

STAKEHOLDERS' ENGAGEMENT MAKING A DIFFERENCE IN MONITORING AND EVALUATION OF SECONDARY SCHOOL INFRASTRUCTURAL PROJECTS, IN URIRI SUB-COUNTY, MIGORI COUNTY, KENYA

¹Jim Odhiambo Ongukah *, ¹Alfred Shem Otara, and ¹Eliud Oure Oyoo

*Corresponding Author: ongukhajim@gmail.com

<https://orcid.org/0009-0005-7333-1868>; <https://orcid.org/0000-0002-1270-1927>; <https://orcid.org/0000-0001-7012-4752>

¹Rongo University, Kenya

Abstract

Stakeholders' involvement in monitoring and evaluation (M&E) is critical towards completion of infrastructural projects (IPs) in public secondary schools. They influence decision making about improving, re-orienting or discontinuing evaluation interventions. Hence, the need to focus on stakeholders' engagement as a strategy of making a difference in monitoring and evaluation of secondary school IPs in public secondary schools in Uriri Sub-County. Data was collected through census from 172 respondents consisting of principals, chairpersons to the Boards of Management, chairpersons of school infrastructure committees and deputy principals using questionnaires, while interview guide was administered to 3 purposively selected key informants comprising Sub-County Public Works Officer, Sub-County Director of Education and Sub County Quality Assurance and Standards Officer. The study found that there was high influence of leadership stakeholder's engagement towards completion of IPs in the study area. The study concludes that M&E leadership stakeholder engagement has statistically significant and weak positive correlation towards completion of IPs. The study recommends that the government should enforce policy framework for stakeholder engagement in public secondary schools.

Keywords: *Monitoring and Evaluation, Stakeholders' Engagement, Leadership, Infrastructural Projects, Implementation*

Introduction

Monitoring and evaluation (M&E) is one of the seven key strategies for advancing the United Nations Decade of Education for Sustainable Development (UNDESD). According to Onyango (2019), M&E involves comparison of the past and the present situations for purposes of determining the extent to which the set objectives are met. According to Tonui et al. (2016) it should be a primary tool for the organization to gauge its

performance, and a complementary part of a project function.

M&E is used to determine whether infrastructure projects (IP) objectives have been met, as well as its effectiveness, efficiency, and impact (Galgallo, 2019). Abiddin et al. (2022) further notes that it ensures successful implementation of community development programs. Evaluation affects accountability mechanisms, given that lessons learnt and recommendations from evaluation

assist in decision-making used in completion of IPs which has been a challenge especially in developing countries (Porter, 2020). Callistus and Clinton (2018) further noted that effective M&E play a critical role in construction project implementation given the needed attention by the project implementation team.

According to Goldman et al. (2018), M&E is not common in developing countries; especially evaluations conducted by governments rather than donors. A study by Hussain et al. (2018) in Pakistan revealed that better planning for M&E should be established to better address and control quality of defects by decision-makers, project managers as well as contractors. In an experimental evaluation of a project to improve management quality in Indian schools, Muralidharan and Singh (2020) noted that despite there being well-designed programs, that may appear effective based on administrative measures of compliance, they were likely to be practically ineffective.

The growth and development of African countries rely on successful completion of infrastructure projects (IPs) (Adek, 2016). Despite the need for stakeholders to be aware of the utilization of resources, Adom and Simatele (2022) reiterates that many organizations in African countries consider M&E as a donor requirement and not a management tool. South Africa is among the few African countries which has a ministry in charge of M&E (Abrahams, 2015). This scenario is similar in most East African countries whereby Karunaratne et al. (2018) found that technology and infrastructure played a significant role in development projects. Besides, the study noted that commitment of managers as change agents

and organizational support was vital for the success of the projects in Uganda.

In Kenya, Lemain (2018) noted that M&E had positive relationship with implementation of projects funded by the Constituency Development Fund in Kilgoris Constituency. However, timely and standard completion of infrastructure projects as planned has been a major challenge in developing countries. This observation agrees with findings of Durdyev and Hosseini (2020), Zidane and Andersen (2018) found that M&E leadership strategies, shortage of skills, poor communication, ineffective planning, conflict between stakeholders, and low competence project stakeholders were pronounced in developing countries. Thus, if well managed can adequately address the concern over delayed implementation of projects.

School leadership has both direct and indirect role in the oversight, management, M&E of implementation of IPs in accordance with prescribed guidelines set by Ministry of Education (MOE) (Ben & Murundu, 2019). Most boards of management (BOM) fail to perform this role fully leading to poor performance in school projects. BOM and the principal therefore, have a paramount role in ensuring successful implementation of projects in school. Ben and Murundu (2019) attest to the fact that school leadership is pivotal in M&E of Constituency Development Fund (CDF) projects in public secondary schools with the recommendation that school financial records are inspected and evaluated to ensure school funds are utilized on the required project.

