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Participatory Monitoring and Evaluation Approach and Performance of Early Childhood Development and Education Projects in Siaya County, Kenya

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Abstract: **Early childhood development and education (ECDE) projects play an important role in the provision of safe and age appropriate instructional learning environments and resources for children aged between 3-6 years. Following the promulgation of the new constitution in 2010, ECDE was devolved and the created 47 county governments took responsibility for the design, implementation and monitoring of ECDE. The purpose of this study was to examine the influence of participatory monitoring and evaluation approach on performance of early childhood development and education projects in Alego Usonga Sub-County. The design of the study was cross-sectional. The target population was 1217respondents. Simple stratified random sampling was used. Using the Krejcie and Morgan table of estimation, 297 sample size was calculated. Data was analysed using SPSS computer package version 21. Both descriptive and inferential statistics were computed. Descriptive statistics included frequencies, percentages, means and standard deviations. Inferential statistics included correlation and regression analyses. Pearson correlation(r) and coefficients of determination (R^2), were computed to assess the association between the independent variables and the dependent variable. There was significant positive association between participatory monitoring and evaluation approach and performance of ECDE projects ($r=0.548$, $p<0.01$). The study recommended that the County government should strengthen the use of the participatory monitoring and evaluation approach in ECDE projects and that the participatory monitoring and evaluation should be integrated in the design and daily implementation of the projects. The County government should also ensure that the ECDE projects are effectively designed and implemented to assure sustainable and quality performance.**

Keywords: **Participatory, Monitoring and Evaluation, Performance, Early Childhood Development and Education.**

1. INTRODUCTION

Early childhood development and education (ECDE) projects play an important role in the provision of safe and age appropriate instructional learning environments and resources for children aged between 3-6 years. Following the promulgation of the new constitution in 2010, ECDE was devolved and the created 47 county governments took responsibility for the design, implementation and monitoring of ECDE. Participatory monitoring and evaluation approach is a development effort targeting poverty alleviation, social inclusion, and equity. It is people driven in that the project initiators and project users are the key people involved in the evaluation process. Participatory monitoring and evaluation aims to produce a range of change driven outcomes and impacts including capacity building initiatives of community members in planning for projects and carrying out evaluations and the wider stakeholder involvement in making decisions. PM&E would also assist in enhancing communication and building trust among the stakeholders. It aims at putting constant efforts to improve on projects initiated to the community members to meet their needs (Diez, 2002, 2001).

Participatory development came as a reaction to the failure to involve the would-be beneficiaries of development in the process (Chambers, 1994). Participatory monitoring and evaluation (M&E) approach is important in directing the locals of a community in making decisions, it enhances effective interventions to be adopted to assist in addressing emerging issues that are likely to arise in process of carrying out project implementation (Kananura, 2017).

A monitoring and evaluation system that is comprehensive assist the project initiators, project decision makers and project budget planners to adopt the strategies that work and put adjustments on what needs to be improved to ensure that the limited available resources are put in enhancing. Participatory M&E systems are important for identifying the project impediments that can eventually be addressed. Participatory monitoring and evaluation strengthens skills of community members who in most cases are the project beneficiaries enabling them to be involved and contribute their views to the successful completion of the projects.

This approach has been identified as a skill and knowledge driven initiative that allows project initiators and project users to take responsibility of the projects without depending much on the external skills. In addition, participatory monitoring and evaluation approach encourages fairness among community groups who have a share in the implementation of the project.

Statement of the Problem

Early childhood development and education (ECDE) projects play a significant role in the provision of safe and age appropriate instructional learning environments and resources for children aged between 3-6 years. Following the promulgation of the new constitution in 2010, ECDE was devolved and the created 47 county governments took responsibility for the design, implementation and monitoring of ECDE. However, available evidence suggests that the performance of ECDE projects may be compromised in the absence of effective utilization of the Participatory monitoring and evaluation approaches.

