**CHALLENGES AND PROSPECTS OF STAKEHOLDER PARTICIPATION IN MONITORING AND EVALUATION OF BOREHOLE PROJECTS: A CASE STUDY OF GA SOUTH MUNICIPAL ASSEMBLY IN ACCRA METROPOLIS, GHANA**

By

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MASTER OF SCIENCE IN PROJECT MANAGEMENT

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# DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Kwame Nkrumah University of Science and Technology, Kumasi nor any other educational institution, except where due acknowledgement is made in the thesis.

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# ABSTRACT

Stakeholder engagement in monitoring and evaluation is crucial in the sustainability of development projects. Experience has shown that donor funded projects in most cases are not sustainable and fail to continue once funds are withdrawn. One reason for this could be the lack of stakeholder participation in the projects. Therefore, to ensure transparency, accountability and ownership through commitment, there must be effective monitoring and evaluation. This study therefore assesses the challenges and prospects of stakeholder management in monitoring and evaluation of borehole projects in Ga South Municipal Assembly, Greater Accra. Based on the aim of this research, cross-sectional study design with quantitative approach was employed. The targeted stakeholders were the main donor (Rotary International), the implementing agency (Community Water and Sanitation Agency – CWSA & Ga South Municipal Assembly- GSMA), and the project beneficiaries (the project committee at the community level and the community). Convenience sampling and purposive sampling methods were used to select respondents for the study. Data was collected using structured questionnaire and subjected to SPSS (version 2.1) for quantitative analysis, the analytical tool used was the mean scores. Results indicated a lot of monitoring and evaluation practices notably training and development (mean = 0.93, S.D = 0.81), open communication (mean 1.13, S.D = 1.12), fair distribution of benefits (mean = 1.24, S.D = 1.00), capacity building (mean = 1.30, S.D = 1.05), and inclusive decision making (mean = 1.37, S.D = 0.93). The challenges faced include lack of experience, inadequate resources, changes in the scope of work, poor communication, and inefficient monitoring and evaluation practices. From the study, the prospects of stakeholder participation in monitoring and evaluation of borehole project were training of stakeholders, building stronger collaborative relationship through continuous engagement and information sharing, clear communication, and capacity building of legitimate stakeholders. Donors, implementing agencies and project implementation committees must ensure that resources for borehole projects are adequate and on time

**Keywords: Stakeholder Participation , Practices , Challenges & Prospects.**

# TABLE OF CONTENT

# LIST OF TABLES

# LIST OF FIGURES

## ACKNOWLEDGEMENT

# DEDICATION

I dedicate this thesis to God Almighty, who has been the source of my strength throughout this program and on His Wings only have I soared. I also dedicate to my parents and Mr. Bill Clinton Egyam my lovely husband, who encouraged and supported in diverse ways and taught me that even the largest task, can be accomplished if it is done one-step at a time. To my lovely kids Eldrian-Ian and Jesse Owen who have been affected in every way possible by this quest. My Love for you all can never be quantified. God Bless you all.

# LIST OF ABBREVIATIONS

**CWSA:** Community Water and Sanitation Agency

**FOAT:** Functional Organizational Assessment Tool

**GSMA:** Ga South Municipal Assembly

**LGCSP:** Local Government Capacity Support Projects

**M&E**: Monitoring and evaluation

**MMDA**: Metropolitan, Municipal and District Assemblies

**NDPC:** National Development Planning Commission

**SPSS:** Statistical Package for the social sciences

**TRA:** Theory of Reasoned action

# CHAPTER ONE

# INTRODUCTION

## 1.0 Introduction

This chapter presents the general overview of the thesis in relation to the background of the study. Chapter one emphasizes on the problem statement, the aim and the objectives, research scope and significance of the research. Finally, the structure of the thesis is outlined.

## 1.1 Background of the study

Stakeholder involvement is dire to the success of any development in an establishment. Fewings (2005) depicts a stakeholder as individual, firm or experts who is keen on the outcome as well as systems required in a project. Stakeholder involvement in project is important in that the success, failure and sustainability of any developmental initiative revolve around them. Project has a specific time frame within which it accomplishes its purpose within a budget and project implementation is one of the critical tools for achieving development objectives. Tamimu (2017) sees projects as the cutting-edge of development. However, the process of project implementation is not complete without project monitoring and evaluation. To understand monitoring and evaluation (M&E) as a tool for achieving project implementation, Iverson (2003) sees it as a crux for sound management within an institution. Monitoring is used when the project is not completed. Regeer *et al.* (2009) see monitoring as a continuous and routine activity for assessing the performance of a project. The outcome of monitoring and evaluations of projects is to ensure accountability, demonstrate performance and learning from experience and improve future work. It is understood that monitoring and evaluation is an important tool to ensure the effectiveness

of project implementation. According to Musomba *et al.* (2013), projects seek to provide solutions to social problems and those who benefit are the stakeholders. So therefore, to make monitoring evaluation more successful, stakeholders must be involved actively in project monitoring and evaluation (Musomba *et al.*, 2013).

Monitoring and evaluation enhance good governance with increased accountability, responsiveness to the needs of the citizens and level of transparency (Oreyo, Munyua and Olubandwa, 2016). Monitoring and evaluating the performance of projects should be carried out by all stakeholders throughout the process of generating objectives, defining indicators and crafting local solutions. Christophe and Neiland (2006) mentioned that when stakeholders are given the chance to participate in monitoring and evaluation, development organizations become very focused in prosecuting their goal of improving lives and broadening involvement in identifying change to get the vivid picture of the ideal situation. Active participation improves development effectiveness and also ensure long-term sustainability and leverage (Stiglitz, 2002).

If development is to be effective, the major stakeholders should be involved by forming project implementation committees to oversee the activities of the various phases of the project cycle (Mulwa, 2008). For any development to be meaningful, participation by all interest groups is inevitable.

## 1.2 Statement of the problem

Stakeholder engagement in monitoring and evaluation is crucial in the sustainability of development projects. In Ghana, project development lies with the corridors of the Metropolitan, Municipal and District Assemblies (MMDAs) with myriad roles of

improving and enhancing growth at the local level. Experience has shown that donor funded projects in most cases are not sustainable and fail to continue once funds are withdrawn (Kumar, 2002). One reason for this could be the lack of stakeholder participation in the projects (Khwaja, 2004). Therefore, to ensure openness, accountability and ownership through commitment, monitoring and evaluation must be upheld. With regards to this, the Ga South Municipal assembly has instituted some measures to closely monitor and evaluate development projects within its jurisdiction.

In spite of the implementation plan, the system faces severe logistical and technical capacity which has been a major drawback of the assembly to live up to expectation. Even with the appreciation of the role stakeholder participation plays in development, little effort has been given to its operationalization (Botchway, 2001). At the community level, there are mismanagement of funds and boreholes, poor maintenance culture, resulting in the breakdown of borehole pumps. All these shortfalls boil down to the handicapped nature of the assembly to embark on periodic monitoring. There is depth of knowledge and studies on expectant results of effective monitoring and challenges stakeholders face in the execution of their mandate. To close this lacuna therefore, this study seeks to find out the prospective methods that can enhance monitoring and evaluation in the sustainability of development projects.

## 1.3 Aim and objectives of the study

## 1.3.1 Aim of the study

To assess the challenges and prospects of stakeholder participation in monitoring and evaluation of borehole project

### 1.3.2 Specific objectives of the study

1. To identify the monitoring and evaluation practices in borehole project.

2. To determine the challenges of stakeholder participation in the monitoring and evaluation of borehole project.

3. To determine the prospects of stakeholder participation in monitoring and evaluation of borehole project.

### 1.4 Research Questions

1. What are the monitoring and evaluation practices in borehole project?

2. What are the challenges of stakeholder participation in the monitoring and evaluation of borehole project?

3. What are the prospects of stakeholder participation in monitoring and evaluation of borehole project?

### 1.5 Scope of the Study

This research study was conducted in Obinfo Agumezekope in Domeabra Zone in the Ga south municipality. The study focused was mainly on the monitoring and evaluation of development projects with emphasis on borehole project in the water sector. The donor for this project was Rotary International with the implementing agency (Community Water and Sanitation and Ga South Municipal Assembly), and the project beneficiaries formed the scope of this study. The study location was selected due to the nearness of study site to the researcher, which facilitated questionnaire administration and retrieval to situate the problem in context.