M&E leadership strategies (LS) are essential in all aspects of completion of IP in public secondary schools in Kenya (Wasike, 2016). Littman and

Littman (2019) stated that success of any project is a team oriented and goal focused activity under the direction of a highly competent and ethical leader, who will enhance the probability of IP success and reduce the risk of project failure. According to Shimengah (2018), strategic leadership practices enhance service delivery. That is, by having professionally qualified leaders with essential leadership traits can fasten attainment of goals of devolution.

Concern over inadequacy of M&E strategies was enhanced by the fact that the Kenyan government waived tuition fee in secondary schools thereby increasing the transition rates from primary schools to secondary schools by 20 percent (Kaguri et al., 2014). This overstretched the existing facilities, forcing governments and communities to put up new structures as well as increase other physical facilities like dormitories, classrooms, and sanitation facilities in the existing schools that have room for expansion.

Macharia (2016) and Munyua (2018) identified implementation gaps as causing the completion failures in Nyeri and Meru Counties respectively. Another study by Kepkemoi et al. (2018) sought to determine the influence of project M&E on effective utilization of CDF in Baringo Central Constituency, Baringo County, Kenya. Munyua (2018) and Wasike (2016) also found that M&E was not well utilized for IP success. A study was also done by Johnson and Kisimbii (2018) who found that socio-political factors, manpower, funding, and feasibility study influenced the implementation of construction projects in Kilifi County. Whereas there are a number of studies done on M&E, there is limited focus on stakeholders' engagement from a leadership perspective. Therefore, this study sought to

establish the influence of M&E leadership stakeholders' engagement towards completion of infrastructure projects in public secondary schools within Uriri Sub-County in Migori County of Kenya.

Literature Review

Improved appreciation of the role played by the project management within projects has significant influence in the success of projects and should be placed within the context of a wider project alongside other outside criteria and long-term expectations (Alawag et al., 2023; Odhiambo, 2020). Management of stakeholders in project implementation entails managing and fulfilling their expectations. Perspective of stakeholders can significantly influence infrastructure delivery in public and private sectors. According to Martinsuo (2023) stakeholders create value during the design and implementation of complex projects. However, the study did not address capturing views of stakeholders as a key strategy in the engagement process; a gap that this study sought to address with regard to completion of stalled IPs in the study area.

Ahuja and Priyadarshini (2015) in a study in India revealed that urbanization is often linked to social, economic, political and infrastructural development in a country and upgrading of urban infrastructure projects in developing countries calls for proper communication between internal and external stakeholders. However, concerns in identification of stakeholders in public projects many times lead to inadequate flow of information and dissatisfaction with projects. This scenario leads to delays in execution of projects, increased cost of projects implementation and inadequacies in quality management.

According to Vahabi et al. (2022), defining a clear project brief at the early stages is vital for success of a project, absence of which may cause errors and/or changes in the design and construction throughout delivery of projects. This ultimately leads to cost and time overruns and overall performance of an IP. The study however did not point out stakeholders as key parties for engagement for completion of stalled IPs, an aspect that was addressed by this study. Another study by Donais et al. (2019) revealed that the dawn of megaprojects is worsening calling for decision-making process which is more comprehensive. Through a cost-benefit analysis, decision-makers will effectively select and allocate the limited financial resources to enable. The study however failed to capture the influence of cost-benefit analysis as done by stakeholders on completion of secondary school IPs.

A study by Chan et al. (2019) in Hong Kong noted that building information modelling is faced with obstacles despite benefits such as better cost estimation and control, efficient construction planning and management, and improvement in design and project quality. The main obstacles to building information modelling adoption are linked to construction stakeholders' resistance to change, scanty organizational support and structure to execute building information modelling, and deficiency of building information modelling industry standards. The study however did not outline how stakeholders' resistance can be addressed – an aspect that was covered with a focus on stakeholder engagement on completion of stalled IPs, an aspect that was addressed by this study.

Many construction projects often fail to be completed within the scheduled timelines; a

scenario attributable to lack of stakeholder's satisfaction in the project (Gwayo et al., 2015). Besides, professionals involved in project implementation need to have effective and appropriate communication strategies at all phases to the stakeholders to produce a structure in line with the specifications, within the budget allocation and set time-frame. The study however did not capture implications of communication as an aspect of stakeholder engagement on completion of IPs, a gap this study explored specifically to IPs in public secondary schools in the study area.