Participatory monitoring and evaluation approach is vital for the effective and sustained performance of ECDE projects. It ensures organizational and development learning is enhanced, informs decision making, support project accountability and develops capacities of monitoring and evaluation functions (UNDP, 2009). It is necessary that a participatory monitoring and evaluation approach be applied to early childhood educational management to improve performance. Performance of educational projects is a key element in all government institutions as it aims at achieving growth and development.

Purpose of the Study

The purpose of this study was to examine the influence of participatory monitoring and evaluation approach on the performance of early childhood development and education projects in Siaya County, Kenya.

2. REVIEW OF RELATED LITERATURE

This section reviews the empirical literature on the influence of cost benefit analysis approach on the performance of early childhood development and education projects.

Participatory Monitoring and Evaluation Approach and Performance of Early Childhood Development and Education Projects

Participatory monitoring and evaluation (PM&E) emerged as a result of the various disadvantages of the different conventional approaches to monitoring and evaluation in identifying needs of primary stakeholders who in most cases are directly affected by project development. PM&E involves collaboration efforts of the primary stakeholders, development institutions and policy makers aimed at ensuring that development progress is monitored by them and how results should be addressed.

Hilhorst and Guijit (2006) defined PM&E as a systematic process where primary stakeholders are people directly affected by a project that is being look at, actively participates , are involved first in tracking and bringing out the sense of project progress that would result towards the realization of results whether self-identified or jointly identified at the community level. Obure, Dietz and Zaal (2008) suggests that a real PM&E is one in which all the stakeholders are involved in all the project activities of monitoring and evaluation (M&E). PM&E is only understood depending on how participation is

defined and interpreted. However, participation has been described differently as a process that has a unique purpose and involves different categories of people.

In Uganda, PM&E was used in giving directions on how project decisions would be made. It promoted the effective implementation of project interventions and was used to address the emerging issues that arose in the process of project implementation (Kananura., et.al., 2017). In giving out the information to the stakeholders, critical measures were to ensure community needs were achieved.

Sangole, Kaaria, Njuki, Lewa and Mapila, (2014) examined that putting communities together in groups was an incentive to improve the groups functioning. However, he noted that there were other strategies that needed to be employed to hasten accountability. These strategies involved the groups' capacity building on numerical and literacy know-how. PM&E is therefore seen as a development driven measure and practice that empowers the marginalized poor, women, children and the disabled. PM&E approach ensures that majority of the project stakeholders are involved from the initial stage of project design to project implementation and to the monitoring and evaluation stages (Jackson, 1999).

PM&E enhances social and economic development and empowers citizens. The compelling question that should be asked is, therefore, whether or not PM&E as applied in early childhood education projects is effective in influencing performance. PME makes it mandatory that all stakeholders, particularly those at the local community levels are involved in all the monitoring and evaluation processes. They determine the objectives of monitoring and evaluation, identify project performance indicators and participates in data collection and analysis (Ezemenari, Rudqvist and Subbarao, 1999; Fraiser, 2006). Participatory methods should be used throughout the project duration from formulation to project execution and completion. This allows for evaluation on how the project benefits is being perceived (Leeuwen, 2000; Codd, 2011).

PM&E advocates that the end users of a project intervention who are the poor, the disadvantaged and those not empowered to lead key initiatives with other stakeholders to enhance effectiveness of project evaluation (Ezamenari, 1999; Jackson, 1999). Participatory monitoring and evaluation in all inclusive action that is change driven, improves quality of life and ensures development are sustainable. Participation drives towards enhancing stakeholders' dignity and respect towards one another. It creates political, moral awareness and responsibility of project initiators and users, develops cohesion among communities and empowers community members to push for their interests (Abbot and Forward, 2000). PM&E cannot be ignored as it ensures that organizations are accountable to their supporters, donors and also the needy (Leeuwen, 2000). Mariga, (2012) in his research proposed that PME should be made a mandatory practice in organizations and must be embraced to promote development that are sustainable.