**1.6 Justification of Study**

A comprehensive understanding of a successful project is one that has been completed within the stipulated time, meet users' expectation and environmentally friendly. In achieving these project success indicators, measures such as stakeholder engagement in projects as well as monitoring and evaluation are required (Callistus & Clinton, 2016). Though several studies have been done in Ghana with regards to the stakeholder participation in monitoring and evaluation of projects, but until recently stakeholders challenges and prospects have received little attention and gaps in knowledge still persist. What is not obvious are the influence of stakeholders' participation on projects and the prospective measures to achieve effective monitoring. It is therefore important to assess the challenges and prospects of stakeholder participation in monitoring and evaluation of borehole project in Accra to gain insight into the underlying perspectives and constraints. This can go a long way in understanding how beneficiaries behave whenever they are involved in projects and also how they act whenever there is default of monitoring by the assembly, secondly to make a meaningful contribution to stakeholder participation and lastly to propose possible solutions to participation challenges.

Researching into the situation can help pave way for further research in related areas of study, and the findings will be of relevance in the academic field.

**1.7 Limitation**

This research work presented with some inevitable limitations in its conduct as well as scope. For instance, one key limitation that was encountered whiles undertaking this research work is low response rate and delay in response, which was due to the busy schedule of respondents to fill in the questionnaire.

Again, the time duration for this research was another constraint to the researcher. The research coincided with academic work and this did not permit the researcher to gather adequate data from the respondents. It also did not allow the researcher to test a larger portion of the population. Because of this, a sample of the population was chosen for the research. This phenomenon is however acceptable to most studies.

Another limitation could come from insincerity of respondents, that is, the information given could not be reliable, and that can feed into wrong generalisations to the total population of the study. The study was also limited to one study area, Ga South Municipal Assembly in Accra Metropolis, Ghana and this might limit the generalization of the findings of this study.

In spite of these challenges, much effort was put forth to collect relevant data for the study.

## 1.8 Research Methodology

The research methodology used was quantitative using survey design. A survey is a research strategy that involves the structured collection of data from a sizeable population. The choice of survey method is motivated by the fact that it best helps to describe the preferences, behavior or information of respondents was considered.

## 1.9 Organization of Study

This study is structured into five (5) separate chapters. The first chapter is the introductory chapter. It discusses the background to the study, problem statement, research aim, and objectives, research questions, scope of study, significance, and organization of the report. Chapter two describes the theoretical framework of the study and the empirical review. It deals with work of scholars in relation to the study objectives. The third chapter provides

an in-depth explanation of the methodology used to carry out the study. This section looks at the research philosophy, strategy, approach, design, the population, sampling technique, and sample size, as well as the data type, data collection instruments, and data analysis technique adopted. Chapter four covers the results in the form of data analysis, findings and discussions. The analysis is done to reflect the research objectives. The study concludes with chapter five, which summarises the whole work and makes conclusions based on the findings made. In addition, the study gives critical recommendations for academia and industry as well as indicators for future research directions.

**CHAPTER ONE**

**General introduction to the research:**
- Background
- Problem statement
- Aim and objectives
- Scope of study
- Justification

**CHAPTER TWO**

**Literature review**:
- Theoretical literature
- Empirical literature

**CHAPTER THREE**

**Scope of research methodology:**
- Research philosophy
- Strategy
- Approach

**CHAPTER FOUR**

**Data analysis:**
- Empirical analysis of data collected

**CHAPTER FIVE**

**Conclusion and recommendations:**
- Summary of findings
- Recommendations

**Figure 1.1: Conceptual Framework of the Research Organization.**

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter discusses a wide range of literature to create knowledge on stakeholder and how stakeholder participation impact on project sustainability. It starts with some definitions of terminologies. It presents and discusses the concept of monitoring and evaluation of development projects. The chapter is organized into sections that introduce the main concepts of the study. This chapter forms the theoretical, empirical and conceptual frameworks of the study.

## 2.1 Conceptual Review

### 2.1.1 Definition of Stakeholder

The word 'stakeholder' has gained prominence in the public state especially in the last 20 years. The term refers to any group or individual who can affect or is affected by the objectives or activities of an organization (Freeman, 1984). In a similar line, Peter (2007) also defined stakeholder as anybody who has a position to influence the success or failure of a project. According to the IFC (2007), Stakeholders are individuals or groups who are regarded by a project, and may bear the power to determine the project result, either positively or negatively. Stakeholders may include locally affected communities or individuals, government authorities, civil society organizations and groups with special interests.

**Types of stakeholders are:**

- Primary stakeholders: are those directly affected by an organization's operation ultimately. The implication can be positive or negative depending on the situation at stake.

- Secondary stakeholders: are the persons or organizations who are indirectly affected by the activities of an organization.

- Key stakeholders: (can belong to any of the two above) have significant influence in the dictates of an organization (Stephens, 2005)

**2.1.2 Stakeholder Participation**

According to Apoya (2003), participation is a process whereby people are engage in key decision making that are of outmost concern to them and coming out with plans to mobilize resources to deal with those concerns. Participation has been considered as "generally, devoting the involvement of a substantial number of individuals in actions which enhance their livelihoods" (Apoya, 2003). Stakeholder participation is defined in this study as the engagement of actors in determining community needs, implementing the project and mobilizing resources to monitor and evaluate the impact of the project.

## 2.2 Theoretical Review

### 2.2.1 Theoretical underpinning

Theory serves as guide in the investigation of social phenomenon. In the context of this study, theory is the cognitive means to manipulating classified abstract of the study and the relationships among the concept classified. This study draws philosophies from the system theory and the theory of reasoned action. The study considered community water and sanitation and beneficiaries (communities) as stakeholders with collective interest, which has implications for the sustainability of borehole projects.

### 2.2.2 System Theory

Systems theory was propounded in 1946 by Ludwig von Bertalanffy. Agreeing to the hypothesis, a system can be supposed to consist of elements and attributes that exists in an environment. A system, consequently, is a set of things that affect one another within an environment (Rosen, 1969). According to this theory, all systems are interrelated and interconnected whole with each sub system influencing an element of the whole. This implies that whatever goes on within the system either good or bad has implication on the whole.

In applying the theory, the study holds the view that a project (system) incorporates various elements (in this case stakeholders); the donors, implementing agencies and beneficiaries, among others. These interactions and all have a key part in contributing to the achiever of a project. Neglecting one element will cause an outcome on the project performance. Stakeholder participation is one attribute that has been neglected resulting in project failure. Therefore, increasing participation by stakeholders will contribute to the overall achievement of project objective.

### 2.2.3 Theory of Reasoned action (TRA)

The Theory of Reasoned action (TRA) which was developed in 1967 and relates to the current study. It was retooled and expanded by Ajzen and Fishbein in the early 1970`s. By 1980, the theory was utilized to analyze human behavior and to develop appropriate interventions. The Theory assumes that human beings are rational and are very careful in their decision to engage or not engage in certain behavior (Yulia, 2005). The theory looks at behavioral intentions, in that an individual will intend to gratify in a certain behavior when he or she evaluates it positively and sees it to be successful.

This theory can be applied to understand community involvement in the sense that it is assumed that people will consider the benefits that may accrue to them as well as the repercussion of their actions before they act or engage in certain behavior. For instance, if people perceive that participating in community projects will yield some benefits, then it is natural that the level of involvement will scale up and vice versa.

