STAKEHOLDERS' PARTICIPATION AND SUCCESS OF PROJECTS AMONG NGOs IN UGANDA: A CASE OF CHILDREN'S READING TENTS PROJECT – NATIONAL BOOK TRUST OF UGANDA

BY

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DECLARATION

I, Sarah Kyarimpa Rubereti, do hereby declare that this dissertation is my original work as a result of my personal effort and has never been submitted to any university or any other institution for any kind of award. Due acknowledgement has been done for any other people's work that has been referred to.

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APPROVAL

This dissertation has been approved for submission as partial fulfillment for the award of masters degree in Management studies Project Planning and Management of Uganda Management Institute with our authority. We certify that Sarah Kyarimpa Rubereti has done this work under our guidance and supervision.

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DEDICATION

This piece of work is dedicated to my parents, the Late G.J. Rubereti and Mrs. Edith Rubereti. It is through their tireless efforts that they built for me a strong foundation on which I stand now.

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Many people helped me in one way or the other such that mentioning all of them would prove to be an invaluable task.

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ACRONYMS AND ABBREVIATIONS

BAI	-	Book Aid International
CRTs	-	Children's Reading Tents
ESA	-	Education Standards Agency
LIFU	-	Literature Fraternity of Uganda
NABOTU	-	National Book Trust of Uganda
P.L.E	-	Primary Leaving Examination
RAU	-	Reading Association Of Uganda
RTP	-	Reading Tents Project
SIDA	-	Swedish International Development Agency
UBA	-	Uganda Book Sellers Association
UCWIA	-	Uganda Children's Writers and Illustrators Association
UPA	-	Uganda Publishers Association
UNEB	-	Uganda National Examinations Board
UNEP	-	United Nations Environment Programme

ABSTRACT

This research sought to assess how stakeholders' participation contributes to success of projects among NGO's in Uganda. The general objective of this study was to assess the contribution of stakeholders' participation to the success of Children's Reading Tents Project under National Book Trust of Uganda. This project has been in existence since 1997, but its impact has not been felt in regard to promoting the reading culture. Despite NABOTU's intervention, participation of key stakeholders and their contribution to success of the project had not been assessed. The study involved 85 respondents drawn from pupils, teachers, head teachers, from selected CRT primary schools in Kampala and Mpigi Districts, parents/guardians, CRT Project staff and also representatives of key stakeholder associations. This study was based on a cross-sectional study design with both qualitative and quantitative methods. Data collection techniques used were self-administered questionnaires, interviews, observation with photography, focus group discussions and also documents analysis. Data from key informants' was analysed qualitatively, transcribed, and grouped into independent and dependent variables. Quantitative data was categorized and analysed using frequency tables, graphs and pie charts for easy interpretation by SPSS programme. From the study, findings revealed that participatory project implementation had the strongest relationship with success of the project. It was found out that much as most of the stakeholders were involved at implementation level, this alone would not lead to success of the project. At planning level, views of many of the stakeholders were not incorporated and the project design did not clearly bring out links to outsiders and limited some in number. The study recommended that NABOTU should develop appropriate strategies to involve most of the stakeholders from project planning level to project close out.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes the background to the study, statement of the problem, general objective, specific objectives, research questions, hypotheses, Conceptual Framework, scope of the study and significance of the study. The study assessed how stakeholders' participation contributes to success of projects with specific reference to the Children's Reading Tents Project under National Book Trust of Uganda.

1.1 Background to the study

Development projects require a high level of participation from the intended beneficiaries, an active contribution in their implementation and management, and should rest on the utilization of local resources and skills (http, //.www.wikipedia.org, May 21st 2009). In practice, stakeholder involvement in managing project objectives often stalls throughout the project execution. Tammer, (2009) notes that as project monitoring consists of the collection and interpretation of data and reporting information in relation to the project plans, planning, budgets, and requirements, Nicholas & Steyn, (2008) state that close interaction with the stakeholders is needed. There is an increasing awareness that management techniques are crucial to project success in non-governmental organizations (http;//.www.wikipedia.org, May 21st 2009). There is an increasing awareness that management techniques are crucial to project success in NGO's.

1.1.1 Historical Background

Davies, (2008) observed that the rapid development of nongovernmental sector occurred in western countries as a result of the processes of restructuring of the welfare state. Globally, the

last two decades have been marked with an increased involvement and growth of NGOs in both development and humanitarian work according to Mbaziira, (2008).

In Africa Nikoi.S, (2008) notes that the NGO sector became prominent in the 1970s when they came in to fill the gap left by the collapse of African governments' mechanism to provide basic needs to the citizens. For a long time, the state remained the major actor in the development and governance process during the colonial and post-independence periods in Africa. For instance, in the Northern region of Ghana, one way of understanding the information activities of NGOs is to analyse them in terms of development objectives they seek to achieve.