Performance of ECDE projects

Performance of early childhood education projects is defined in this study as including timely implementation, cost effectiveness, quality of projects, timely completion and stakeholders' satisfaction. Available literature show that these are important indicators of performance of projects including early childhood development and education projects.

Timely implementation is the process of transformation of an idea from conceptualization to reality within the set timelines (Smith,.et.,al., 2014). Timely implementation drives the project's success and is critical in development. Untimely project implementation derails economic development. Bothale, (2017) concluded that most public implemented projects are either poorly implemented or not implemented at all. Implementation should be done within the constraints of identified cost, set time and within the scope. Durlak, (1989) suggested that the level of project implementation influences project outcomes.

Cost effectiveness is a project performance indicator that project implementers should consider especially in constraint resource institutions (Thompson, Pulleyblank, Parrott and Essex, 2016). Cost effectiveness ensures that project achievement of results is at a lower cost compared to project alternatives. It puts benefits in relation to the monetary value obtained from the project. In education, cost effectiveness helps to determine which projects are able to achieve certain objectives at the lowest cost. Projects with the least cost for a given outcome ensures that societies uses the available resources efficiently (Levin, 1995).

In 2006, the Ministry of Education (MoE) developed early childhood education service guidelines that would ensure quality provision of early childhood education (G.O.K, 2006). A study carried out by (Sitati, Ndirangu, Kennedy, and Rapongo, 2016), revealed that most institutions did not adhere to the government guidelines in provision of learning facilities. Early childhood learning can only be effective if enough facilities, learning materials, learning equipment and activities are provided for (Shaji and Indoshi, 2008). The Kenyan government recognizes the importance of early childhood development projects for overall and future school success (GoK, 2012).

Timely completion is an indicator that would project performance. Block and Peterson, (2015) described that the most prudent way to avoid delay in completion of projects is to prepare a project schedule and to keep referring and adhering to the project schedule throughout the cycle of the project. However, some developers often neglect the thorough and structured process. Project schedules helps in identification of delays and controls or minimizes damages. Yu, Flett and Bowers (2005) discussed that timing evaluations aims at analyzing the success. They concluded that the process is useful at all the project phases until the completion of the project and would ensure projects are completed within the set timelines.

Stakeholder satisfaction is an important indicator in project performance. Stakeholder satisfaction is derived from stakeholder participation. Stakeholder participation is regarded as a moral and ethical aspect (Donaldson and Preston, 1995) as it puts identified stakeholders interest first. Early childhood projects must implemented within the estimated project cost, must adhere to the developed project schedule and must be of good quality for satisfaction of project stakeholders (Mallak, Patzak, and Kurstedt, 1991; Westerveld, 2003)). In Kenya, the government recommended the need to have an intensive ECDE policy framework that would highlight the standard guidelines needed for effective service delivery. The policy defined the roles of different stakeholders in the provision of ECDE services (GOK, 2005). Parents who are as main stakeholders in implementation of early childhood projects were left with the responsibility to plan, develop and manage early childhood education projects (Nganga, 2009).

3. METHODOLOGY

This study used cross sectional design. Cross sectional design involve collection of data in more than one case at a single point in time. According to Babbie (1989), cross sectional designs are designed to study some phenomenon by taking a cross-section of it at one time. The design was the most appropriate for this study because it will enable the researcher to collect data within a relatively shorter span of time, and also in a cost effective manner.

The target population for this study was 1217, composed of 10 county executive committee members, 10 chief officers, 15 departmental directors, 6 sub-county administrators, 30 ward administrators, 440 project management committee members, 700 ECDE instructors and 6 ECDE coordinators. The total target population for this study was 1217. Using the Krejcie and Morgan table of estimation for the target population, the sample size for this study was 297 (Krejcie and Morgan, 1970).

Simple stratified random sampling procedure was adopted in this study. This sampling procedure makes it possible to sample all the members of the target population. It will also ensure that every member within the target population is given equal opportunity and chance to be interviewed.