### 2.3 Empirical Review

### 2.3.1 Monitoring and Evaluation

Monitoring and evaluation are considered important in the implementation of development projects. The two words monitoring and evaluation are not easy to define. It becomes difficult when one tries to make the difference between the two words. In some cases, they are used interchangeably. However, in project implementation, the two words are different. Valadez and Bamberger (1994) define monitoring as a progressive management activity with the aim to achieving project timelines within a specified period and budget. Monitoring gives a quick response on the progress of a project. It is also described as functional and managerial works that monitors resource acquisition and allocation and

production. Mc Coy *et al.* (2005) and the National Development Planning Commission (NDPC, 2006) shares similar definition with Valadez and Bamberger (1994) on monitoring. For instance, Mc Coy *et al.* (2005) defines monitoring as a routine activity that assess the level of development based on the project inputs matching it against observed outputs in accordance with the set objectives. In addition, the National Development Planning Commission (NDPC, 2006), defined monitoring as the regular assessment of ongoing project to timely make input when and where necessary and provide the basis for learning. This definition centers on three areas namely monitoring as a repetitive process, monitoring as a process information gathering and monitoring as a punitive mechanism. Evaluation on the other hand is defined as the internal management activity used to assess the suitability of a project in terms of its design and implementation methods to achieve objectives. It also assesses the results of a project (Valadez and Bamberger, 1994). Evaluation from the perspective of Rema (2005) is an activity, which is systematically used to determine the significance of an intervention or a project. The assessment of the significance of an intervention is surrounded by two key criteria. One of the criteria is that, project outcome in the course of evaluation should be credible, and impact on decision-making by program associates based on lessons learned. Secondly, the objectivity of a project evaluation needs to achieve equal scrutiny, and stakeholders being on equal footing with different sources and methods. According to Goyder (2009) evaluation is more about the results/outcomes and impact of the project. It is usually a periodic assessment of changes in the predetermined results that relates to the program or the interventions of a project.

Monitoring and evaluation is the final stage in the project cycle. When beneficiaries are directly involved, it redistributes power to them for making decisions (Mulwa, 2008). Mulwa emphasizes that the process ensures local ownership and commitment as well as project sustainability. In sum to the above definitions, monitoring and evaluation as used in project cycle are focused on input-output processes of project implementation. While the latter looks at the input-output processes, the former looks at the out-put effects or project results and project impact processes (Valadez and Bamberger, 1994).

## 2.3.2 Types of Monitoring Development Projects

MacDonald *et al.* (1991) classifies monitoring into three; namely: trend monitoring, implementation monitoring, and effectiveness monitoring. These three categories are key in project monitoring. Trend monitoring as the name suggests is used to assess the progress of a project while it is not completed. It helps to give records of the progress of the project and well-spaced time interval so that the long-term development of the project can be determined. Before projects are implemented, it means a problem has been identified. Hence, the implementation monitoring is used to assess whether the activities involved in monitoring are effectively followed as planned to address a problem. The activities involved in monitoring development projects need to be assessed whether there were shortfalls or not and whether it helped to achieving the project objectives. The effective monitoring is therefore used to fulfill the objectives of the projects.

In the view of Cook (1997), monitoring is grouped into the following headings; performance monitoring, benefit monitoring and sustainability monitoring. Project implementation involves available resources like funds, materials and labor to make it successful. Performance monitoring is used to track the use of those resources as well as

to identify deferments. Some projects have multiplier effects on beneficiaries and other stakeholders who are not directly associated with the project. An example is a school project, which can be assessed by more than two communities or towns. Benefit monitoring is technically used to assess performance of areas which are not within the jurisdiction of the project watch. After a project has been implemented, it needs to be sustained to continuously provide its benefit to the society. Sustainability monitoring is used to assess the extent to which projects would continue to render the services throughout their economic life.

### 2.3.3 Types of Evaluation in Development Projects

Shapiro (2004) classifies evaluation into two types. They are formative evaluation and summative evaluations. The latter is done during project implementation. It is used to identify the strengths, weakness, threats and challenges of the project (PASSIA, 2004). The Formative Evaluation is similar to the sustainability monitoring in that the formative monitoring looks at the relevance of the project and its ability to provide services consistently (Shapiro, 2004). In taking the discussion further, Wellings and Macdowall (2000) grouped formative evaluation into process evaluation and outcome evaluation. It asks the question, "*why did a project succeed or fail"* so that mistakes will be minimized in order to achieve the full benefit of project delivery. It is also used to assess whether the output of the project is achieved within budget and time and if not what causes that. The outcome evaluation as the name suggest is used to measure the outcome of the project with the role of the project. It answers the question, "*to what extent the set objectives were achieved and how we can attribute the role of project to the outcomes"* However, it will become very difficult to conclude that the observed outcome of a project is mainly

attributed to the role of the project without considering other external factors which might also contribute to that effect (Muzinda, 2007).

In sum to the above, the process and outcome evaluations are the extended form of formative evaluation. The two evaluations integrate stakeholders (beneficiaries) into the project cycle. To assess the outcome of a project, stakeholders cannot be left out. This is because they are beneficiaries of the project and as such can explain how the project helps to meet their needs or solve their problems. Without their involvement, it will become difficult to attribute the role of a project to the observed outcome. In this study, evaluation is classified into mid-term evaluation, terminal evaluation and Ex-post evaluation. Mid-term as the name suggest is a form of evaluation, done when the project has already commenced and is half way done. The terminal evaluation is all about impact assessment of project usually done immediately after project completion (one month after project completion). Ex-post evaluation is undertaken after total completion of the project years after (three to five years after project completion). The intention of undertaken Ex-post evaluation is to find out the impact of projects on lives, livelihoods and ecosystem.

## 2.3.4 Approaches in Monitoring and Evaluation

The technique of monitoring and evaluation is grouped into the traditional and participatory approach.

### *Traditional Approach to Monitoring and Evaluation*

The traditional approach to monitoring and evaluation is restricted in such a way that the implementing agency has no or little control of the monitoring and evaluation process. It is usual in developing countries where most projects are financed by international donors like the World Bank, DANIDA, and AfB among others. Here, donors give directives on

how monitoring and evaluation should be done (World Bank, 2004). A typical example is the case of the Assemblies (MMDAs) in Ghana where majority about (80%) of development projects are financed by donor agencies. The Functional Organizational Assessment Tool (FOAT) is one form of assessing MMDAs and through that, funds from the World Bank called, "Urban Development Grant" and "District Development Facility" are given to Assemblies to implement projects. These donor agencies dictate to the Assemblies the kind of monitoring and evaluation to be undertaken. The implementing agency is just to collect data that goes into filling the monitoring and evaluation reports proposed by the donor agencies (Word Bank, 2004).

*Participatory Approach to Monitoring and Evaluation*

As part of government policy to promote participation at the local level, MMDAs are tasked to practice Social Accountability in all development issues. The ability of an institution to involve beneficiaries at this level in project monitoring and evaluation is crucial.

The participatory approach of monitoring and evaluation involves all stakeholders throughout the project cycles (from planning to implementation). The project beneficiaries, staff, donors and community are all involved in the planning, designing and implementation as well as monitoring and implementation of the project as contrasting to the conventional approach discussed above (World Bank, 2004). Stakeholders are involved in the selection of a site for the project, the goal and objective of the project and coming out with benchmark for measuring, monitoring and evaluation of the project. They are also involved in data collection and analysis before and after the implementation of the project (World Bank, 2004).

## 2.3.5 Stakeholder Participation in monitoring and evaluation and project performance

A study by Njuki *et al.* (2013) on the role of stakeholders and their contribution in project implementation suggested that to improve the delivery of outputs and outcomes there is the need to integrate the local indicators with project level indicators as this provides a more holistic view of the project benefits.

Community participation in development projects ensures sustainable development. The theory is that the participants can better recognize and relate well with economic and social challenges and probably have deep understanding that can be instrumental in improving livelihoods (Benjamin, 2012). Ideally, consented participants in stakeholders' initiatives allow those who have interest and are affected by a decision to have a chance to influence the final outcome. The key role of stakeholders is myriad and thus influences the effectiveness of a development intervention. Wayne (2010) noted that it is significant to involve stakeholders when designing monitoring and evaluation tools. Making stakeholders front liners in any development agenda by delegating some key works to them enhances learning, ensures some sense of ownership and encourages transparency (Wayne, 2010). Involving the stakeholders from the beginning ensures that the project include all stakeholders needs, and is thus more responsive to their expectations. The participatory methods inspirit stakeholder project ownership (Clarke, 2011). These characteristics contribute to project performance and sustainability.