Barr et al, (2003) asserts that in Uganda for example NGOs were introduced in 1970s and 1980s, after the collapse of the government following a series of coup de tats. The Ugandan Government is now considering relying more heavily on the NGO sector for a variety of welfare and development objectives since, the number of NGOs has grown significantly, have a number of projects, reach a number of beneficiaries and have available funds at their disposal provided by both external and internal donors. Rosenau, (1998) affirms that projects are suited for undertaking organizational change as they are "a temporary undertaking, with a specific objective that must be accomplished by organized application of appropriate resources".

Krolak, (2005) points out that the most important factor in a child's acquisition of literacy is the reading practices of the parents. This has been shown in numerous studies, including the 2001 Progress in International Reading Literacy Study (PIRIS), which showed that in the case of Sweden, the amount of books and reading material in a family was the deciding factor influencing the reading scores of pupils (Stiftung Lesen, 2004:56).

1.1.2 Theoretical background

Amin, (2005), states that theoretical background seeks to clearly state the basic theoretical orientation (assumptions) about the variables being studied. In this study, three theories relate to the variables under study.

Jensen, (1994) states that **Agency theory** postulates that people are self-interested at the personal level and therefore have conflict of interest in some corporate endeavors unless these relationships are mediated by arm's length third party transactions). He further argued that people and firms will behave opportunistically unless there are incentives or restraints to prevent them from doing so.

In addition, Rowley & Moldoveanu, (2003) (as cited by Rowley 1997) asserts that the **Interest and Identity – Based Model** of stakeholder group mobilization focuses on how managers do and should treat particular stakeholders (Donaldson & Preston 1995, Jones, 1995). How stakeholders attempt to influence firms and how firms respond to these influences depend on the network of stakeholders surrounding their relationship. Several researchers argue that stakeholders will act to protect their interest according to the studies by Ahlstedt & Jahnukainen, (1971); Frooman, (1999); Savage, Nix, Whitehead, and Blair, (1991).

Freeman, (1984) affirms that **Stakeholder theory** is a theory of organizational management and business ethics that addresses moral values in managing an organization. This theory argues that every legitimate person or group participating in the activities of a firm do so to obtain benefits and that the priority of the interests of all legitimate stakeholders is not self evident. This theory describes and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts to address the principle of "who and what really counts". This

theory is used to describe and sometimes to explain specific corporate characteristics and behaviours.

Stakeholder theory was found to be more applicable in regard to this study because it establishes a framework for examining the connections if any, between the practice of stakeholder management and the achievement of various corporate performance goals.

Donaldson & Preston, (1995) argue that although Stakeholder Theory is descriptive and instrumental, it is more fundamentally normative. Stakeholders are identified by their interests and all stakeholder interests are considered to be intrinsically valuable. Stakeholder Theory is managerial in that it recommends attitudes, structures, and practices and requires that simultaneous attention be given to the interests of all legitimate stakeholders, both in the establishment of organizational structures and general policies and in case-by-case decision making.

1.1.3 Conceptual background

In this study, two broad concepts or "stakeholders' participation" and "project success" will be examined to determine their degree of relationship within the context of the Children Reading Tents Project under NABOTU. (Marilee, 2000) points out that in order to evaluate stakeholder participation in development projects and programmes, it is first necessary to identify the stakeholders. Kerzner, (2006) further notes that project success, for many managers and project teams refers to the elements of the triple constraint-time (schedule), cost (budget) and scope (quality and performance specifications). Variables for project success according to (Kerzner, 2006) include; setting expectations, planning-including the relationship with the triple constraint,

predicting project success through analysis and performance measurement, and then project management effectiveness.

Bourne, (2006) stresses that projects have always required planning, management, and control to deliver the desired outcome, from the building of the pyramids in ancient Egypt to the implementation of new information and communication technology (ICT) system in the modern world, satisfying key stakeholders requirements has been central to achieving a successful outcome. In addition, according to Xiaojin & Jing, (2006) many studies have expanded project success criteria into other aspects, such as organizational objectives, stakeholders' satisfaction, customer's benefit, and future potential to organization. (Bourne & Walker, 2007) argue that successful completion of project deliverables is assumed to be dependent on project management of both the hard skills (time, cost and scope), and soft skills. United States Agency for International Development (USAID) refers to NGOs as private voluntary organizations. However, many scholars have argued that this definition is highly problematic as many NGO's are in fact state and corporate funded and managed projects with professional staff.