A study on communication within Jamaican building industry on IPs revealed that there was high level of appreciation on importance of communication management (Sean & Li, 2018). The study found that ineffective communication management negatively impacted on projects, resulting in delays, cost overrun and abandonment. Concerns were also raised on such matters as poor listening, inadequate leadership, and lack of precise communication goals, unclear communication channels, and stereotyping unsuccessful reporting system. However, this study was more focused on involvement of technocrats as stakeholders and not non-engineering professionals; an aspect that was addressed by this study.

In a study in the United Kingdom, Di-Maddaloni and Davis (2018), described the influence of local community stakeholders in megaprojects, through a systematic exploratory literature review, the findings revealed that stakeholder management was inadequately focused on. Much focus was on stakeholders who had control over project resources, while neglecting the local community. The study stated that stakeholder management is

an essential process aimed at maximizing positive inputs and minimizing detrimental attitudes by considering the needs of all stakeholders. However, most project stakeholder management mechanisms are reactive as opposed to being proactive. They mainly offered instrumental perspectives aimed at making stakeholders to comply with the project needs. This study therefore sought to investigate if this situation is similar in the study area. It was informative to investigate if the community stakeholders are ever involved in completion of stalled IPs in the study area. Besides, stakeholder participation enhances implementation and sustainability of public projects in Kenya (Njue et al., 2021).

Conde et al. (2021) in a study on the technology leadership competencies of people in key positions from selected public and private senior high schools in Philippines, highlighted a number of challenges affecting stakeholder engagement. These included, limited facility, computer illiteracy, minimal administrative support, limited time, and financial constraints. From the study, it emerged that utilization, vision, motivation, sustainability, and collaboration were linked to competencies. However, the scope of the study did not capture leadership stakeholder engagement as a way of enhancing completion of IPs in secondary schools which was the focus of this study. Besides, the study was qualitative and phenomenal as opposed to this study which adopted convergent mixed method approach.

In a study focusing on Pakistan's largest private and government construction firms, Saad et al. (2022) notes that a project is considered successful if it meets constraints of budget, time, and cost. Stakeholder engagement and management are a fundamental part of managing

projects since they pose major opportunities and threats to projects. The study found that stakeholder management positively impacted on projects' success thus confirming positive moderation of awareness. It was further revealed that increasing stakeholder management's awareness of project teams increased possibility of success of project success. It was therefore of significance to investigate if the stalled projects are actually due to the stakeholder non-engagements or not.

According to Lin et al. (2019), stakeholder influence is a great motivator for resolving issues in construction projects. While investigating influence strategies used by project stakeholders in achieving social responsibility goals to provide a better understanding of the complex stakeholder inter-influence; the study identified stakeholder influence of group strategies. It was revealed that stakeholders used both cooperative and aggressive influence strategies as opposed to common assertions that stakeholders' aggressiveness was influenced by power. It emerged that perceived legitimacy and urgency of issues were the key factors of stakeholders' aggressive strategies. A study by Magoola et al. (2023) in Uganda further revealed that trust and community engagement was significantly associated with performance of public-private partnership projects. This study therefore sought to explore the influence of stakeholder engagement strategy on completion of IPs in the study area.

Muriithi and Mwenda (2021) sought to identify and analyse how exposure of contractors to technology influenced the quality of road construction projects in Machakos sub-county in Kenya. Using a descriptive survey research design and a cross-sectional approach, the study found

that there was a strong relationship between exposures of contractors to technology influences the quality of road construction projects. The study however did not capture the influence of experts input on completion of secondary school IPs; an aspect that was addressed by this study.

Njeru and Luketero (2018), in a study on influence of M&E strategies on performance of medical camp projects in hospitals in Embu North Sub-County, found that stakeholder involvement influenced performance of medical camp projects in hospitals to a very great extent. However, the subject of this study was health and not completion of secondary school IPs. Besides, it was observed that enhanced stakeholders' involvement had more influence. While investigating factors influencing implementation of M&E processes in donor funded projects in Marsabit County, Galgalo (2019) found that stakeholder involvement had minimal influence; it was therefore of significance to explore the influence of stakeholder engagement on completion of secondary school IPs; an aspect that was addressed by this study.