The research instruments for this study included a self-administered ECDE Projects Performance Questionnaire and an interview schedule. The self-administered ECDE Projects Performance Questionnaire has six sections. The questionnaire will collect quantitative data on the influence of the monitoring and evaluation approaches on performance of ECDE Projects. The Questionnaire six sections A-F. Section A seeks information on the demographic profile of the research participants. Sections B to F of the Questionnaire has five Likert scale statements on the independent and dependent variable. Section B seeks information on the influence of the logical framework approach on the performance of ECDE projects. Section C seeks information n on the influence of Cost-Benefit Analysis on the performance of ECDE projects. Section D seeks information n on the influence of Impact Evaluation approach on performance of ECDE projects. Section E seeks information on influence of participatory monitoring and evaluation approach on performance on performance of ECDE projects and section F seeks information on Performance of ECDE projects.

An open-ended (unstructured) interview guide was used to collect qualitative information on the monitoring and evaluation approaches and performance of ECDE projects. The thematic issues will be on exploring the perspectives of the research informants on how the monitoring and evaluation approaches influence the performance of the ECDE projects According to Kothari(2004), an open ended interview guide enables the researcher to explore a group's attitudes and opinions on a phenomenon. The researcher will use open ended interviews to gauge the perception of the purposively selected informants who will give provide rich information on the performance of the ECDE projects.

The research instruments were pre-tested in Ugenya Sub-County in Siaya County. Kothari (2004) advises that it is always advisable to conduct a pilot study. A pilot investigation was first be conducted in order to assess the adequacy of the research design and of the questionnaire to be used such as to determine whether the anticipated respondents understands the questions asked in the instrument. Furthermore, a pilot survey brings to light the weaknesses of the questionnaires and of the survey techniques. Pilot testing enabled the researcher to identify issues with the questionnaires which will be addressed before the final study. Pre-testing also enabled the researcher to estimate the time that it would take to administer each questionnaire. Kothari also advises that 10% of the sample is sufficient for pilot testing. Based on this advice, 30 questionnaires were pre-tested in Ugenya sub-County. The questionnaires were pretested among sub-county, ward and ECDE instructors in the sub-County.

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests (Kothari, 2004). Content validity of the questionnaires was determined from the reviews and feedback of the supervisors on the adequacy of the appropriateness and adequacy of the contents in the questionnaires. The supervisors are experts in questionnaire construction and have professional in determining the adequacy and appropriateness of research questionnaires. The feedback from the supervisors were taken into consideration when reviewing the questionnaire and the interview guide.

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time (Kothari, 2004). Reliability of the research instruments was assured through pre-testing. The research instruments was pre-tested in Ugenya Sub-County in Siaya County. Kothari (2004) advises that it is always advisable to conduct a pilot study. A pilot investigation was first conducted in order to assess the adequacy of the research design and of the questionnaire to be used such as to determine whether the anticipated respondents understands the questions asked in the instrument. Furthermore, a pilot survey brings to light the weaknesses of the questionnaires and of the survey techniques. Pilot testing enabled the researcher to identify issues with the questionnaires which were addressed before the final study. Pre-testing enabled the researcher to estimate the time that it would take to administer each questionnaire. Kothari also advises that 10% of the sample is sufficient for pilot testing. Based on this advice, 30 questionnaires were pre-tested in Ugenya sub-County. The questionnaires were pretested among sub-county, ward and ECDE instructors in the sub-County.

Quantitative data were entered in the Statistical Packages for Social Sciences (SPSS). Unique identifiers were given to each questionnaire before entry. Both descriptive and inferential analyses were conducted. Descriptive statistics included frequencies, means and standard deviations. Inferential statistics included correlation and regression analyses. Correlation statistics (Pearson correlation(r) and coefficient of determination (R^2)) were computed to determine the associations or relationships between the monitoring and evaluation approaches and performance of ECDE projects.