DeMarco, & Lister, (1987) (as cited by Bourne, 2006) observed that a stakeholder is anyone whose knowledge, views and actions affect the success of the project. But different people have completely different reasons for having a stake in a project. Managers are concerned with the business advantage, marketing personnel are concerned with the cost and packaging, people who will use the product focus on usability, technicians think more about the technology, lawyers focus on the legal implications, customers focus on the price, the list is endless. Project managers usually have very little formal power over stakeholders outside the project organization. Some of the common objectives and expected benefits of participation in development are improving the efficiency, effectiveness, sustainability and coverage of projects and programmes and promoting

stakeholder capacity, self reliance and empowerment. Participation represents the core group of stakeholders' involvement in the actual implementation of project activities, either autonomously, or through co-management or another form of collaboration (Marilee, 2000)

Tammer, (2009) stresses that the key to forming successful project relationships is understanding that different stakeholders have different expectations of the project and different definitions of project success. Poorly defined problems tend to give poor solutions. So, key client and stakeholder presence is helpful during project brief meetings, as the problem-owner can make the project more tangible and accessible by illustrating the problems and objectives and answering questions from parties involved.

Gadekan, (2002) & Pinto, (1998), (as cited by Bourne, 2006) argue that to be effective, project managers must develop on-going relationships with project stakeholders and in some cases, with potential project stakeholders. Failure of a project is strongly related to stakeholders' perceptions of project value and their relationship with the project team Jiang & Klein, et al (1999). (Donaldson & Preston, 1995) further affirm that this theory is instrumental because it establishes a framework for examining the connections, if any, between the practice of stakeholder management and the achievement of various corporate performance goals. This therefore indicates that after identifying all the key stakeholders of a project, and analysing their contribution in terms of who is responsible for what, project goals will be achieved, thus project success.

The above assertion was further supported by (Marilee, 2000), that there are great expectations of the benefits of participation in development projects and programmes. It is hypothesized that participation will improve the quality and increase the efficiency, effectiveness, sustainability and

coverage of projects and programmes. Promotion of participation is also expected to benefit the primary stakeholders, building their capacity and leading to self-reliance and empowerment. These hypotheses are not based solely on theoretical considerations, but are the fruit of accumulated experiences both in the promotion of participation and in the failure of non-participatory development efforts.

1.1.4 Contextual background

The National Book Trust of Uganda (NABOTU) is a non-profit making umbrella organization founded in 1997 to promote a reading culture in Uganda. It is made up of member associations and institutions of authors, publishers, booksellers, printers, librarians, literature teachers, and all those committed to the promotion of a reading culture. NABOTU's vision is to turn Uganda into a Reading Nation.

NABOTU implements programmes and activities which focus on the development of a reading culture amongst Ugandans. One of the projects under the book development programme is the Children's Reading Tents (CRTs). The CRT project targets rural and urban poor areas in Uganda where schools and communities have limited or lack access to children's story books, fiction and skills books. Studies by UNEB and the Education Standards Agency (ESA) have attributed high failure rates in Primary Leaving Examinations to pupil's inability to read and interpret exam questions. It is on the basis of this finding that NABOTU seeks to boost academic standards by introducing children to the culture of reading at an early age. Reading is an enabling skill that would help Ugandans to acquire information, knowledge and skills which are necessary for increased production and poverty eradication. NABOTU programmes and activities target disadvantaged communities in both rural and urban areas. This project has been in operation since

1997, aiming at inculcating a reading culture among Ugandans especially starting with the children. Reading Tents project is a core programme of NABOTU introducing children and adults to a habit of reading through creative activities that enhance reading for pleasure and leisure.

This project aims at encouraging children and young adults to view reading as a source of pleasure; to share and discuss books and; introduce children to a lifelong love of reading. CRTs provide an informal setting where children enjoy traditional storytelling, private reading, read-aloud marathons, writing, face-painting and drama. In addition, schools that participate in CRTs receive a book box containing interesting children's storybooks.

A recent study of the German Foundation Stifting Lesenon "Reading Behaviour in Germany in the new Century", (Krolak, 2005) revealed that the positive attitude of parents and the availability of reading materials at home are the most important factors in creating positive life long reading motivation in Children, Children have different reading needs at different stages of their lives, but they need access to enjoyable reading materials from the very beginning. Parents have to be encouraged to read to their children while they are small, sing with them and play creative language games with them, as part of their everyday life.

Cleland & Ireland, (2002) assert that for successful projects, it is not sufficient to bring the project in on time, on budget, and satisfying its objectives for the customer. Projects have to meet all stakeholder expectations. Thus identifying and managing stakeholders is a principal responsibility of the project team, because all the decisions during the life cycle of the project can be impacted by stakeholder influence. Stakeholders may have a positive or negative influence on a project.