Wafula et al. (2019) found a strong positive relationship between stakeholders' satisfactions and performance of health facilities construction projects in Trans-Nzoia County in Kenya. However, the study focused on health infrastructure and not school infrastructure projects. Given that the differences in funding mechanisms and stakeholder composition of health and school IPs projects, it would be interesting to establish the influence of stakeholder engagement on completion of secondary school IPs in the study area. Samuel and Mokaya (2021), also while focusing on the effects of stakeholders' engagement on

implementation of physical IPs in public secondary schools in Trans Nzoia and West Pokot Counties, observed that stakeholders were highly engaged in secondary school IPs development at varied levels. It emerged that, school heads were supported and trained on the capacity to handle projects. It was also evident that teachers were not engaged in development of physical infrastructure. Participation of parents, teachers' associations on expertise and financial support also influenced school infrastructure project implementation. It was therefore interesting to explore influence of stakeholder involvement in M&E on completion of infrastructure projects. In addition, Lemain (2018) found that community involvement was positively related to implementation of Constituency Development Funded projects in Kilgoris Constituency. The study however was general on the community projects- a gap which has been addressed by the current study which focused on public secondary schools' infrastructure projects.

Social Change Model of Leadership Development

The concept of Social Change Model is transformational leadership whereby, the key assumptions are that leadership is socially responsible, impacts change on behalf of others, it is collaborative, it is a process, it is inclusive and accessible, and that it is be values-based (Dugan, 2017; Liotta-Kleinfeld et al., 2018). The model outlines a deliberate and collaborative process for training on leadership based on values in which individuals work to create positive change for the common good. It also incorporates existing concepts in leadership development (Dugan, 2017). It suggests that all individuals can be leaders in the positive change process (Kezar, 2023; Komives et al., 2017). It views leadership as

a process designed to encourage and provide guidelines to those seeking to change their organizations positively based on values (Komives et al., 2017; Medellin et al., 2021). According to Dugan (2017), the model has seven critical values which include: commitment, common purpose, controversy with civility, self-consciousness, collaboration, citizenship, and congruence.

This model is of significance to this study because it enhances understanding of the impact of M&E leadership strategy on completion of secondary schools' IPs. Given that there are various kinds of leadership strategies that various leaders adopt in influencing implementation of development activities- including dictatorial, democratic, and laissez-faire. This has varied implications on level of stakeholder engagement; and consequently, could have differential impacts on completion of secondary schools' IP projects.

Methodology

The study adopted a convergent mixed-method approach, and descriptive cross-sectional survey design because it provides data needed for describing the status of the phenomenon under study at a particular point in time (Connelly, 2016). The target population was public secondary schools in Uriri Sub-County, Migori County. The study included ongoing IPs in the 43 public secondary schools and those done as from 2017 to 2023.

Quantitative data was collected from the main respondents comprising 43 principals, 43 chairpersons to the boards of management, 43 chairpersons of school infrastructure committees, and 45 deputy principals of which 43 are the secretaries to the respective school infrastructure committees; were selected through census.

Qualitative data was collected from the key informants comprising one Sub-County Public Works Officer, one Sub-County Director of Education, and one Sub-County Quality Assurance and Standards Officer- who were purposively selected because of their expertise in the phenomenon explored in the study (Kothari, 2017).

Qualitative data was collected using interview schedule which entailed collecting specific information which could be compared and contrasted with other responses. Quantitative data on the other hand was collected using closed-ended questionnaires to enhance collection of enriched data (Creswell, 2021). The views of the respondents were captured in a 5-point Likert scale to show respondents level of agreement or disagreement to the statement (Taherdoost, 2016).

The researcher administered questionnaires to the main respondents through the research assistants, while the key researcher conducted interviews to the key informants using interview schedules. Quantitative data was analysed using descriptive and inferential statistics. SPSS version 26.0 was used to process data. Pearson Product Moment correlation which is recommended for use when the data is on a linear relationship and interval in nature (Obilor & Amadi, 2018). Qualitative data was analysed based on content and emerging themes.

Findings

The key research question was “what is the influence of leadership stakeholders' engagement towards completion of infrastructure projects in public secondary schools?” The findings were presented in Table 1.