The stakeholders especially the beneficiaries are more likely to endorse the project output. In some instances, the participatory method promotes change in the attitudes of individuals and community culture, and norms. Participatory method serves as a capacity building

element in that it provides insights to the required tools for monitoring and evaluation (Clarke, 2011). Stakeholders' engagement in decision making is about the what, the how and the why of the activities of the program. This approach facilitates participation and additionally, promotes inclusion that is meaningful by various stakeholders' categories. According to Proudlock (2009), the impact evaluation process can be improved through the participation of the target beneficiaries. The involvement of stakeholders is a critical approach, and its management should be upheld in that over engaging stakeholders could lead to conflict of interest (Goyder, 2009).

Participation by the community groups in designing the M & E tools determines what they would like to prepare during the evaluation. They bring out issues along with indicators that affect the evaluation and help formulate the comprehensive questionnaires. They are involved in gathering and examining data as well as presenting the end results. When a project adheres to an approach that is participatory from the initial stages, it is easy to carry out a participatory evaluation during the closeout stage (Kahilu, 2010). Participatory M & E promotes dialogue at the lowest level and make the group community active participants which helps create opportunities (Robert, 2010).

Stakeholders' engagement in discussions on programs related to M & E usually empowers them and at the same time promotes participation that is meaningful by various groups of stakeholders (Guba and Lincoln, 2011). The stakeholder engagement has to be established at the onset of M & E and should involve relevant stakeholders along with other interested parties in making sure that the applied tool is effective (Wayne, 2010). Pamela *et. al.* (2013) also found that if the right persons are engaged in the stakeholder process, with corrective measures with timely implementation results are realized.

**2.3.6 Challenges of stakeholder participation in the monitoring and evaluation**

Myriad problems cause the failure of stakeholders in project and these include poor communication among project participants, inadequate resources assigned to the project, changes in the working conditions, unfavorable news about the project in the press, and negative community reactions to the project (Kalsern, 2002).

Results from other studies have identified that management of stakeholders in projects sometimes lack strategies, plans, and methods to execute stated objectives (Kalsern, 2002). Stakeholder management is often not considered at the start of the project and are not coordinated and discussed within the project team. To address this, Peter (2008) said, "Project Managers are also Project Stakeholders, and therefore have a responsibility to improve the status quo under changing environment and conditions**.**

**2.3.7 Best practices in stakeholder Participation**

According to Clarkson (1995) some key principles must be observed for stakeholder management to be successful.

- Principle 1: The concerns of all legitimate stakeholders should be acknowledged managers and their interest should as well be taken into account in decision-making.

- Principle 2: Open communication in terms of listening actively to stakeholders concerns and there should also be free flow of information.

- Principle 3: Good deeds and rewarding of stakeholders must be keen, and should attempt to achieve a fair distribution of the benefits.

- Principle 4: Working cooperatively with other entities, both public and private to minimize risks.

- Principle 5: Acknowledging that conflicts are inevitable and as such whenever it arises open communication and third party review should be employed as a resolution tool.

## 2.4 Conceptual Framework

Figure 2.1 describes conceptual framework of the challenges and prospects of stakeholder participation in monitoring and evaluation of borehole project. Factors such as staff strength, financial adequacy and adequate logistics are likely to influence stakeholder's participation in monitoring and evaluation exercises. This will ensure project quality, efficiency and project sustainability.

**Outcome**



**Influencing factors**
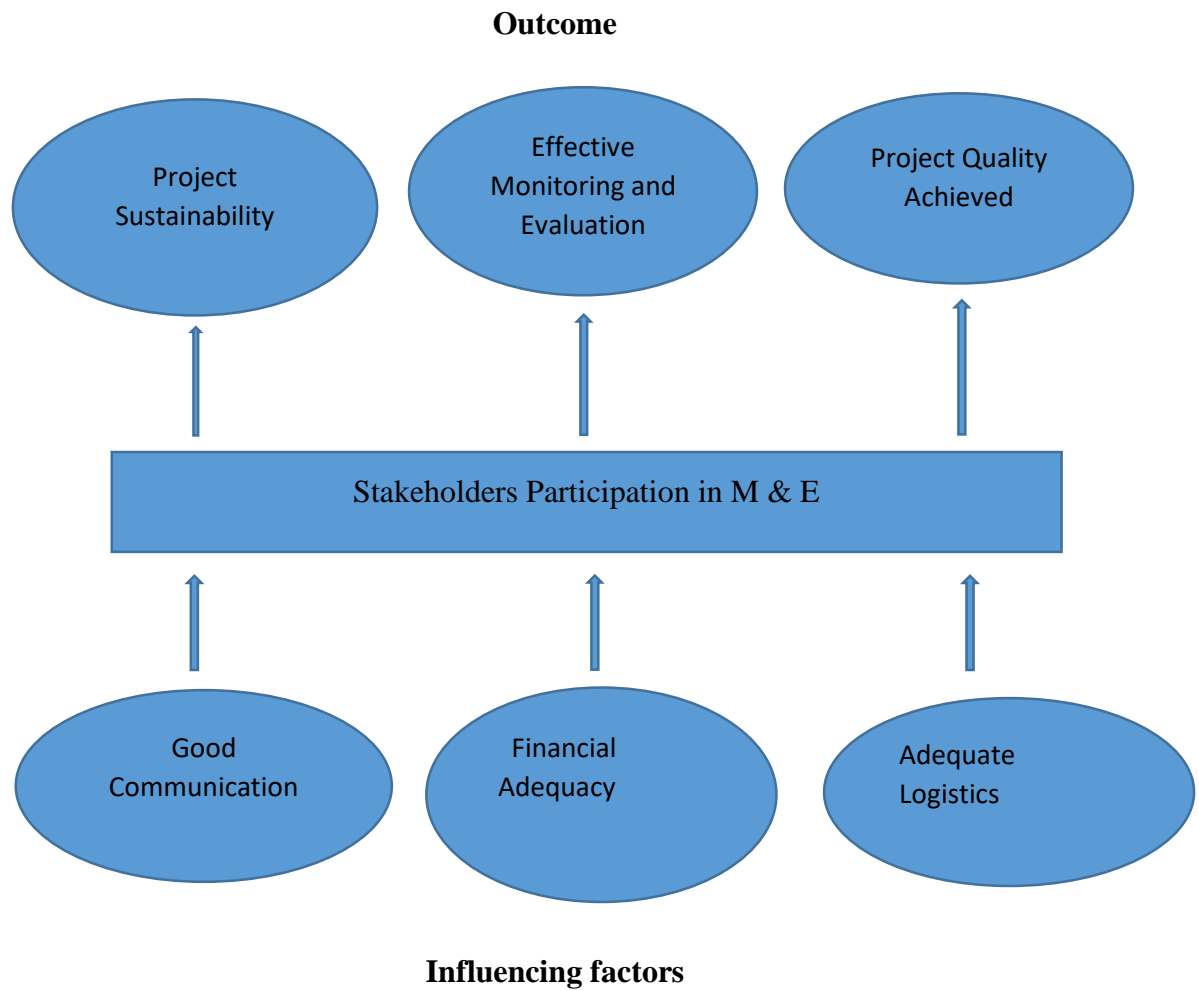
**Figure 2.1:** Conceptual framework of stakeholders' participation in M & E

**Source**: Author survey, 2019

## CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter describes the research methodology that was used in this study. It describes the study design and method, study population; sampling method, data collection tools and techniques, data analysis and presentation as well as the ethical consideration.

### 3.2 Research Design

Based on the aim of this research, cross-sectional study design with quantitative approach was employed. In cross sectional design information is collected from a given sample of the population at only one point of time (Marengoni, 2011). This design is appropriate for this study because it is less time-consuming considering the short duration to complete the study. Quantitative research strategy on the other hand, employs the collection of hard and reliable data which consists of large population and permits numerical analysis built on facts collected via surveys (Wahyuni, 2012).

### 3.3 Population of Study

Based about the research and the need for diverse views across the project stakeholders' different donors were captured. The targeted stakeholders were the donor (Rotary International), the implementing agency (Community Water and Sanitation Agency – (CWSA), Ga South Municipal Assembly (GSMA) and the project beneficiaries (the project committee at the community level and the community). The views about impact of monitoring and evaluation over the past months and years on the borehole projects and moving into the future the possible strategies to improve adopted techniques were sought for and evaluated.

