2020). Based on the study I found out the following points of hypothesis

1. There is a significant relationship between the independent variables like, working experience, age, and their level of participating in M&E process of social work Projects.
2. There is a significant relationship between the M&E tools which the stakeholders use and their success in projects

From the above statements formulated the following hypothesis

- Null hypothesis

Absence of P M&E in the projects has affected the success of projects

- **Alternative hypothesis**

Absence of P M&E in the projects has affected the success of projects

4.9 Conclusion

This chapter has discussed the research findings of the study. The results of the study have revealed that the community was not fully involved in the whole process of M&E. Again, the results have shown that the community was not fully competent to participate in all processes of M&E. The majority of the respondents disagreed that the primary stakeholders were actively participating in project M&E processes. The respondents also disagreed that the project M&E processes encouraged joint learning of all stakeholders. Again, the results have shown that the community was not able to identify their own indicators of project success

The majority of the respondents agreed that participation increased the sense of ownership of the project by beneficiaries. The majority of respondents who participated in the study revealed that participation enhanced responsiveness of the project team. The results have pointed out that the participation improved the improved efficiency by ensuring that all stakeholders are satisfied with project outcomes. Again, the respondents said that participation improved sustainability since more people are committed to carrying on the activity after outside support has stopped. In view of transparency and accountability the majority of respondents agreed that as stakeholders are given information and decision-making power and also concurred that it was able to empower participants to develop skills and confidence amongst beneficiaries.

Moreover, the majority of the respondents agreed that the participatory M&E consumed too much project time. Again, the results also revealed that participation required budgeting for extra resources (for example funds, time as M&E crept beyond schedule). The majority of respondents further agreed that M& E demanded skilled and careful facilitation to accommodate the most excluded participants. Responded further concurred that conflict was always inevitable hence need to plan for conflict resolution. The majority of respondents during this study agreed that beneficiary's feedback mechanisms might become dominated by powerful groups. Furthermore, the results have pointed to the fact that key primary stakeholders might not actively participate and that for most development projects where participation was voluntary, members expected to be given financial incentives for their participation.

Respondents in the study agreed that there was need to ensure participation of stakeholders in the development of M&E systems, listening to people in order to learn about real circumstances as well as incorporating incentives attached to participation in M&E process. The majority of the respondents further pointed that there was need for proactive communication and dissemination of M&E information and there was need to use the cheapest and simpler feedback tools (e.g. use of new information and communication technologies) as well as instilling stakeholder orientation at the core of M&E. These were some of the strategies pointed out by the respondents during the study.

The conclusions and recommendations of the study are presented in the next chapter.

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents conclusions and recommendations based on the research findings as discussed in Chapter 4. The recommendations are a result of research objectives as pointed below:

The following objectives were formulated:

- To determine the extent to which participatory monitoring and evaluation techniques of managing social work projects is currently done in Rumphi District through school improvement program.
- To determine the benefits of participatory monitoring and evaluation techniques in managing social work projects in Rumphi District through the School improvement program.
- To establish challenges of participatory monitoring and evaluation techniques in managing social work projects in Rumphi District through School improvement program.
- To recommend strategies that could improve application of participatory monitoring and evaluation techniques in managing social work projects in Rumphi District through school improvement program.

5.2. Findings from the Study

There is agreement that participation was an important aspect that would lead to the success of the social work project.

5.2.1. Findings from Literature Review

Participatory M&E referred to a method within which the main stakeholders of any development intervention were actively concerned in examining whether or not the program or project has achieved its objectives or whether or not it's progressing within the right direction (International Fund for Agricultural Development ,2011). P M&E is important to be deployed for a number of reasons that include a growing demand for incontestable impact because of restricted donor funds as well as increasing decentralization of authority vocation for brand new styles of oversight to enhance transparency (IFAD,2011).

Participatory community monitoring and evaluation was extremely important for learning about the achievement/deviation from original concerns and problems facing local development projects/programs that were being implemented in order for corrective measures could be taken on time (Mbondo and Ochieng,n.d).

Participatory monitoring was involving local beneficiaries in trying to measure, record, collect, process, and communicate information in assisting local development project extension workers and local group members making decision (Mbondo and Ochieng,n.d). Participatory evaluation was assisting in adjusting and redefining objectives, reorganization, institutionalizing arrangements, or re-allocating of resources as necessary (Mbondo and Ochieng, n.d)

Mbondo and Ochieng (n.d) ascertained that PM&E provided an opportunity to the project implementation committee to assess deficiencies inside the project design - if objectives and work established were realistic if local funding was adequate and whether or not project extremely in hand by local people. This in itself was an achievement in capacity building at the local level (Mbondo and Ochieng,n.d).