Table 1

Leadership Stakeholder Engagement

	Nil Influence	Low Influence	Moderate Influence	High Influence	Very High Influence	Mean (M)	Standard deviation (SD)
Effective communication with committee members	1 (.6%)	4 (2.6%)	30 (19.2%)	80 (51.3%)	41 (26.3%)	4.0	.8
Conducting of needs assessment before starting a project	1 (.6%)	4 (2.6%)	18 (11.5%)	75 (48.1%)	58 (37.2%)	4.2	.8
Effective mobilization of resources	4 (2.6%)	3 (1.9%)	18 (11.5%)	77 (49.4%)	54 (34.6%)	4.1	.9
Consulting relevant experts	2 (1.3%)	2 (1.3%)	21 (13.5%)	72 (46.2%)	59 (37.8%)	4.2	.8
Smooth working with committee members	2 (1.3%)	1 (.6%)	28 (17.9%)	62 (39.7%)	63 (40.4%)	4.2	.8
Stakeholders' resistance to change	5 (3.2%)	8 (5.1%)	27 (17.3%)	73 (46.8%)	43 (27.6%)	3.9	1.0.
Stakeholders' dissatisfaction	5 (3.2%)	9 (5.8%)	22 (14.1%)	66 (42.3%)	54 (34.6%)	4.0	1.0
Involvement of stakeholders in project implementation	0 (.0%)	2 (1.3%)	25 (16.0%)	70 (44.9%)	59 (37.8%)	4.2	.8
Involvement of stakeholders in monitoring and evaluation activities	1 (.6%)	2 (1.3%)	25 (16.0%)	69 (44.2%)	59 (37.8%)	4.2	.8
Contractor's involvement as stakeholders	1 (.6%)	7 (4.5%)	27 (17.3%)	64 (41.0%)	57 (36.5%)	4.1	.9

Respondents gave a mean rating of 4.2 out of a maximum possible score of 5.0 and a standard deviation of between 1.0, implying that they were in support of stakeholder engagement as a M&E strategy towards the completion of IPs in the study area. The findings could be attributed to an increased tendency by project team leaders to

enhance openness in the implementation process of IPs as a way of winning the trust of the stakeholders. Unlike the common tendency, as noted by Adom and Simatele (2022), where many organizations consider M&E as a donor requirement, this study suggests that M&E leadership stakeholder engagement should be a

management tool and stakeholders should be aware of the utilization of resources. Qualitative data collected and analyzed revealed that stakeholders are normally engaged at various stages of IP implementation as part of the requirements. Some of which were discussed in this section.

Concerning “effective communication with committee members” respondents agreed that it has high influence in completion of IPs (51.3%; $M=4.0$; $SD=.8$). In concurrence one informant observed: *“Enhances timely completion of projects... allows smooth progress of projects’ ensures committee members are aligned to the projects’ creates team work and sim-less coordination.”* (KII-01). On the question of “conducting needs assessment before starting a project” respondents were in agreement with its influence towards completion of IPs (48.1%; $M=4.2$; $SD=.8$). In this case, the impact of leadership in completion of IPs was key. This could be attributed to prioritization of the infrastructure demands with interest of the stakeholders hence motivation for success. Respondent KII-01 revealed that: *“... prioritizing projects based on demands of the school’s mobilization of required resources and allows aligning projects to the set goals of the school.”* Concerning “effective mobilization of resources”, response of KII-01 was that it: *“...enables the school to acquire adequate resources to support schools’ ability to complete projects timely and allow for empowerment and upscale of school development.”* In addition, as per sentiments of KII-02, it is a: *“...mandate of the committee and stakeholders to mobilize resources.”* However, according to respondent KII-02 this should be through: *“Government of Kenya’s infrastructure fund of Kshs. 5,000 per student per financial year*

and parents.” This is consistent with the finding in Table 1 that ‘effective mobilization of resources had high influence in completion of IPs (49.4%; $M=4.1$; $SD=.9$). This could be attributed to the fact that ready availability of resources increases efficiency of IPs.

On “consulting relevant experts”, the respondents said that it has high influence in completion of IPs (49.20%; $M=4.18$; $SD=.81$). This could be attributable to technical input by the experts given their experience with similar or almost similar projects hence they could guide on the possible pitfalls. This was echoed by one of the key informants, *“...it is important for stakeholders to engage with the committee to ensure smooth progress of the project.”* (KII-02). In addition, it ensures *“...faster and timely completion of projects.”* (KII-01). Concerning the question on “smooth working with committee members”, it was found that it has very high influence in completion of IPs (40.4%; $M=4.2$; $SD=.8$). Qualitative responses by the key informants also revealed that: *“Stakeholders have to engage the committee- this is a key role in project management.”* (KII-02). This implies that a smooth working with committee members creates a sense of ownership hence promoting the spirit of team work.

Findings further show that stakeholders’ dissatisfaction had high influence towards completion of IPs (42.3%; $M=4.0$; $SD=1.0$). This implies that if stakeholder dissatisfaction is not well addressed in good time project completion may suffer delays. In support of this, one of the key informants said that: *“...stakeholders’ resistance may cause delay and stalling of projects.”* (KII-02). This is an affirmation that stakeholders’ resistance to change has high

influence towards completion of IPs (46.8%; M=3.9; SD=1.0). The results indicate that there is need for flexible and transformational leadership which will help in incorporating views of the stakeholders in good time thus avoiding losses related to stakeholder strife. To address the challenges of stakeholder resistance, it is important to engage stakeholders at all stages of implementation of the IPs. When asked to respond on “involvement of stakeholders in project implementation”, the respondents agreed that it has high influence towards completion of IPs (44.9%; M=4.2; SD=.8). This can be attributed to the sense of ownership it has on the stakeholders.