4. RESULTS

This section presents the results of the study.

Questionnaire Return Rate

The sample size for this study was 297. However, seventeen respondents opted not to participate in the study, thereby reducing the number by research participants to 280. The total number of questionnaires that were filled and returned were 280. The return rate was therefore 94.3%.

Demographic profile of respondents

The study sought information on demographic profiles of the research participants. Table 1 presents demographic profile data of the research participants.

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Table 1: Distribution of Demographic Characteristics of Respondents

Number of respondents N=280			
		Frequencies	**Percentage**
Gender of the respondents	Male	113	40.4
	Female	167	59.6
	Total	**280**	**100.0**
Age of the respondents	18-20	5	1.8
	21-25	22	7.9
	26-30	61	21.8
	31-35	64	22.9
	36-40	59	21.1
	41-45	38	13.6
	Above 45 years	31	11.1
	Total	**280**	**100.0**
Marital status	Married	187	66.8
	Widowed	29	10.4
	Divorced	7	2.5
	Not married	57	20.4
	Total	**280**	**100.0**
Highest Educational Qualification	PhD	3	1.1
	Masters	25	8.9
	Bachelor's	44	15.7
	Diploma	100	35.7
	Secondary school	89	31.8
	Primary	19	6.8
	Total	280	100.0
Position in the county	Executive committee members	5	1.8
	Chief officers	6	2.1
	Directors	12	4.3
	Sub-county administrators	5	1.8
	Ward administrators		
	Project managements committee member	23	8.2
	ECDE coordinators	101	36.1
	ECDE Instructor(teacher)	7	2.5
		121	43.2
	Total	**280**	**100.0**

Table 1presents the distribution of demographic characteristics of respondents. The demographic questionnaire for ECDE projects performance sought information on gender of the respondents, their age bracket, marital status, highest educational qualification and position held in the County. Out of the 280 respondents, 167(59.6%) were female and 113(40.4%) were male suggesting that majority of those interviewed were female. It is also an indication that county government of Siaya the government has embraced gender equity and women empowerment.

On the age bracket findings, majority of the respondents who filled in the questionnaire were 64(22.9%) aged between 31-35years; 61(21.8%) aged between 26-30years; 59(21.1%) aged between 36-40 years; 38(13.6%) aged between 41-45years; 31(11.1%) aged above 45 years; 22(7.9%) aged between 21-25 years and 5(1.8%) aged between 18-20 years.

The findings on marital status suggested that out of 280 respondents, majority 187(66.8%) were married, 57(20.4%) were not married, 29(10.4%) were widowed and 7(2.5%) were divorced. Findings on highest educational qualification indicated that 100(35.7%) were diploma holders, 89(31.8%) secondary school, 44(15.7%) degree holders, 25(8.9%) masters and 3(1.1%) PhD holders. This indicates the county has embraced formal education as the figures shows relatively high literacy level among the respondents.

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Lastly on the demographic characteristics, findings revealed that out of the 280 respondents, 121(43.2%) were ECDE instructors, 101(36.1%) were Project management committee members, 23(8.2%) were ward administrators, 12(4.3%) directors, 6 (2.1%) Chief officers, 5(1.8%) county executive and 5(1.8%) sub- county administrators.

Descriptive Analysis of Performance of ECDE Projects

The study also sought information on the research participants' perspectives on the performance of ECDE projects (PER). Both theoretical and empirical review of the literature indicated that timely implementation, timely completion, project quality, stakeholder satisfaction and cost effectiveness are important indicators of performance of early childhood development and education projects. To measure performance of ECDE projects, five statements on the indicators were developed in the self-administered questionnaire using a five Likert scale.