Beneficiary feedback mechanisms could become dominated by powerful teams be unable to succeed in the foremost marginalised teams and found themselves generating responses that would not be representative. Women would be excluded (Jacobs 2010 cited in GSDRC, 2010). There were variety of sensible issues related to grouping feedback from the foremost marginalised, that needed a lot of careful designing and nearer facilitation (Jacobs 2010 cited in GSDRC, 2010).

5.3. Findings from the Primary Research

5.3.1. Findings on the Demo data of respondents

1. More than half 63.5% of the respondents were Male.
2. Majority of respondents (55%) either had an MSCE or Diploma as the highest qualification
3. More than half (57.8%) of the respondents were fully employed
4. More than half of the respondents (60%) were involved in project management as either school staff or district council members.
5. More than half (68%) of respondents were rural residents
6. Nearly half (40%) of the respondents' years of experience is below- 2years

5.3.2 Findings on current practices of participatory M&E

1. More than half (67.8%) of the respondents shows that the community is not fully involved in the whole process of monitoring and evaluation.
2. More than half (79.2%) of the respondents; do not agree with the community being competent with the whole process of monitoring and evaluation.
3. Majority of respondents (69.6%) do not agree with the statement that primary stakeholders are being active in project Monitoring and Evaluation processes.
4. More than half (73.2%) of the respondents show that the project M&E does not encourage joint learning of all stakeholders.
5. The majority of respondents (77%) disagreed that the community were able to identify their own indicators of project success.

5.3.3 Findings on opportunities of participatory monitoring & evaluation

1. The majority of respondents (67.8%) agreed that participation increases the sense of project ownership
2. The majority of respondents (86.7%) agree that participation enhances responsiveness of the project team.
- 3 The majority of respondents (86%) agreed that Participation improves efficiency by ensuring that all stakeholders are satisfied with project outcomes
4. More than half (60%) of the respondents of this research agreed to the assessment that participation improves sustainability.
5. More than half (85.7%) of the respondents were in agreement that participation improved transparency and accountability as stakeholders are given information and decision-making power.

6, Majority of respondents (69.2%) of the respondents agreed that participation empowered participants to develop skills and confidence amongst beneficiaries

5.3.4 Findings on the challenges of participatory monitoring & evaluation

1. More than half (56.7%) of the respondents agreed that participatory M& E consumed too much project time.
2. Majority of the respondents (76%) agreed that P M&E Requires budgeting for extra resources.
3. Majority of the respondents (84.2%) agreed that participatory demanded skilled and careful facilitation to accommodate the most excluded participants.
4. Majority of respondents (76%) agreed that conflict was always inevitable hence there was need to plan for conflict resolution.
5. Majority of the respondents (81.4%) agreed that the beneficiaries feedback mechanisms might become dominated by powerful groups.
6. Majority of the respondents (73.9%) agreed that key primary stakeholders might not actively participate.
7. Majority of respondents (93.2%) agreed that for most development projects where participation was voluntary members expected to be given financial incentives for their participation.

5.3.5 Findings on the strategies to improve participatory M&E

1. Majority of the respondents (79.6%) agreed that there was need to ensure participation of stakeholders in the development of M& E systems.
2. Majority of the respondents (94.2%) agreed that there was need to ensure to listen to people in order to learn about real circumstances.
3. Majority of the respondents (75.3%) agreed that there was need to incorporate incentives attached to participation in M&E process
4. Majority of the respondents (89.6%) agreed that there is need for Proactive communication and dissemination of M&E information.
5. Majority of respondents (76.7%) agreed there is need of using cheapest and simpler feedback tools.
6. More than half (77.5%) of the respondents agreed that there was need for instilling stakeholder orientation at the core of Monitoring & Evaluation.

5.4 Explanations on the finding

The findings have shown that the community was not fully involved in the whole process of M&E. Again, the results have shown that the community was not fully competent to participate in all processes of M&E. The majority of the respondents disagreed that the primary stakeholders were actively participating in project M&E processes. The respondents also disagreed that the project M&E processes encouraged joint learning of all stakeholders. Again, the results have shown that the community was not able to identify their own indicators of project success.