The respondents also noted that “involvement of stakeholders in monitoring and evaluation activities” has high influence towards completion

of IPs (44.2%; M=4.2; SD=.8). This enables the stakeholders to not only take part in assessing the implementation of the IPs but also enable them to learn; which is one the main intent of the Social Change Model. The respondents also noted that “involvement of contractors as stakeholders” has high influence towards completion of IPs (41.0%; M=4.1; SD=.9). This was however highly discouraged by some key informants who noted that the contractor should only come in to implement the plan.

Completion of Infrastructure Projects

The respondents were asked to respond on completion of IPs in their schools in terms of time, quality and cost. The responses were as shown in Figure 1, Figure 2 and Figure 3.

Figure 1

Timely Completion of IPs

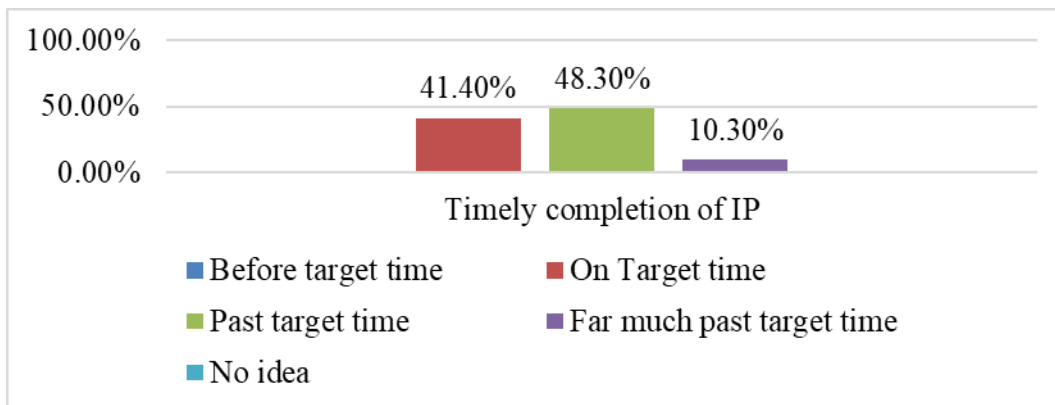


Figure 1 shows that 75(48.3%) respondents noted that the IPs implemented in their schools were done past the target time. The findings could imply that there was inadequacy in stakeholder

engagement. In effect several factors can contribute to delays in implementing initiatives in schools. These factors can vary depending on the specific context and nature of the initiatives.

Figure 2

Infrastructure Quality Met

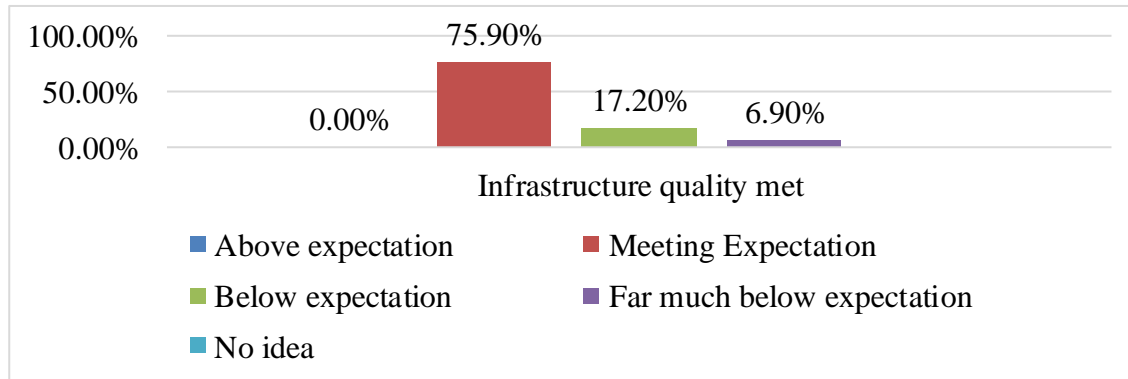


Figure 2 shows that 118(75.9%) respondents noted that the IPs implemented in their schools during the duration under study met the expectation in terms of the intended quality. This

suggests that the initiatives were effective in achieving their goals and satisfying the requirements of the school community.