Table 2: Descriptive Statistics on Performance of ECDE Projects (PER)

Statement	SD	D	N	A	SA	Mean	Sd
PER1-ECDE projects are implemented in time.	26(9.3%)	65(23.2%)	69(24.6%)	73(26.1%)	47(16.8%)	3.1786	1.22850
PER2-ECDE projects are completed in time.	21(7.5%)	69(24.6%)	81(28.9%)	72(25.7%)	37(13.2%)	3.1250	1.14945
PER3-ECDE projects are cost effective.	10(3.6%)	36(12.9%)	99(35.4%)	95(33.9%)	40(14.3%)	3.4250	1.00255
PER4-ECDE projects are of high quality.	6(2.1%)	25(8.9%)	91(32.5%)	111(39.6%)	47(16.8%)	3.6000	0.94129
PER5-Stakeholders are satisfied with the ECDE projects.	14(5.0%)	32(11.4%)	73(26.1%)	118(42.1%)	43(15.4%)	3.5143	1.04374

Table 2 presents the descriptive statistics on the perspective of the research participants on the performance of ECDE projects.

Item PER1sought to establish to what extent ECDE projects are implemented in time. Out 280 respondents who responded to the item, 73(26.1%) agreed, 69(24.6%) were neutral, 65(23.2%) disagreed with the statement, 47(16.8%) strongly agreed and 26(9.3%) strongly disagreed. The mean for item PER1 was 3.1786 and the standard deviation was 1.22850, suggesting that majority of the respondents agreed ECDE projects are implemented in time.

Item PER2 sought to establish to what extent ECDE projects are completed in time. Out 280 respondents who responded to the item, 81(28.9%) were neutral, 72(25.7%) agreed with the statement, 69(24.6%) disagreed, 37(13.2%) strongly agreed and 21(7.5%) strongly disagreed. The mean for item PER2 was 3.1250 and the standard deviation was 1.14945, suggesting that majority of the respondents gave a neutral response that ECDE projects are completed in time.

Item PER3 sought to establish to what extent ECDE projects are cost effective. Out 280 respondents who responded to the item, 99(35.4%) were neutral, 95(33.9%) agreed, 40(14.3%) strongly agreed with the statement, 36(12.9%) disagreed and 10(3.6%) strongly disagreed. The mean for item PER3 was 3.4250 and the standard deviation was 1.00255, suggesting that majority of the respondents gave a neutral response that ECDE projects are cost effective.

Item PER4 sought to establish to what extent ECDE projects are of high quality. Out 280 respondents who responded to the item, 111(39.6%) agreed, 91(32.5%) were neutral, 47(16.8%) strongly agreed with the statement, 25(8.9%) disagreed and 6(2.1%) strongly disagreed. The mean for item PER4 was 3.6000 and the standard deviation was 0.94129, suggesting that majority of the respondents agreed that ECDE projects are of high quality.

Item PER5 sought to establish to what extent Stakeholders are satisfied with the ECDE projects. Out 280 respondents who responded to the item, 118(42.1%) agreed, 73(26.1%) neutral, 43(15.4%) strongly agreed with the statement, 32(11.4%) disagreed, and 14(5.0%) strongly disagreed. The mean for item PER5 was 3.5143 and the standard deviation was 1.04374, suggesting that majority of the respondents agreed that Stakeholders are satisfied with the ECDE projects.

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Analysis of Influence of Logical Analysis Approach on Performance of ECDE Projects

The fourth research objective was to determine the influence of participatory monitoring and evaluation approach on performance of ECDE projects in Alego Usonga Sub-County, Siaya County. Both descriptive and inferential statistics were used to examine the perspectives of the research participants. Descriptive statistics included frequency, percentage, mean score and Standard deviation. Inferential statistics included correlation and regression tests. The findings are consistent with the findings of studies reviewed under the literature review that found significant relationship between Impact Evaluation Approach and performance of ECDE projects (Filipa and Cruz, 2015).

Descriptive Analysis of Participatory Monitoring and Evaluation Approach on the Performance of ECDE Projects

The study sought to establish the frequencies, percentages, means and standard deviation on participatory monitoring and evaluation approach (PMEA).