1.2 Statement of the Problem

Tammer, (2009) affirms that the early participation of project stakeholders can offer a constructive dialogue and sense of ownership that may lead to positive interest utilized, increasing of credibility, more transparency, and the early identification of constraints. Project managers are accountable for their projects' success. One of the keys to project success is ensuring that all stakeholders are willing to support the projects vision, objectives and throughout the projects life. It is then assumed that projects that actually involve stakeholders have better results (Bourne, 2003). Whereas under NABOTU, the implementers of CRT project donate reading scholarly materials and physical trainings, the reading culture in Uganda has remained low. An evaluation study funded by Pearson – Longman (UK) Publishers and Book Aid International (2008) indicate that studies conducted by the Uganda National Examinations Board (UNEB) over the years have shown that children's failure in language tests and national examinations is attributed to failure and inability to read. Despite NABOTU's intervention to try to curtail these challenges and introduce children to books as well as to a reading culture, it has not been known whether key stakeholders (the project implementers, children, parents/guardians, and the local leaders) have fully participated in the implementation of the project. The study therefore sought to assess the contribution of stakeholders' participation to the success of the Children's Reading Tents project.

1.3 General objective of the study

To assess the contribution of stakeholders' participation to success of the Children's Reading Tents (CRT) Project under NABOTU.

1.4 Specific objectives of the study

The study was guided by the following specific objectives:

1. To find out how stakeholders' participation in project planning influences success of CRT Project.
2. To establish the relationship between stakeholders' participation in project implementation and success of CRT project.
3. To analyze how stakeholders' participation in monitoring and evaluation contributes to success of CRT Project.
4. To determine the moderating effect of funding on the relationship between stakeholders' participation and success of CRT Project.

1.5 Research Questions

The study aimed at answering the following questions:

1. How does stakeholders' participation in project planning influence success of the CRT Project?
2. What is the relationship between stakeholders' participation in project implementation and success of CRT project?
3. How does stakeholders' participation in monitoring and evaluation contribute to success of CRT Project?
4. What is the moderating effect of funding on the relationship between stakeholders' participation and success of CRT Project?

1.6 Research Hypotheses

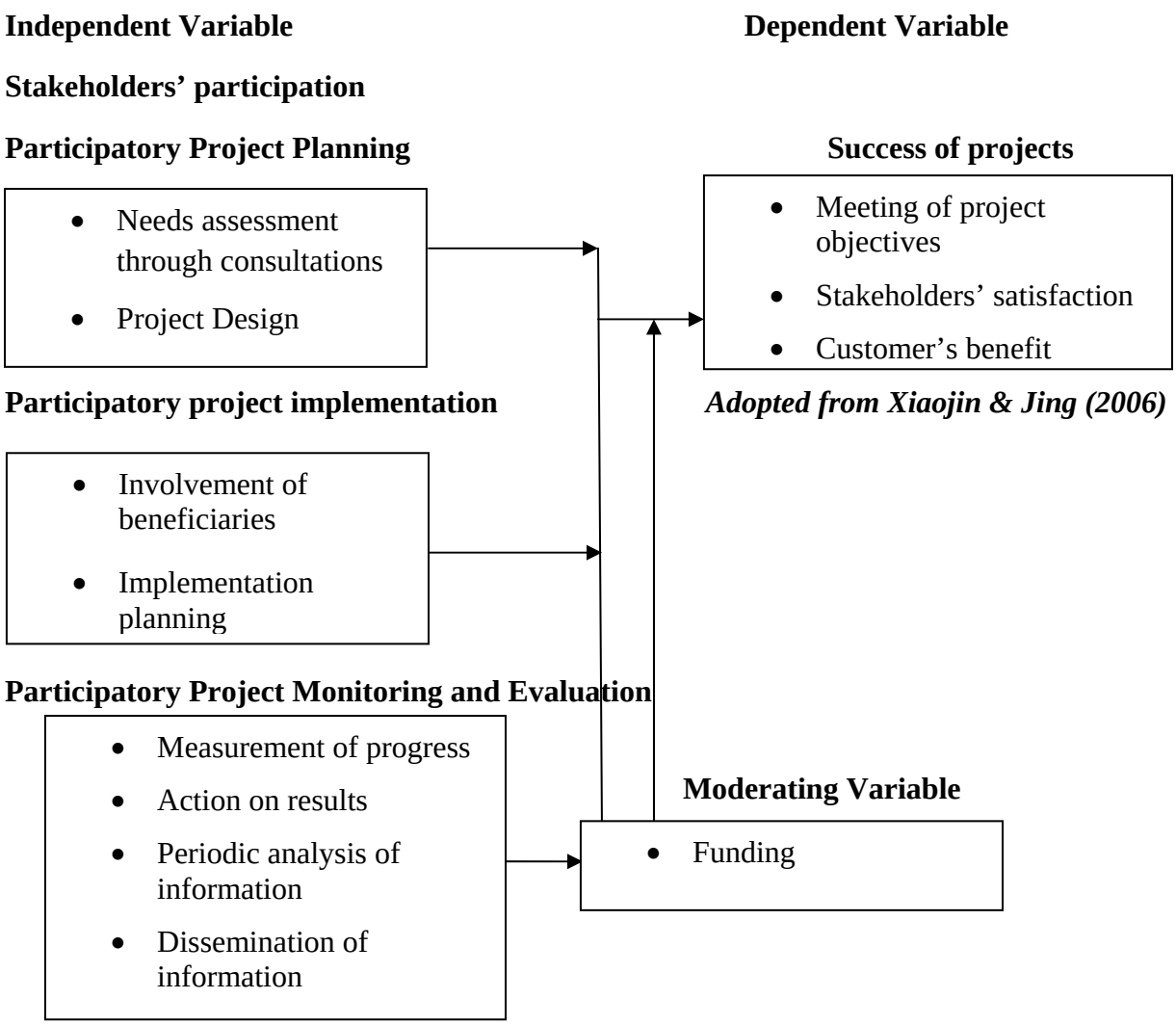
The following hypotheses were developed:

1. Stakeholders' participation in project planning significantly influences success of CRT Project.
2. There is a significant relationship between stakeholders' participation in project implementation and success of CRT Project.
3. Stakeholders' participation in monitoring and evaluation significantly contributes to success of CRT Project.
4. There is a significant moderator effect on the relationship between stakeholders' participation and success of CRT Project.

1.7 Conceptual Framework

The conceptual framework illustrates the relationship between stakeholders' participation operationalised as (participatory project planning, participatory project implementation, and participatory project monitoring and evaluation) as the Independent Variable and success of projects as the Dependent Variable, which was operationalised as organizational objectives, stakeholder satisfaction and customer benefits. Funding was taken as the moderating variable.

Figure 1: Conceptual framework showing the relationship between stakeholders' participation and success of projects



Adopted from Xiaojin & Jing (2006)

Source: **A**dopted from Freeman, (1984), Mumbo, (2005), Xiaojin & Jing (2006), Guijt & Gaventa, (1998) and modified by the researcher.

Stakeholder theory recommends attitudes, structures, and practices and requires that simultaneous attention be given to the interests of all legitimate stakeholders. Freeman, (1984) argues that if a project satisfies stakeholders, and customers benefit, then such a project is successful.

Bourne, (2006) argues that project success is achieved if the project is able to exploit the resources of the members of the project group and the user time to the fullest, avoiding unnecessary idle time, delays or wasted time brought about by undertaking tasks or activities. Different scholars have defined project success indicators differently, but the most relevant indicators according to this case study are those developed by (Xiaojin & Jing, 2006). Namely, organizational objectives, stakeholder satisfaction and customer benefits.

In this study, organizational objectives were operationalised as achieving the set objectives of CRT Project, Stakeholders' satisfaction was operationalised as, fulfilling the expectations of the CRT project stakeholders, then Customers benefit was operationalised as, fulfilling the intended benefits of the primary beneficiaries of CRT project.

These indicators suited this study because, for CRT project to measure how successful its implementation has been, the researcher looked at how the organization (NABOTU) has achieved its set objectives, if the relevant stakeholders are satisfied with its project activities and impact thereby benefiting its target beneficiaries. The stakeholders involved for the successful implementation of the Children's Reading Tents project include the teachers, school children at the primary school level in a school setting, parents/guardians, and local leader.

1.8 Significance of the Study

The findings of the study may be used as a reference for future scholars embarking on a similar study, hence enhancing existing literature in the area of reading culture. This study has also contributed to the existing body of knowledge on stakeholder management, and its relationship with success of projects among NGOs. In addition, this study helped the researcher to get a clear understanding about how stakeholders' participation contributes to success of the project.

1.9 Justification of the study

This study mainly focused on identifying how stakeholders' participation contributes to success of the Children Reading Tents Project in Uganda. In light of the background and observation made that much as this project had contributed to improvement in the general education sector through reading culture development, there still remained a challenge about why performance in national examinations has remained low. It was not clear if key stakeholders participated in the implementation of this project, so as to realize the set objectives. This study therefore sought to establish how stakeholders' participation could contribute to success of the project, so that an improvement in its implementation is realized.