Figure 3

Cost of Infrastructure

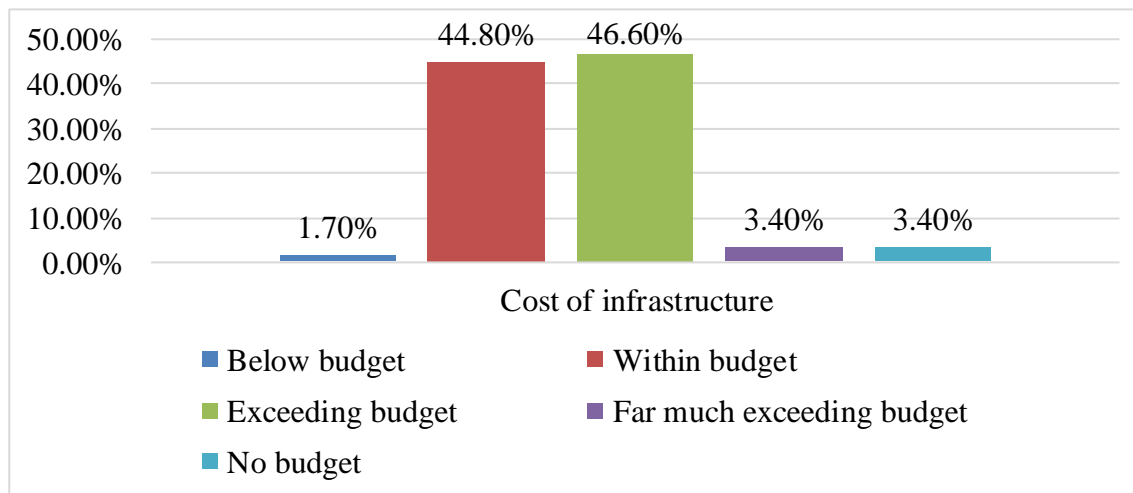


Figure 3 indicates that 72 (46.6%) of the respondents said that the cost of the infrastructure projects at their schools was more than the amount that was allotted. This is a sign that going over budget might have negative effects on quality, cause financial pressure hence completion delays.

Relationship between M&E Leadership Stakeholders Engagement and Completion of IPs

To test the relationship between M&E leadership stakeholders’ engagement and completion of infrastructure projects, an association was

computed using Pearson Correlation as shown in Table 2.

Table 2

Relationship between Stakeholders Engagement and Completion of IPs

Stakeholder Engagement	Correlation	Timely	IP	Quality	Cost of
		Completion	Met	IP	IP
Effective communication with committee members	Pearson Correlation	.22	-.03	-.03	
	Sig. (2-tailed)	.10	.72	.69	
Conducting needs assessment before starting	Pearson Correlation	.10	-.13	-.08	
	Sig. (2-tailed)	.44	.12	.34	
Effective mobilization of resources	Pearson Correlation	.04	-.08	-.17*	
	Sig. (2-tailed)	.79	.34	.03	
Consulting relevant experts	Pearson Correlation	.02	-.18*	-.15	
	Sig. (2-tailed)	.90	.03	.06	
Smooth working with committee members	Pearson Correlation	.34*	.17*	.06	
	Sig. (2-tailed)	.10	.04	.50	
Stakeholder resistance of change	Pearson Correlation	.14	-.10	.14	
	Sig. (2-tailed)	.30	.21	.09	
Stakeholder dissatisfaction	Pearson Correlation	.02	-.09	.04	
	Sig. (2-tailed)	.90	.27	.66	
Involvement of stakeholders in project implementation	Pearson Correlation	.02	-.16*	-.26**	
	Sig. (2-tailed)	.83	.04	.00	
Involvement of stakeholders in M&E activities	Pearson Correlation	.26	.13	.24**	
	Sig. (2-tailed)	.05	.10	.00	
Contractor's involvement as stakeholders	Pearson Correlation	.37*	.19*	.15	
	Sig. (2-tailed)	.00	.016	.060	

The modal Pearson Correlation was within the range of $.2 < |r| < .4$, implying weak correlation according to Obilor and Amadi (2018). Table 2 shows that the significance level was greater than the set p-value of .01, implying that there was statistically significant influence. As presented in Table 2, M&E leadership stakeholder engagement has a significant and very weak positive correlation on infrastructure timely completion ($r = .37, p = .00$).