**3.3.1 Sample Size**

Yamane's formula of sample size estimation was used to calculate the required sample size for the study. It uses the parameters such as size of the population, and margin of error. A selection was made from the larger population of this study. As indicated in **Table 3.1**, the sample size for the study is 70 respondents from the study population.

Mathematically, the formula is given below:

$$n = \frac{N}{1+N(e)^2} \; n = \frac{234}{1+234(0.10)^2} = 70$$

Where,

n = the sample size

N= study population

e = the desired precision = 0.10

**Table 3.1: Selection of Respondents from the Population**

| Description | Population (N) | Sample size (n) |
|---|---|---|
| Donor  Representatives | 4 | 2 |
| Implementing agency representatives | 15 | 8 |
| Community members | 215 | 60 |
| **Total** | **234** | **70** |

### 3.3.2 Sampling Techniques

Convenience sampling and purposive sampling were applied to generate the research sample. The researcher used *convenience sampling* to select the project beneficiaries from the list that serves as the sampling frame. The project beneficiaries are 2,300 community members organized into 215 households. The list of the 215 households was used as the sampling frame and base on that household heads were selected as the respondents.

*Purposive sampling* was used to get samples for the other two (2) categories; donor representatives (Rotary International) and the implementing agency representatives (CSWA & GSMA).

### 3.4 Data Collection

The study employed mainly primary data were used to carry out the research. The method for collecting primary data was through the use of structured questionnaire survey. The quantitative data were obtained from closed and open-ended questions in a survey. Whiles the secondary data was collected through donors' project report and assembly reports, web sites, internet, newspaper reports, articles and unpublished works related to the study.

### 3.4.1 Secondary and Primary Information

Secondary information refers to information collected by someone other than the user. Relevant literature that formed the major sources of secondary data was reviewed from sources such as assembly and donor reports, internet among others to appreciate key concepts, issues and component relating to donor funding. Primary information was collected from the field through administration of questionnaire and key informant interviews.

### 3.4.2 Questionnaire Design

Questionnaires was designed and administered to participants based on the research objectives to collect relevant data needed for the study. According to Lodha and De Sousa (2019), a questionnaire is an information accumulation instrument steady of a progression of inquiries and different prompts to gather data from respondents. Given that all the workers within the targeted donor group, community water and sanitation agency, Ga South Municipal Assembly project team could read and write. A set of open and close-ended questions was designed and administered to the respondents to provide feedback for the study.

Open-ended question was used to solicit additional information from respondents by giving them the chance to explain themselves and their experiences. Close-ended questions were also used to get definite answers from respondents. This forced respondent to take a position and encourages short or single-word answer. The questionnaires contained multiple choice (close-ended) questions with possible answers which are design to reflect different shades of opinions.

### 3.5 Data Processing and Analysis

The quantitative data were analyzed using descriptive statistical analysis in the Statistical Package for the social sciences (SPSS). SPSS is among the most widely used statistical tool for analyses in various research works.

The descriptive data is presented using mean scores. Microsoft Excel was also used to extract and present results concerning the objectives of the study.

**3.6 Ethical Considerations**

The researcher was guided by higher ethical rules. Permission was sought from head of the donor agencies, municipal assembly, community leaders to obtain the consent of each respondent before data collection. Respondents were assured of the confidentiality prior to the administration of the questionnaire.

## CHAPTER FOUR

## RESULTS AND DISCUSSION

### 4.1 Response rate

Seventy respondents comprising donors, implementing agencies and community members were employed for the study. Out of the seventy respondents, forty-six responded to the questionnaires. Five point Likert - scale ranging from 'Strongly agree' (1), 'Agree' (2), 'Undecided' (3), 'Disagree' (4) and 'Strongly Disagree' (5) were used for the study.

### 4.2 Demographic profile of respondents

### 4.2.1 Educational level

The demographic profile of the respondents revealed that majority (57.4%) of the respondents has completed tertiary education. There was no respondent who has not been to school before, however two people representing 4.4% were postgraduates (Figure 4.1). It was surprising that greater number of respondents had completed tertiary education, this is due to the fact that the respondents for the study comprises of Implementing agencies and community members as well as Rotary International. These categories of people are individuals who have had formal education. For example, to be a donor representative, one has to be someone who is well educated and know-how in monitoring and evaluation projects. This study contradicts with research conducted by Ruwa (2016) in Nairobi on donor funded projects who found out that majority (70%) of her respondents' highest education qualification was senior secondary school. Disparity in results with Ruwa (2016) in regards to educational level can be attributed to the fact that most of her respondents were community members who educational level was low. This study therefore agrees with

Ontiri (2016) who in her study on successful implementation of community projects discovered that 34.7% and 54.7% had completed university and college respectively.
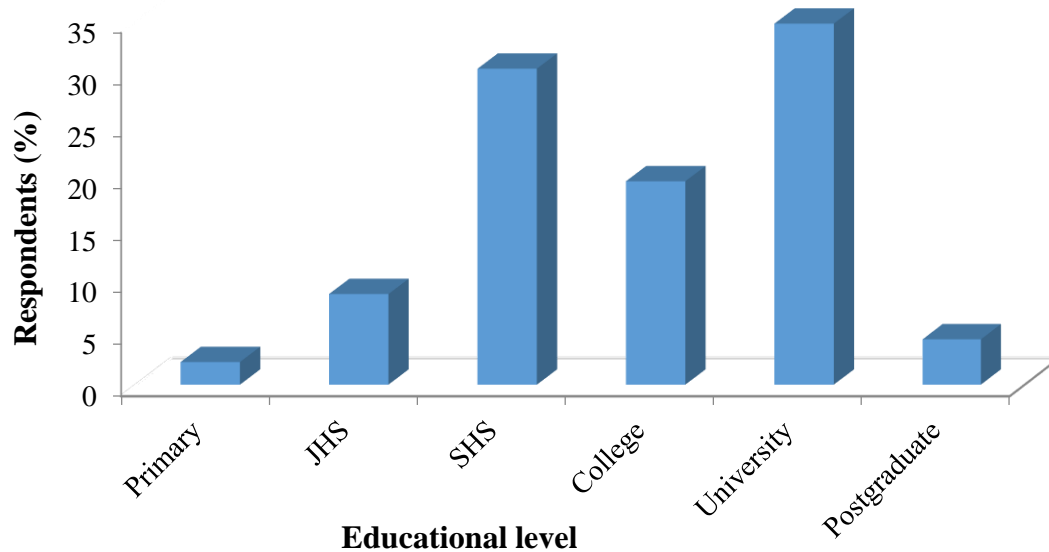


**Figure 4.1: Educational level of respondents**

**4.2.2 Respondents age**

From the study, majority (44.7%) of the respondents were between the ages of 31 – 40 years, while only one respondent (2.1%) was above 50 years (Figure 4.2). Moreover, no respondent was below 20 years of age. This shows that the age distribution of the respondents was neither old nor minor but rather consists mainly of the youth. This age category is the people who are mainly of concern when it comes to prospects and challenges of stakeholder management in monitoring and evaluation of borehole projects. This study agrees with research done by Ontiri (2016) on successful implementation of community projects in Mombasa County, Kenya, and Ankukumah (2016) on stakeholders' participation and planning of construction projects in Accra, Ghana. The authors stated that majority of their respondents were between the ages of 30-40 years. Interestingly, they both