Table 3: Descriptive Statistics on Participatory Monitoring and Evaluation Approach

Statement	SD	D	N	A	SA	Mean	Sd
PMEA1-Stakeholders are involved in monitoring and evaluation of ECDE projects.	16(5.7%)	19(6.8%)	61(21.8%)	115(41.1%)	69(24.6%)	3.7214	1.08471
PMEA2-Project stakeholders participate in monitoring and evaluation of ECDE projects.	9(3.2%)	28(10.0%)	64(22.9%)	121(43.2%)	58(20.7%)	3.6821	0.01372
PMEA3-Project stakeholders give feedback during monitoring and evaluation of ECDE projects.	9(3.2%)	22(7.9%)	69(24.6%)	115(41.1%)	65(23.2%)	3.7321	0.00698
PMEA4-Stakeholder give recommendation during monitoring and evaluation of ECDE projects.	8(2.9%)	29(10.4%)	67(23.9%)	125(44.6%)	51(18.2%)	3.6500	0.98683
PMEA5-Stakeholders are consulted during monitoring and evaluation of ECDE projects.	12(4.3%)	18(6.4%)	54(19.3%)	125(44.6%)	71(25.4%)	3.8036	1.02687

Table 3 presents the descriptive statistics on the perspective of the research participants on the influence of participatory monitoring and evaluation approach on the performance of ECDE projects.

Item PMEA1 sought to establish to what extent Stakeholders are involved in monitoring and evaluation of ECDE projects. Out 280 respondents who responded to the item, 115(41.1%) agreed, 69(24.6%) strongly agreed with the statement, 61(21.8%) were neutral, 19(6.8%) disagreed and 16(5.7%) strongly disagreed. The mean for item PMEA1 was 3.7214 and the standard deviation was 1.08471, suggesting that majority of the respondents agreed that Stakeholders are involved in monitoring and evaluation of ECDE projects.

Item PMEA2 sought to establish to what extent project stakeholders participate in monitoring and evaluation of ECDE projects. Out 280 respondents who responded to the item, 121(43.2%) agreed, 64(22.9%) neutral, 58(20.7%) strongly agreed with the statement, 28(10.0%) disagreed and 9(3.2%) strongly disagreed. The mean for item PMEA2 was 3.6821

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and the standard deviation was 0.01372, suggesting that majority of the respondents agreed that Project stakeholders participate in monitoring and evaluation of ECDE projects.

Item PMEA3 sought to establish to what extent project stakeholders give feedback during monitoring and evaluation of ECDE projects. Out 280 respondents who responded to the item, 115(41.1%) agreed, 69(24.6%) were neutral, 65(23.2%) strongly agreed with the statement, 22(7.9%) disagreed and 8(2.9%) strongly disagreed. The mean for item PMEA3 was 3.7321 and the standard deviation was 0.00698, suggesting that majority of the respondents agreed that project stakeholders give feedback during monitoring and evaluation of ECDE projects.

Item PMEA4 sought to establish to what extent Stakeholder give recommendation during monitoring and evaluation of ECDE projects. Out 280 respondents who responded to the item, 125(44.6%) agreed, 67(23.9%) were neutral, 51(18.2%) strongly agreed with the statement, 29(10.4%) disagreed and 8(2.9%)) strongly disagreed. The mean for item PMEA4 was 3.6500 and the standard deviation was 0.98683, suggesting that majority of the respondents agreed that Stakeholders give recommendation during monitoring and evaluation of ECDE projects.

Item PMEA5 sought to establish to what extent Stakeholders are consulted during monitoring and evaluation of ECDE projects. Out 280 respondents who responded to the item, 125(44.6%) agreed, 51(18.2%) strongly agreed with the statement, 54(19.3%) were neutral, 18(6.4%) disagreed with the statement and 12(4.3%) strongly disagreed. The mean for item PMEA5 was 3.8036 and the standard deviation was 0.98683, suggesting that majority of the respondents agreed that Stakeholders are consulted during monitoring and evaluation of ECDE projects.