Discussion

In order to complete IPs, stakeholder participation in monitoring and evaluation is crucial. By keeping lines of communication open, stakeholders may discuss ideas, share information, and resolve any problems or obstacles that may come up throughout the project. In order to ensure that everyone is on the same page, resolve issues, and explain expectations, effective communication is essential. Additionally, it makes

timely decision-making easier, which is crucial for maintaining project momentum and fulfilling deadlines. On the other hand, conducting needs assessment before starting a project is key. This finding agrees with Magoola et al. (2023) who pointed out that project identification and development plans through stakeholder engagement positively influenced construction of school IPs. This finding is also in line with an observation by Donais et al. (2019) that financial resources are scarce hence need for decision makers to select most efficient allocation of resources. By conducting a needs assessment, project leaders gain a better understanding of the requirements and expectations of the stakeholders. This knowledge allows them to prioritize the infrastructure demands effectively, ensuring that the project aligns with the stakeholders' interests. As a result, the motivation for success increases, leading to a higher likelihood of project completion.

According to the findings, effectively allocating resources is crucial to the success of a project. This means ensuring that the required resources including labour, supplies, and money are distributed and used efficiently over the course of the project (Galgallo, 2019). Also, the large number of respondents who acknowledged the value of consulting experts indicates that specialists in the industry understand the importance of doing so. Infrastructure projects may benefit from the unique perspectives, technological know-how, and creative solutions that consulting specialists can provide (Chan et al., 2019).

The results show that it is important to collaborate well with committee members to finish IPs. This ultimately helps in tapping leadership

technological expertise which according to Conde et al. (2021) is vital in addressing challenges affecting stakeholder engagement. By utilizing a range of skills and fostering effective decision-making processes, committee members' effective collaboration, cooperation, and coordination make a significant contribution to the overall success of infrastructure projects. Besides, it helps in defining a clear project brief at early stages which is vital for success of a project as noted by Vahabi et al. (2022). This finding reiterates the concept of Social Change Model which outlines a deliberate and collaborative process for training on leadership based on values in which individuals work to create positive change for the common good; that is, it emphasises on collaboration (Dugan, 2017). However, it is important to note that committee dynamics can be influenced by various factors, such as interpersonal relationships, communication styles, conflicting interests, and power dynamics.

This result emphasizes how crucial it is to take stakeholders' pleasure into account while completing a project (Njue et al., 2021). It implies that the advancement and effective use of intellectual property may be impeded by stakeholder dissatisfaction. A number of things, such as unfulfilled expectations, conflicts of interest, poor communication, or insufficient participation in decision-making processes, can contribute to stakeholders' discontent (Di-Maddaloni and Davis, 2018). This implies that there is need for flexible and transformational leadership which will help in incorporating views of the stakeholders in good time thus avoiding losses related to stakeholder strife. This also agrees with the arguments as outlined in the Social Change Model. Further, the most important factors in guaranteeing the successful completion of infrastructure projects

were the contractors' active involvement as stakeholders in the project. It suggests that there is a better chance of finishing a project within the allotted time and getting the intended results when contractors actively participate in decision-making processes, project planning, and execution.

It was also noted that delays occurred in the majority of the projects. This could lead to lost chances for development and impede the achievement of academic objectives. Administrators at the schools should look into the causes of these delays and take care of any underlying problems. This might entail assessing the planning and execution procedures, spotting possible bottlenecks, and putting preparations in place to guarantee that upcoming improvement plans are carried out on schedule. Infrastructure investments can improve teaching and learning results when they live up to the desired quality standards. For example, well-furnished and planned classrooms can provide an environment that is favourable to efficient teaching and learning. Finally, the results indicate that a sizable percentage of respondents stated that the money allotted for infrastructure upgrades at their schools was exceeded. Overspending on a project can lead to a number of problems, including strain on finances, delays in completion, and lowered quality (Martinsuo, 2023). Thorough planning, ongoing oversight, risk assessment, and efficient stakeholder communication are all necessary to mitigate budget overruns.

Conclusion

Stakeholders' engagement is crucial for successful monitoring and evaluation of public secondary school infrastructural projects. It involves all relevant parties, including teachers, parents, and

community members- ensuring a comprehensive assessment. It was observed that, effective communication with committee members has high influence towards completion of IPs. As a result, effective stakeholders' engagement requires clear communication and coordination, ensuring all parties are informed and involved. This in turn significantly improves transparency, accountability, and assessment quality. School leadership should meaningfully engage stakeholders in M&E at various stages of IP implementation. Effective leadership stakeholder engagement contributes to smooth coordination due to effective communication, enhancing proficiency in the implementation process, and allows for empowerment and upscale of school development projects. While stakeholders' resistance to change was a major cause of delays in completion of IPs, the study recommends that the government should provide a framework for stakeholder engagement in public secondary schools.

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