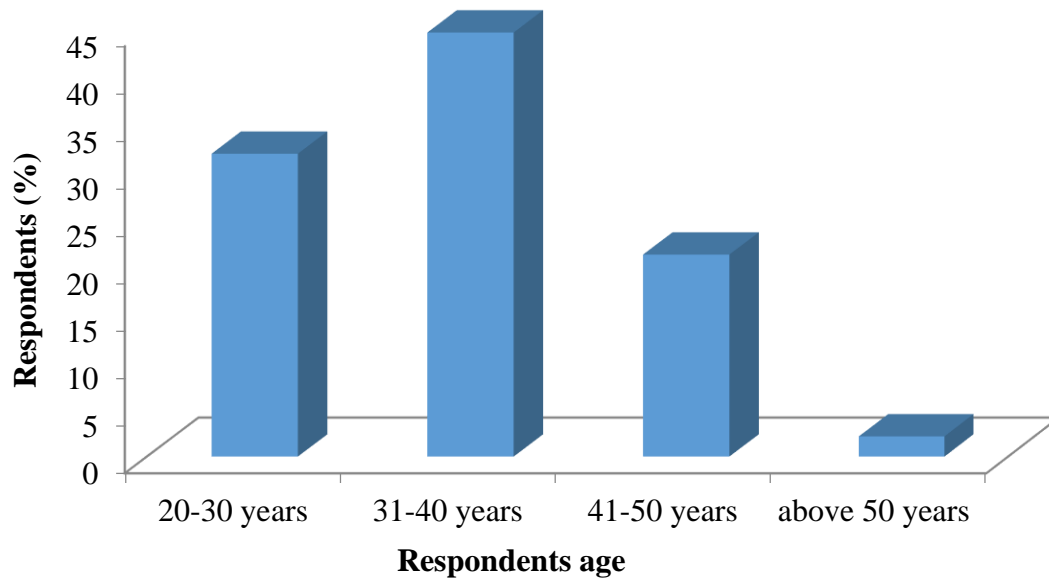further indicated that no respondent from their study was below 20 years which is also the case in this study.



Figure 4.2: Age of respondents from the study area

### 4.2.3 Gender

Thirty-nine of the respondents representing 61.3% were males while thirty-one respondents representing 38.8% were females. This shows that the gender of the respondents were almost the same (Figure 4.3).
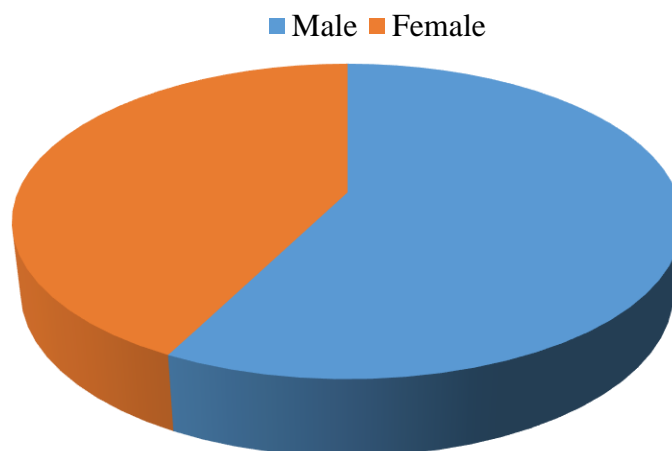


**Figure 4.3: Gender of respondents**

**4.3 Objective 1:**

**The monitoring and evaluation practices in borehole project.**

The monitoring and evaluation practices in borehole project in the study area were determined. In a five-likert scale, respondents were asked to choose from 'Strongly agree (1)' to 'Strongly disagree (5)' on fair distribution of benefits, recognition (acknowledgement of legitimate stakeholders' concerns), training and development, capacity building, conflict resolution, inclusive decision making, and open communication. As illustrated in Table 4.1, it is evident that respondents rank some practices more than others. Training of stakeholders had mean score of 0.93 (S.D = 0.81). As the study was about borehole project and the study consists of people of different levels of intellects, it is prudent that stakeholders, particularly the community members, will be trained on basic borehole operation and management. As stated by (Kumar, 2002; Mulwa, 2008; Clarke, 2011) enables the community members to fix any future problem or issue that may occur and not always rely on the donor agencies for help. Kumar, 2002 reiterates that training of stakeholders builds and improves participants' evaluation skills, ensures project sustainability and also enhances team work.

Open communication follows training of stakeholders as the most stated monitoring and evaluation practice that respondents 'Strongly agree' with mean response of 1.13 (S.D = 1.12) (Table 4.1). Most of the respondents 'Strongly agree' to open communication as a monitoring and evaluation practice in borehole management project, because for any project to operate and succeed, there should be open communication among its implementing agency or stakeholders involved. (Ankukumah, 2016) who stated that open communication helps build cooperation and enhances team work.

From Table 4.1, fair distribution of benefits as a monitoring and evaluation practice had mean response of 1.24 (S.D = 1.00). Fair distribution of benefits is vital for the efficacy of any project as it helps build cooperation, improves maintenance culture, ensures accountability and transparency and enhances team work (Clarkson, 1995).

In regards to inclusion in decision making as a monitoring and evaluation practice; the mean response was 1.37 (S.D = 0.93) (Table 4.1). For any project to work effectively and efficiently, there should be inclusion of stakeholders in decision making to improve maintenance culture, ensures accountability and transparency, as well as improve quality decision making at all levels of the project management.

From Table 4.1, conflict resolution was among the monitoring and evaluation practices with mean response of 1.41 (S.D = 1.05). As groups or people from different background come together to work towards a particular goal, conflict is bound to happen, but ability of the group to resolve the conflict will determine the success of the project. This agrees with (Ruwa, 2016) who said conflict resolution helps to build cooperation, improves conflict management skills and also improves maintenance culture.

Monitoring and evaluation are generally regarded as being vital in the implementation of developmental projects. Occurrences around the globe revealed that monitoring and evaluation practices have paved way for democracy; likewise, a number of researches of decentralized systems have demonstrated that equity and accountability has improved through monitoring and evaluation practices. Additionally, Chikati (2009) mentioned that decisions made by individuals can be accomplished if there exist effective communication in the course of monitoring and evaluation practices.

**Table 4.1: Monitoring and evaluation practices in borehole project**

| Monitoring and evaluation practices | N | Mean | S.D |
|---|---|---|---|
| Training of stakeholders | 42 | 0.93 | 0.81 |
| Open communication | 46 | 1.13 | 1.12 |
| Fair distribution of benefits | 45 | 1.24 | 1.00 |
| Recognition | 46 | 1.26 | 1.16 |
| Capacity building | 46 | 1.30 | 1.05 |
| Inclusive decision making | 46 | 1.37 | 0.93 |
| Conflict resolution | 46 | 1.41 | 1.05 |

Mean score: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree. S.D = Standard Deviation

Respondents were further asked about the effects of the monitoring and evaluation practices. In a five-likert scale, ranging from 'Strongly agree' (1) to 'Strongly disagree' (5), respondents were asked to choose from monitoring and evaluation practices help to ensures financial accountability, improves maintenance culture, ensures project sustainability, improves decision making, and build cooperation (Table 4.2).

From Table 4.2, monitoring and evaluation practices help build cooperation had mean response of 1.00 (S.D = 0.89), followed by improves quality decision making with mean response of 1.17 (S.D = 0.75), ensures financial accountability with mean response of 1.17 (S.D = 0.80), ensures project sustainability (mean = 1.24, S.D = 0.92) and improves maintenance culture (mean = 1.33, S.D = 1.02).

Building of cooperation was rated the highest because monitoring and evaluation practices mentioned earlier helps build some form of unity among the members involved. According to Kelly and Van Vlaenderen (1995) and Wayne (2010), by building a sense of ownership, monitoring and evaluation practices results in building cooperation, improves decision

making and ensures project sustainability. This study further conforms to Kumar (2002) who recognized numerous benefits of participations in monitoring and evaluation projects. Kumar (2002) underlines that monitoring and evaluation practices ensure efficacy and helps individuals to keep track on the project. Moreover, effectiveness and efficiency is improved by direct involvement of stakeholders in planning and designing stage of projects (Kelly, 2001; Kumar, 2002; Mulwa, 2008). Kumar (2002) opines that, when individuals partake and learn in projects, they initiate their own effort to solve pressing needs and issues without relying on external agents.

According to Botchway (2001) and Benjamin (2012), monitoring and evaluation practices by stakeholders are vital to ensure project sustainability as it results in capacity building and community empowerment. Likewise, Duggal (2011) was of the opinion that monitoring and evaluation practices by project stakeholders improves the capacity of beneficiaries to better position themselves in recognizing, executing, monitoring, and evaluating projects. Examining how effectual Indonesian water projects were in the 1980s and 1990s, it was discovered that where community members were practically involved the projects performed well (Isham & Kahkonen, 1999). Ensuring transparency in regards to community contributions towards monitoring and evaluation practices in projects reduces habit of joy riding (Isham & Kahkonen, 1999).