Most of the respondents agreed that participation increased the sense of ownership of the project by beneficiaries. The majority of respondents who participated in the study revealed that participation enhanced responsiveness of the project team. The results have pointed out that the participation improved the improved efficiency by ensuring that all stakeholders are satisfied with project outcomes. Again, the respondents said that participation improved sustainability since more people are committed to carrying on the activity after outside support has stopped. In view of transparency and accountability the majority of respondents agreed that stakeholders are given information and decision-making power and also concurred that it was able to empower participants to develop skills and confidence amongst beneficiaries.

Moreover, the majority of the respondents agreed that the participatory M&E consumed too much project time. Again, the results also revealed that participation required budgeting for extra resources (for example funds, time etc. as M&E crept beyond schedule). The majority of respondents further agreed that M& E demanded skilled and careful facilitation to accommodate the most excluded participants. Responded further concurred that conflict was always inevitable hence need to plan for conflict resolution. The majority of respondents during this study agreed that beneficiary's feedback mechanisms might become dominated by powerful groups. Furthermore, the results have pointed to the fact that key primary stakeholders might not actively participate and that for most development projects where participation was voluntary, members expected to be given financial incentives for their participation.

Respondents in the study agreed that there was need to ensure participation of stakeholders in the development of M&E systems, listening to people in order to learn about real circumstances as well as incorporating incentives attached to participation in M&E process. The majority of the respondents further pointed that there was need for proactive communication and dissemination of M&E information and there was need to use the cheapest and simpler feedback tools (e.g. use of new information and communication technologies) as well as instilling stakeholder orientation at the core of M&E. These were some of the strategies pointed out by the respondents during the study.

5.5. Conclusions

In order to ensure the pursued projects success, there was need for various groups of people to work together. Through the clarity of issues and encouraging participation from all the stakeholders it indeed ensured the need that active and meaningful participation was essential if completion of projects was anything to go by. The involvement of the community will result in owning the project as theirs and hence work towards the completion of the projects.

5.6 Recommendations

- There is need for the management of the projects to consider fully the involvement of all the stakeholders from the inception of the project up to the end
- There is need to listen to people and learn about certain circumstances involving the project.
- There is need to make sure that all the stakeholders having interest in the project are oriented to the core on the processes of M& E.
- There is need for the management to take a proactive role in communication and dissemination of feedback regarding the M& E information.
- Management of M& E should consider that from the onset orientation about the core processes of M&E to stakeholders is key to the implementation and success of the intended project.
- NGOs should make appropriate budgets that should cover contingency in case something happens.
- There is also need for proper quantification and forecasting of P M&E requirements.
- Communities should develop indicators to track and evaluate changes
- Project implementors should include participatory budget for volunteers
- Develop policies for joint monitoring at the community level.
- Empowering communities to exact transparency and accountability
- Communities should develop community workplans
- Government should build interest and engagement attitude in P M&E
- Develop the M&E approach such
- The government should offer capacity building support to local communities.
- NGOs should strengthen the ability of marginal groups to participate.
- Government should provide skilled and dedicated facilitators at community level and in multi-stakeholder processes.

5.7. Area for further Research

A further study could be an evaluation of the community as a stakeholder in the success of monitoring and evaluation of projects.

5.8. Conclusion

The success of the M& E process depends on all the players involved working together. If one of the stakeholders is not involved problems are likely to creep in affect all the processes. There was need for the management of the process to be well communicated to all stakeholders. Some of the results of the study revealed that the community was not fully involved in the whole process of M&E. Again, the results have shown that the community was not fully competent to participate in all processes of M&E. The majority of the respondents disagreed that the primary stakeholders were actively participating in project M&E processes. The respondents also disagreed that the project M&E processes encouraged joint learning of all stakeholders. Again, the results have shown that the community was not able to identify their own indicators of project success

REFERENCES

1. Alexander, J., & Bonino, F. (2014). Ensuring quality of evidence generated through participatory evaluation in humanitarian contexts. ALNAP. <https://www.alnap.org/help-library/ensuring-quality-of-evidence-generated-through-participatory-evaluation-in-humanitarian>
2. Bell JS, Marais D.(2015) Participatory training in monitoring and evaluation for maternal and newborn health programs. Glob J Health Sci. 2015;7:192–202. doi:10.5539/gjhs.v7n2p192.<https://www.scribbr.com/dissertation/literature-review/>
3. Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in motion. Forum: Qualitative Social Research, 13(1). <https://doi.org/10.17169/fqs-13.1.1801>