1.10 Scope of the Study

This study covered Children's Reading Tents Project under NABOTU. This was because this project had been in existence for some time, since 1997, but little had been noticed in terms of the reading culture especially among children. The impact of this project had not been felt in Uganda, yet its deliverables looked interesting. The study covered participation of key stakeholders and success of CRT Project in terms of achievement of the set objectives.

The study covered three primary schools; one school in Kampala District and two schools in Mpigi District where this project had been implemented, so as to give a fair representation of Uganda. Namely Buganda Road Primary School in Kampala, St. Kizito-Mpigi CRT Primary School and St. John-Bosco - Katende primary school in Mpigi District.

This study focused on the stakeholders' participation and their contribution to the success of the CRT Project. Stakeholder participation was conceptualized as participatory planning,

participatory implementing and participatory monitoring and evaluation of the CRT Project. This was to determine the influence of stakeholders to the success of the project.

This study was conducted in NABOTU – CRT Project covering the period 1997 – 2008, so as to cover a representative sample of a cross section of the population that comprised the project, and since many people were expected to have benefited from this project. This is the period when this project had existed and was seemed to have gained stability among the target areas.

1.11 Operational Definition of Key concepts

Stakeholders People who will be affected by an endeavor and can influence it but who are not directly involved with doing the work. In the private sector, people who are (or might be) affected by an action taken by an organization or group. E.g parents, children, customers, owners, employees, associates, partners, contractors, suppliers, people that are relate or located nearby.

Stakeholder participation This can take place in different places of the project cycle and at different levels of society, and take many different forms. These can range along a continuum from contribution of inputs to predetermined projects and programmes, to information sharing, consultation, decision-making, partnership and empowerment

Non Governmental Organization; Refers to a legally constituted, non-business organization created by natural or legal persons with no participation or representation of any government.

Project Refers to a temporary endeavor undertaken to create a unique product, service or result.

Planning Refers to the process of decision making and communication on objectives to be achieved in the future in a more or less controlled way..

Implementation is operationalised as the actual execution of the project activities. For instance, if it's a project to build a school, the actual classroom construction starts, alongside recruitment and training of teachers, and buying furniture among other activities

Monitoring Refers to the systematic and continuous collecting and analysis of information about the progress of a project or programme over time.

Evaluation is a formal assessment of the projects ability to achieve its objects.

Project Success Will refer to the ability of a Non-Governmental Organization to meet its goals and achieve its mission as well as meeting the actual needs of the beneficiaries.

Key stakeholders Are those who significantly influence or are important to the success of the programme.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section looked at the available literature related to stakeholders' participation and their contribution to project success. It therefore provides an analysis of the observations made by the various authors and scholars on similar related work.

Stakeholder's participation was looked at in the context of planning, implementation, and also Monitoring and Evaluation of the project. These aspects will directly affect the success of any project. Each of the variables as seen in the conceptual framework has been reviewed. Tammer, (2009) argues that due to the nature of projects, key players or stakeholders may expect or even be entitled to exercise involvement. As they eventually judge the result, they should have a role in formulating the criteria for project success. However, in reality, not all stakeholders' desires and interests can be guaranteed. Baccarini (1999), & Schwale (2004) (as cited by Fitzgerald, 1993), stress that time, budget and specifications are not sufficient to measure project management success as dimensions such as the quality of the project management process and the satisfaction of the project stakeholders' expectations also need to be considered.

2.1 Theoretical review

Studies show that Stakeholders have been described variously as "the guy who holds the beef" (Dinsmore, 1999) those who have an interest (Boddy & Buchanan, 1999), as being essential in "people oriented project cultures" (Vaupel et al.1999), and as being essential at all points in the project from "initiation" to 'closeout' (Cleland, 1995) as cited by (Bourne & Walker, 2006) .(Donaldson & Preston 1995) assert that the stakeholder theory has been advanced and justified in

the management literature on the basis of its descriptive accuracy, instrumental power, and normative validity.

This theory is said to be descriptive because it is used to describe and sometimes to explain specific corporate characteristics and behaviors. Stakeholder theory is said to be normative because it involves acceptance that stakeholders are persons or groups with legitimate interests in procedural and or substantive aspects of corporate activity. It also accepts that the interests of all stakeholders are of intrinsic value, that is, each group of stakeholders' merits consideration for its own sake and not merely because of its ability to further the interests of some other group, such as the share owners. For instance, it is worth noting that stakeholder theory is managerial, in that it recommends attitudes, structure, and practices and requires that simultaneous attention be given to the interests of all legitimate stakeholders. Stakeholder management requires as its key attributes, simultaneous attention to the legitimate interests of all appropriate stakeholders, both in the establishment of organizational structures and general policies and in case-by-case decision-making, Donaldson & Preston (1995).