**Table 4.2: Effects of the monitoring and evaluation practices**

| Effects | N | Mean | S.D |
|---|---|---|---|
| Helps build cooperation | 46 | 1.00 | 0.89 |
| Improves quality decision making | 45 | 1.17 | 0.75 |
| Ensures financial accountability | 46 | 1.17 | 0.80 |
| Ensures project sustainability | 46 | 1.24 | 0.92 |
| Improves maintenance culture | 45 | 1.33 | 1.02 |

Mean score: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree. S.D = Standard Deviation

## 4.4 Objective 2

**Challenges of stakeholder participation in the monitoring and evaluation of borehole project**

In any developmental community project, a number of challenges are encountered so is stakeholder participation in the monitoring and evaluation of borehole projects in the study area. From the study, lack of experience, inadequate resources, changes in the scope of work, poor communication, and inefficient monitoring and evaluation practices were adjudged the challenges of stakeholder participation in monitoring and evaluation practices.

In stakeholders' participation in any community developmental project; resources are the basic requirement needed to carry out the project effectively. Nonetheless, resources availability is always a problem when it comes to project implementation in Ghana. At times, the resources may be insufficient or may not arrive on time. This has the capacity to ruin or derail the project. From Table 4.3, unavailability of resource as a challenge in the monitoring and evaluation practices in the borehole project had mean response of 0.78 (S.D = 0.74). This study relates to research carried out by Ankukumah (2016), in which

inadequate resource assigned to project was rated the biggest challenge. Thus, this demonstrate that insufficient resources assigned to the projects considerably affect the project due to poor inclusion of stakeholders in project scheduling and execution, as it is a guide to how the project activities should be followed and directed to make the project operate successfully.

The next biggest challenge in stakeholder participation in the monitoring and evaluation of borehole project 'Strongly Agree' by the response was poor communication (Table 4.3). The study further relates to Ankukumah (2016) who indicated that poor communication is a challenge in stakeholder participation in monitoring and evaluation of developmental project management. Irrespective of how strong a group is or how cordial its members relate, poor communication may still exist. This may occur as a result of members not being able to comprehend what their superiors task them to do. This may be due to language barrier or superiors being too busy to schedule meetings with community members. This may result in poor inclusion of stakeholders in planning and implementation of the project (Ruwa, 2016).

Monitoring and evaluation practices of borehole project as stated earlier involve donors, implementation agency, and project implementation committee. For the success of the project, communities are involved at the stages and activities of the project. However, most of the community members and even some of the implementation committee members lack the requisite expertise when it comes to monitoring and evaluation of project. This challenge can cause the project to suffer delay. From the study, lack of experience had mean score of 1.37 (S.D = 0.97) (Table 4.3)

This study relates to Kalsern (2002) who stressed that uncertainties, problems and challenges of stakeholder participation in the monitoring and evaluation of community project include insufficient resources assigned to the project, negative community reaction to the project, poor communication, inefficient monitoring and evaluation practices, unfavourable news concerning the project in the press, lack of experience, and changes in the scope of work. Previous studies have recognized that in lots of community developmental projects, management of stakeholders' lacks methods, plans and strategies (Karlsen, 1998). Stakeholder management is usually characterised by spontaneity and causal actions, which in some instances are not coordinated and discussed within the project team. To deal with this, project managers are also project stakeholders and thus, have an obligation to improve themselves; they must be self-directed under changing and unclear environments (Peter, 2008).

**Table 4.3: Challenges of stakeholder participation in the monitoring and evaluation of borehole project**

| Challenges | N | Mean | S.D |
|---|---|---|---|
| Inadequate resources | 45 | 0.78 | 0.74 |
| Poor communication | 45 | 1.02 | 0.89 |
| Changes in the scope of work | 46 | 1.07 | 0.80 |
| Lack of experience | 46 | 1.37 | 0.97 |
| Inefficient M & E practices | 46 | 1.43 | 1.03 |

Mean score: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree. S.D = Standard Deviation

**4.5 Objective 3**

**4.5.1 Prospects of stakeholder participation in monitoring and evaluation of borehole project**

The study further revealed the prospects of stakeholder participation in monitoring and evaluation of borehole project. In a five-likert scale, respondents were asked to choose from 'Strongly agree' (1) to 'Strongly disagree' (5) on training of stakeholders in advance of project objectives to be well equipped, building stronger collaborative relationship through continuous engagement and information sharing, clear communication from the beginning to make sure of better understanding among all stakeholders, and capacity building of legitimate stakeholders.

Building of stronger and collaborative relationship among stakeholders such as community members, donor and implementation agencies of borehole project was rated the best prospect for stakeholder participation in monitoring and evaluation practices. From Table 4.1, most of the respondents recognize building of stronger and collaborative relationship as a prospect in stakeholder participation in monitoring and evaluation of borehole project in the study area. This will improve team work, helps build cooperation and improves maintenance culture.

The next rated prospects of stakeholder participation in monitoring and evaluation of borehole project is clear communication (Table 4.4). Clear and open communication will ensure efficient and effective project execution. Ambiguous and vague statements make communication ineffectual, thus clear communication as a prospect in stakeholder participation is require at all levels and stages of project monitoring and evaluation (Ankukumah, 2016).

Table 4.4 shows respondents' response on capacity building of legitimate stakeholders regarding prospects of stakeholders' participation in monitoring and evaluation (mean = 1.22, S.D = 0.84). Building capacities of legitimate stakeholders will ensure project sustainability, builds and improves participants' evaluation skills and enhances team work (Ruwa, 2016).

This study relates to Wayne (2010) and (Clarke, 2011) who mentioned that prospects in community participation in monitoring and evaluation practices include capacity building, building stronger collaborative relationship through continuous engagement and information sharing, and training of stakeholders. In agreement, Kelly (2001) highlighted that prospect in community participation in monitoring and evaluation practices include capacity building and training of stakeholders which is a necessity for behavioural changes and practices. Stakeholder participation in projects brings about several benefits and advantages. These include capacity building and ability of participants to recognize their own projects in the future. Furthermore, Clarkson (1995) identify processes through which successful community participation in monitoring and evaluation practices can be achieved. These include capacity building of legitimate stakeholders, clear and open communication with stakeholders, and conflict resolution.

**Table 4.4: Prospects of stakeholders' participation in Monitoring and evaluation**

| Prospects | N | Mean | S.D |
|---|---|---|---|
| Building stronger collaborative relationship | 42 | 0.98 | 0.72 |
| Clear communication | 42 | 1.02 | 0.75 |
| capacity building of legitimate stakeholders | 45 | 1.22 | 0.84 |

Mean score: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly disagree. S.D = Standard Deviation

# CHAPTER FIVE

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

### 5.1.1 The monitoring and evaluation practices in borehole project

From the study, respondents asserted that monitoring and evaluation practices in the borehole project that they 'agree' or 'strongly agree' are fair distribution of benefits, recognition (acknowledgement of legitimate stakeholders' concerns), training and development, capacity building, conflict resolution, inclusive decision making, and open communication.

It can be concluded that good monitoring and evaluation practices are being carried out in borehole projects in Accra Metropolis. This help ensures financial accountability, improve maintenance culture, ensures project sustainability, improves decision making, and build cooperation.

### 5.1.2 Challenges of stakeholder participation in the monitoring and evaluation of borehole project

Any developmental project is liable to encounter some challenges during stakeholder participation in the monitoring and evaluation practices. These challenges include lack of experience, inadequate resources, changes in the scope of work, poor communication, and inefficient monitoring and evaluation practices.

It can be concluded that Poor communication prevents members to comprehend the task ahead. Poor communication may result due to language barrier or superiors being too busy to communicate clearly with community members. Also, lack of experience, changes in the scope of work, and inadequate resources allocated to projects considerably affects the

project due to poor inclusion of stakeholders in project scheduling and execution, as it is a guide to how the project activities should be followed and directed to make the project operate successfully.

To deal with this, project stakeholders have an obligation to improve themselves; they must be self-directed under changing and unclear environments. Also resources must be provided on time to ensure effective project execution. Again, training must be offered to stakeholders on projects for efficient utilization of resources.