4. Burns, J. C., Cooke, D. Y., & Schweidler, C. (2011). A short guide to community based participatory action research (T. Bonilla & T. Farris, Eds.). Advancement Project – Healthy City. <https://ktpathways.ca/system/files/resources/2019-02/cbpar.pdf>
5. Catley, A., Burns, J., Abebe, D., & Suji, O. (2014). Participatory impact assessment: A design guide. The Feinstein International Center. https://fic.tufts.edu/wp-content/uploads/PIA-guide_revised-2014-3.pdf
6. Cayla, David. 2017 Organizational Learning: *A process between equilibrium and evolution*. *Journal of Economics Issues* 42, 2, 553-560.
7. Canaan, R. A., & Boehm A. (2012). Towards a Practice-based Model for Community Practice: Linking Theory and Practice. Retrieved from https://repository.upenn.edu/spp_papers/155
8. Chambers, R. (2007). Who counts? The quiet revolution of participation and numbers (Working Paper 296). Institute of Development Studies. <https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/398/Wp296%20web.pdf?sequence=1&isAllowed=y>
9. Chicago Beyond. (2018). Why am I always being researched? <https://chicagobeyond.org/researchequity/>
10. Education Statistics (2010). *Education Management Information System (EMIS)*, 2010. Ministry of Education Science and Technology
11. Elias, M., Zins, J., Weissberg, P., Frey, K., Haynes, N., Kessler, R., Schwabstone, M., Shriver, T., (2015) *Learning: Guidelines for Educators*. Alexandria.
12. Elias, M., Zins, (2016) *The U.S. Department of Education Office of Safe and Healthy Students* (<http://safesupportiveschools.ed.gov>).
13. Feldman, Martha, S. (2013): “*Organizational Routines as a Source of Continuous Change*.” *Organization Science* 11, 6, 611-629.
14. Grafton, R. Quentin, Linwood H. Pendelton and Harry W. Nelson. (2001) *A Dictionary of Environmental Economics, Science, and Policy*. Cheltenham, UK: Edward Elgar.
15. Gram, L., Daruwalla, N., & Osrin, D. (2019). Understanding participation dilemmas in community mobilization: can collective action theory help?. *Journal of epidemiology and community health*, 73(1), 90–96. <https://doi.org/10.1136/jech-2018-211045>
16. Greatbatch D. and Tate S, (2019) School improvement systems in high performing countries. www.gov.uk/government/publications Accessed on: 29-01-2022
17. Greenwald, R. (2014). *The effect of School Resources of Student Achievement*. *Review of Educational Research*, 66, 361-396. <http://dx.doi.org/10.3102/00346543066003361>
18. Governance and Social Development, GSDRC. (2010) Helpdesk Research Report: Participatory M&E and Beneficiary Feedback. Online. Available from: <http://www.gsdr.org/docs/open/hd709.pdf>. Accessed on: 02-February-2022
19. Groupe URD. (2009). Participation handbook for humanitarian field workers. <https://www.alnap.org/help-library/participation-handbook-for-humanitarian-field-workers>
20. Guloba, M.M., Wokadala, J., & Bategeka, L. (2010). *Does teaching methods and availability of teaching resources influence pupil's performance: Evidence from our districts in Uganda*. Research Series No. 77. Economic Policy
21. Gujit, I. (2014). Participatory Approaches. Methodological Briefs: Impact Evaluation 5, UNICEF Office of Research, Florence. https://www.betterevaluation.org/sites/default/files/Participatory_Approaches_ENG.pdf
22. Hagens, C., More, D., Causton, A., and Way, C. (2008) *Guidance on monitoring and evaluation*. Baltimore, MD: Catholic Relief Services.
23. Hara, S.R., & Burke, D.J. (2013). Parent involvement: *The key to improved student achievement*. *The school Community Journal*, 8(2), 9-19.
24. Heyneman, S.P., & Jamison, D.T. (2010). *Student learning in Uganda: Textbook availability and other factors*.
25. Holland, J. (Ed.). (2013). *Who Counts?: The Power of Participatory Statistics*. Practical Action Publishing.
26. Kadzamira, E., & Rose, P. (2011). *Educational Policy Choice and Policy Practice in Malawi: Dilemma and Disjunctures*. IDS Working Paper Series No. 124. Brighton, Institute of Development Studies: 27
27. Macaulay, A. C., Jagosh, J., Pluye, P., Bush, P. L., & Salsberg, J. (2013). Quantitative methods in participatory research. *Nouvelles Pratiques Sociales*, 25(2), 159–172. <https://doi.org/10.7202/1020827ar>
28. Njuki, J. Kaaria, S. Chetsike, C. & Sanginga (2013) Participatory monitoring and evaluation for stakeholder engagement, and institutional and community learning. *Journal of Academic Research in Business and Social Sciences*. 3(6), 9-19
29. Pratt, B. and Myhrman, T. 2009, ‘Improving aid effectiveness: A review of recent initiatives for civil society organizations’, Online: Available from: http://www.intrac.org/data/files/resources/623/Improving_aid-effectiveness-A-review_of_recent-initiatives-for-CSOs.pdf. Accessed on: 07-02-2022
30. Elkins, C. (2006). *Monitoring and Evaluation (M&E) for Development in Peace-Precarious Situations*. The North South Divide and International Studies 47th Annual ISA Convention. San Diego: RTI International.