2.2 Conceptual Review

Kerzner, (2006) asserts that project management cannot succeed unless the project manager is willing to employ the systems approach to project management by analyzing those variables that lead to success and failure. One of the most difficult tasks is predicting whether the project will be successful. Most goal oriented managers look only at the time, cost and performance parameters, and if an out of tolerance condition exists, then additional analysis is required to identify immediate contribution to profits, but will not identify whether or not the project itself was managed correctly. A project can't be successful unless it is recognized as a project and has the support of top-level management. Top level management must be willing to commit company

resources and provide the necessary administrative support so that the project easily adapts to the company's day-to-day routine of doing business. To increase project success potentials, NGO's need to improve not only the budget and human capacity base but also aspects of networking and information sharing, organizational structure involving organizational vision, mission and strategy, and beneficiary involvement.

Xiaojin & Jing, (2006) noted that the focus of most studies of project success is on dimensions of project success (how to measure it) and factors influencing project success. Traditional way of measuring project success is the so-called golden triangle of time, budget and required quality . It is difficult for various authors to reach a consensus about project success criteria. Morris and Hough use project function (finance function, technology function, etc.), project management (budget management, schedule management and technical standard), and contractor's business performance (short-term and long-term) to measure project success. Lim and Mohamed view project success by the use of micro and macro criteria (Xiojin, & Jing, 2006). Their micro criteria include time, cost, quality, performance and safety, and their macro criteria include the micro criteria plus the project product's actual benefit in the operation phase. Shenhar et al. discovered the four criteria of project efficiency, customer's benefit, organizational success and future potential to organization.

Yu et al, (2003) (as cited by Xiaojin & Jing, 2006) defined the two key concepts of the net project execution cost (NPEC) and the net product operation value (NPOV), and develop a scheme for measuring project success based on NPEC and NPOV. Project success is different thing to different people. However, according to the PMBOK Guide published by the Project Management Institute (PMI), project success criteria shall include the golden triangle and key

project stakeholders' satisfaction of the project. This PMI way of defining project success is relatively less disputable.

2.3.1 Participatory project planning and success of the project

Kerzner, (1984) notes that almost all projects because of their relatively short duration and often prioritized control of resources require formal, detailed planning. Planning in general is described as the function of selecting the enterprise objectives and establishing the policies, procedures, and programs necessary for achieving them Planning is determining what needs to be done, by whom, and by when, in order to fulfill one's assigned responsibilities. Studies by (Marilee, 2000) indicated that people were identified as the missing element in development efforts. The limited success of many development initiatives was attributed to failure to involve people in the design and implementation of projects and programmes (Cernea 1991, FAO 1990, Hinchcliffe et al 1995, Kottak 1991, Oakley 1991, Oakley and Marsden 1984, Uphoff 1991, World Bank 1998).

Jiang & Klein et al (1999) point out that planning in a project environment may be described as establishing a predetermined course of action within a forecasted environment. Projects have always required planning, management and control to deliver the required outcome. The key to forming successful project relationships is, understanding that different stakeholders have different expectations of the project and different definitions of project success.

Bourne & Walker, (2006) argue that since most development projects mainly focus on the less fortunate in society, and stakeholder analysis seeks to involve these disadvantaged groups in the development process to ensure their needs are properly catered for, there is need to apply on participatory development planning

Establishing and communicating success criteria are two of the key responsibilities of the project manager. During the planning process, the project manager provides the team with the information needed to prepare the project plan and establish the controls to keep the project on track to achieve client satisfaction and project success (Kerzner, 2006).

2.3.1.1 Needs Assessment

Tammer, (2009) argues that the participation, communication, and reporting procedures should be clearly prioritized, defined, updated and maintained during the project. Also all stakeholders involved should assess the consequences of their participation and the rights and responsibilities accompanying their involvement, as a strong commitment is inevitable. To quote Dennis Lock (2007, pg 26) “consultation is always better than confrontation”. According to the International Waters Experience Notes (http;//www.iwlearn.net/experience- Lessons learned; Reporting on Stakeholder involvement; WIO-Lab), participation represents the core group of stakeholders involvement in the actual implementation of project activities, either autonomously, on thorough co-management, or another form of collaboration. When carrying out a needs assessment, the group of stakeholders involved on a consultative level is very wide. During needs assessment, consultation occurs when the beneficiaries are not only key issues in some or all stages of the project. This gives them the opportunity to interact and give feedback to the project. Information sharing with and consultation of the parties concerned constitute low levels of participation, whereas collaboration with and empowerment of the parties concerned constitute high levels of participation. Studies from Hand book Of Participatory Project Planning, Part 1, (2009) indicate that if planning is to be effective, then a good plan should be formulated and made operative with all parties concerned; people to be assisted, the local public, governmental organizations, private organizations, field organizations / trade unions. Their participation in the planning process is a

prerequisite, for without their active involvement little can be achieved. Participatory approaches provide mechanisms for the parties concerned to influence and share control of initiatives, decisions and resources of trade union development.