### 5.1.3 Prospects of stakeholder participation in monitoring and evaluation of borehole project

From the study, the prospects of stakeholder participation in monitoring and evaluation of borehole project were training of stakeholders in advance of project objectives to be well equipped, building stronger collaborative relationship through continuous engagement and information sharing, clear communication from the beginning to make sure of better understanding among all stakeholders, and capacity building of legitimate stakeholders.

It can be concluded that the above prospects of stakeholder participation in monitoring and evaluation of borehole projects can help improve team work, helps build cooperation, ensures project sustainability and improves maintenance culture.

### 5.2 Recommendations

### 5.2.1 Recommendation for the stakeholders at the study area

The following recommendations have been suggested based on the results of the study;

    a. Donors, implementing agencies and project implementation committees must ensure that resources for borehole projects are adequate and on time

b. There should be clear and unambiguous communication among stakeholders regarding community developmental project planning, processes, implementation, monitoring and evaluation.

c. There should be stronger collaborative relationship between stakeholders of community development projects to ensure effective team work.

d. Stakeholders of community development projects should be trained on the tasked ahead before project implementation.

## 5.3.2 Study Limitation

This research work presented with some inevitable limitations in its conduct as well as scope. For instance, one key limitation that was encountered whiles undertaking this research work is low response rate and delay in response, which was due to the busy schedule of respondents.

Another limitation could come from insincerity of respondents, that is, the information given could not be reliable, and that can feed into wrong generalisations to the total population of the study. The study was also limited to one study area, Ga South Municipal Assembly in Accra Metropolis, Ghana and this might limit the generalization of the findings of this study.

## 5.3.3 Suggestion for further studies

There are many community development projects in Ghana, further research is recommended to assess impact of stakeholder participation in other developmental projects in Ghana. Moreover, gender issues are crucial for the sustainability of stakeholder participation, as such gender-based stakeholder participation in developmental projects should be investigated.

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**QUESTIONNAIRES FOR THE STUDY**
**Kwame Nkrumah University of Science and Technology**
**Department of Construction Technology and Management**
**Institute of Distance Learning (IDL)**
**TOPIC**
**CHALLENGES AND PROSPECTS OF STAKEHOLDER MANAGEMENT IN MONITORING AND EVALUATION OF BOREHOLE PROJECTS. A CASE STUDY OF ACCRA METROPOLIS, GHANA**

To Whom it may concern

Dear Sir / Madam,

<u>LETTER OF PERMISSION TO ADMINISTER QUESTIONNAIRES</u>

My name is Franklina Asantewaa, a student of Kwame Nkrumah University of Science and Technology Pursing Master Degree in Project Management. For my final project, I am researching on challenges and prospects of stakeholder management in monitoring and evaluation of borehole project.

Your Organization is one of the major donors and implementing agency in this kind of project. I am inviting your outfit to participate in this research study by completing the attached questionnaires. The data collected will provide useful information for new development in this study area.

Thank you for taking time to assist me in my educational endeavors, your cooperation is very much anticipated since data collected will be treated with complete confidentiality. For further enquires please contact me on Tel: 0247597991& email: adjoaasantewaa75@gmail.com.

Thank you.

Yours Faithfully,

Franklina Asantewaa.

Msc Student

cc. Dr. Alex Acheampong.

(Supervisor)

Department of Construction Technology and Management

Institute of Distance Learning (IDL)

**QUESTIONNAIRE SURVEY**

*"challenges and prospects of stakeholder participation in monitoring and evaluation of*

*borehole project"*

*This questionnaire is to solicit for relevant empirical data for the completion of an academic exercise on the subject "challenges and prospects of stakeholder participation in monitoring and evaluation of borehole project" towards the attainment of Master Degree in Project Management in KNUST. Your cooperation is very much anticipated since data collected will be treated with complete confidentiality.*

**Section 1: Identification**

Name of community / Agency ………………………………………….

**Section 2: Background Data:** *Please kindly thick and appropriately write response where applicable.*

1. Please indicate your gender.

   Male ☐

   Female ☐

2. Kindly Indicate your age bracket

   20-30 years [ ]

   31-40 years [ ]

   41-50 years [ ]

   51 and above [ ]

3. Kindly indicate your highest level of education attained

        Primary level     [ ]

        Junior high level [ ]

        Secondary level [ ]

        College         [ ]

        University      [ ]

        Postgraduate    [ ]


**Objective 1: Monitoring and evaluation practices in borehole project**

1. What do you say about your level of participation in M&E of the borehole

   project?

   Strongly ineffective [ ]

   Ineffective          [ ]

   Somehow effective [ ]

   Effective          [ ]

   Strongly effective   [ ]

2. To what extent do you participate in monitoring and evaluation of the borehole

   project?

    Great extent [ ]

     Average    [ ]

    Little Extent [ ]

    No extent    [ ]

**Section 1 : Monitoring and evaluation practices in borehole project**

Please, kindly rate the following monitoring and evaluation practices in borehole project on a Likert scale from 1-5: [**1 –Strongly agree**, **2 –Agree**, **3- undecided**, **4-disagree, 5-Strongly disagree]** Please tick (√) in the space provided.

| No. | Stakeholders monitoring and evaluation practices | Rating |
|-----|--------------------------------------------------|--------|
| 1 | Open communication | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 2 | Inclusive decision making | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 3 | Fair distribution of benefits | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 4 | Minimization of risk through cooperation | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 5 | Conflict resolution at the manifest stage | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 6 | Capacity building | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 7 | Rewards (appreciating hard working stakeholders) | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 8 | Training and development of stakeholders | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 9 | Recognition (acknowledgement of legitimate stakeholders concerns) | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 10 | Others please specify………………………………………………………………… | |

**Section 2: Monitoring and evaluation effects in borehole project**

Kindly indicate how monitoring and evaluation practices has an effect on borehole project on a Likert scale from 1-5: [**1 –Strongly agree**, **2 –Agree**, **3- undecided**, **4-disagree, 5-Strongly] disagree]**

| No. | Effects of motivational factors on Project Cost Performance | Rating |
|---|---|---|
| 1 | Helps build cooperation | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 2 | Improves quality decision | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 3 | Improves conflict management skills | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 4 | Ensures project sustainability | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 5 | Improves maintenance culture | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 6 | Ensures financial accountability and transparency | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 7 | Builds and improves participants evaluation skills | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 8 | Enhances team work | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 9 | Others please specify…………………………………………………………………… | |

**Section 3: Monitoring and evaluation challenges in borehole project**

Kindly indicate the challenges of stakeholder participation in the monitoring and evaluation on borehole project on a Likert scale from 1-5: [**1 –Strongly agree**, **2 –Agree**, **3- undecided**, **4-disagree, 5-Strongly] disagree]**

| No. | Challenges associated with monitoring and evaluation | Rating |
|-----|------------------------------------------------------|--------|
| 1 | Poor communication | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 2 | Inadequate resources | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 3 | Changes in the scope of work | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 4 | Unfavorable news about the project in the press | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 5 | Negative community reactions | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 6 | Lack of experience | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 7 | Inefficient M&E practices | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 8 | Stakeholder buy-in | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 9 | Others please specify…………………………………………………….. | |

**Section 4: Prospects of stakeholder participation in monitoring and evaluation**

Kindly indicate the prospects of stakeholder participation in the monitoring and evaluation on borehole project on a Likert scale from 1-5: [**1 –Strongly agree**, **2 –Agree**, **3- undecided**, **4-disagree, 5-Strongly] disagree]**

| No. | Prospects of stakeholders participation in M&E | Rating |
|---|---|---|
| 1 | Capacity building of legitimate stakeholders | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 2 | Clear communication from the beginning to ensure better understanding among all stakeholders | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 3 | Building stronger collaborative relationship through continuous engagement and information sharing | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 4 | Training of stakeholders in advance of project objectives to be well equipped | ☐1; ☐2; ☐3; ☐4; ☐5 |
| 5 | Offering open opportunities to stakeholders to participate in projects as this makes them relate to the project | ☐1; ☐2; ☐3; ☐4; ☐5 |