31. International Journal of Novel Research in Humanity and Social Sciences Vol. 5, Issue 4, pp: (428-433), Month: July - August 2018, Available at: www.noveltyjournals.com
32. Mathur, Ashok. 2005. 'Rural Development: Indices and Linkages', in National Institute of Rural Development (NIRD), *India: Rural Development Report-Rural Institutions, 2005*. Hyderabad: National Institute of Rural Development, Ministry of Rural Development, Government of India.
33. Muthalagu, K. 2007. 'Poverty Eradication in India under Anti-poverty Programmes: Some Observations', *Kurukshetra*, 56(2): 4.
34. Pratt, B. and Myhrman, T. 2017, 'Improving aid effectiveness: A review of recent initiatives for civil society organisations', Online: Available from: <http://www.intrac.org/data/files/resources/623/Improving-aid-effectiveness-A-review-of-recent-initiatives-for-CSOs.pdf>. Accessed on: 07-02-2022
35. Radhakrishna, R. (ed.). 2008. *India Development Report 2008*. Mumbai: Indira Gandhi Institute of Development Research, and New Delhi: Oxford University Press.
36. Radhakrishna, R. and Shovan Ray (eds). 2005. *Handbook of Poverty: Perspectives, Policies and Programmes*. New Delhi: Oxford University Press.
37. Reserve Bank of India (RBI). 2000. *Report of the High-Power Committee on Urban Cooperative Banks*, RBI Bulletin, January. Mumbai: RBI.
38. Satish, P. 2007. 'Rural Infrastructure and Growth: An Overview', *Indian Journal of Agricultural Economics*, 62(1).
39. Singh, Katar. 1999. *Rural Development: Principles, Policies and Management*, 2nd edition. New Delhi: Sage Publications.
40. Singh, Katar and Anil Shishodia. 2007. *Environmental Economics: Theory and Applications*. New Delhi: Sage Publications.
41. The Global Initiative for Economic, Social and Cultural Rights (GI-ESCR). (2014). Practitioner's guide: A rights-based approach to participation. <http://globalinitiative-escr.org/wp-content/uploads/2014/05/GI-ESCR-Practitioners-Guide-on-Right-to-Participation.pdf>
42. UN Office of the High Commissioner for Human Rights. (2016). A human rights-based approach to data: Leaving no one behind in the 2030 development agenda. United Nations. <https://www.ohchr.org/Documents/Issues/HRIndicators/GuidanceNoteonApproachtoData.pdf>
43. Vaughn, L. M., & Jacquez, F. (n.d.). Participatory research methods – choice points in the research process. *Journal of Participatory Research Methods*. <https://doi.org/10.35844/001c.13244>
44. World Health Organization. Monitoring Maternal, Newborn and Child Health: Understanding Key Progress Indicators. Geneva: WHO; 2011. http://apps.who.int/iris/bitstream/10665/44770/1/9789241502818_eng.pdf. Accessed 12 Jan 2022.
45. Willetts, J., & Crawford, P. (2007). The Most Significant Lessons about the Most Significant Change Technique. *Development in Practice*, 17(3), 367-379. <http://www.jstor.org/stable/25548222>
46. <https://www.intrac.org/wpcms/wp-content/uploads/2016/09/Praxis-Paper-21-PME-in-Practice-Jerry-Adams-and-Anne-Garbutt.pdf>
47. https://www.researchgate.net/publication/327284898_Participatory_Monitoring_and_Evaluation_An_Overview_of_Guiding_Pedagogical_Principles_and_Implications_on_Development, <https://doi.org/10.1080/00094056.1991.10520801>
48. <https://www.intrac.org/wpcms/wp-content/uploads/2016/09/Praxis-Paper-21-PME-in-Practice-Jerry-Adams-and-Anne-Garbutt.pdf>
49. https://www.researchgate.net/publication/327284898_Participatory_Monitoring_and_Evaluation_An_Overview_of_Guiding_Pedagogical_Principles_and_Implications_on_Development