Inferential Analysis of Participatory Monitoring and Evaluation on the Performance of ECDE Projects

Correlation and regression analyses were conducted to establish the association between participatory monitoring and evaluation approach and performance of ECDE projects.

Correlation analysis of Participatory Monitoring and Evaluation on the performance of ECDE projects

Pearson product moment correlation coefficient was used to establish the existence or non-existence of significant relationship as well as the degree or strength of association between participatory monitoring and evaluation approach and performance of ECDE projects, based on the perspectives of the research participants.

Table 4: Correlation Analysis of Participatory Monitoring and Evaluation and Performance of ECDE Projects

Correlations

		Participatory Monitoring and Evaluation	Performance of ECDE project
Participatory Monitoring and Evaluation	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	N	280	280
Performance of ECDE project	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

The analysis from the table shows strong correlation between independent variables: Participatory Monitoring and Evaluation and Performance of ECDE project variable with r=0.548, p<0.01. This indicates a strong correlation between Participatory Monitoring and Evaluation and the performance of ECDE projects. The findings are consistent with the findings of studies reviewed under the literature review that found significant relationship between participatory monitoring and evaluation approach and performance of ECDE projects (Hilhorst and Guijt, 2006; Murungi , 2015; Kananura.,et.al., 2017).

Regression analysis of Participatory Monitoring and Evaluation on the performance of ECDE projects

To find the amount of variation in performance of ECDE projects, which explains its association with participatory monitoring and evaluation approach, the coefficient of determination (R^2) was computed. The coefficient was also computed to help in understanding or explaining the amount of variation in the performance of ECDE projects.

Table 5: Model Summary of the Association between Participatory Monitoring and Evaluation Approach and Performance of ECDE Projects

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548[a]	.301	.298	.90872

a. Predictors: (Constant), Participatory Monitoring and Evaluation.

Table 5 is the model summary of the association between participatory monitoring and evaluation approach and performance of ECDE. The above model summary table indicates that there is a positive multiple correlation coefficient (R=0.548) between performance of ECDE projects and participatory monitoring and evaluation approach and those predicted by the regression model. In addition, the coefficient of determination (R^2=30.1%) suggests that the amount of variance in performance of ECDE projects is explained by participatory monitoring and evaluation approach. The findings are consistent with the findings of studies reviewed under the literature review that found significant relationship between participatory monitoring and evaluation approach and performance of ECDE projects (Hilhorst and Guijt, 2006; Murungi, 2015; Kananura.,et.al., 2017).

5. CONCLUSIONS AND RECOMMENDATION

The purpose of this study was to examine the influence of participatory monitoring and evaluation approach on the performance of early childhood development and education projects in Siaya County, Kenya. Participatory monitoring and evaluation approach had statistically significant influence on the performance of ECDE projects. However, the coefficient of determination of the participatory monitoring and evaluation approach had a lower percentage, suggesting that there were other factors other than the participatory monitoring and evaluation approach that might influence performance of the ECDE projects. The Siaya County Government should also focus attention on the way these projects are designed and implemented, without losing sight of the importance of participatory monitoring and evaluation approach. This study was delimited to the influence of monitoring and evaluation approaches on performance of ECDE projects. Whereas there were statistically significant associations between monitoring and evaluation approaches and performance of ECDE projects, coefficient of determination (R^2) had lower percentages, suggesting that there were other factors other than monitoring and evaluation that influence the performance of ECDE projects in the Sub-county. Based on these findings, research should be conducted to assess the influence of project design and implementation on performance of ECDE projects in the Sub-county. Further research should also be conducted on the influence of non-infrastructural project components, including learning materials, the care and instruction provided by ECDE instructors, the motivation of the ECDE instructors, the involvement of the parents, on performance of ECDE projects in the County.

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