2.3.1.2 Project Design

Bourne & Walker, (2005), (2006); Briner, et al (1996); Cleland, (1994), note that project success is linked to the strength of the relationships created by effective, regular, planned and adhoc communication with all members of the project's stakeholder community. Many projects fail because stakeholders do not continue to support the vision or objectives of the project. In many cases, this is because the team does not recognize changes in the relative power or position of key stakeholders and fails to make appropriate adjustments in their stakeholder management activities. Tammer, (2009) emphasizes that in order to properly align all points of view and even contradictory and diverging interests, a comprehensive and complete stakeholder identification and classification should take place during project initiation.

2.3.2 Participatory project implementation and success of the project

Bamberger, et al. (1986), argues that awareness is growing that participation by project beneficiaries in design and implementation brings greater "ownership" of project objectives and encourages the sustainability of project benefits. Ownership brings accountability. Objectives should be set and indicators selected in consultation with stakeholders, so that objectives and targets are jointly "owned". The emergence of recorded benefits early on helps reinforce ownership, and early warning of emerging problems allows action to be taken before costs rise.

Hannah, (2008) argues that the process between the start and end dates of a project is that of project implementation. The ultimate objective of enhancing Major groups' and Stakeholders' involvement in implementation should be to increase and improve the effectiveness of that implementation. As such those responsible for forming partnerships should be given as much support as possible. Stakeholder Forum as an organization is committed to enhancing the role of stakeholders in both policy development and implementation, under the conviction that stakeholder engagement at a strategic and project level creates bigger and better outcomes for people and the planet (Hannah, 2008).

For instance, she suggests that UNEP should align its engagement with Major Groups and Stakeholders to correspond more closely to programme implementation – currently there is too often a disconnect between those representatives of Major Groups and Stakeholders who contribute at a policy level, and those who act as implementing partners or who have technical expertise in the area. Narrowing the gap between these two groups will ensure that policy better reflects lessons-learned.

Bringing a range of Major Groups and stakeholders 'around the table' to discuss, exchange knowledge and develop initiatives is critical for the success of the Programme of Work 2010-11, as it raises awareness and disseminates information to a wider audience, (Hannah, 2008). In addition, it was noted by some of those interviewed that developing relationships and establishing partnerships with civil society in some developing countries can be a serious challenge. This is partly because NGOs are not viewed favourably by the country government, or don't have the required competencies for project implementation as they are not given easy access to government Ministries.

While PM&E offers many potential benefits to project or programme success, it could also result in a waste of time and resources and the failure to notice problems, if it is carried out poorly or inappropriately (Estrella & Gaventa, 2000). There is a danger that participatory monitoring and evaluation may become a panacea for all the problems of monitoring and evaluation in agricultural projects. Therefore, it is crucial to determine whether participation contributes significantly to more effective monitoring and participation, argues (Guijt ,1998).

2.3.2.1 Involvement of beneficiaries

Tammer, (2009) further highlights that the early participation of project stakeholders can offer a constructive dialogue and sense of ownership that may lead to positive interest utilized, increasing of credibility, more transparency and the early identification of constraints. But if not entirely committee or when the dialogue is not properly focused and managed, it may turn out to be a costly burden. Hannah, (2008), argues that through convening partnerships and creating platforms for a range of stakeholders and experts, UNEP is able to give those involved a sense of ownership over any project or initiative. A truly valuable partnership exists where those involved feel they are shaping the direction and content of the work, and as a result will both deliver and also seek to disseminate information about the work to relevant networks and decision-makers.

Hannah, (2008), stresses that one key consideration for maintaining a sense of ownership among partners is to ensure that there are sufficient and sustainable incentives for the continued involvement of stakeholders. Working in collaboration, providing ownership and building on the good reputation of UNEP are all important factors, but this needs to be matched with sufficient financial incentives in the long-term for stakeholders to commit their time to the required work. It was also argued that the degree of involvement is often, but not always related to the degree of

community concern and the potential impact of the project on the surrounding community. In communities where desire to participate is low, sponsors have little incentive to actively engage stakeholders. More active involvement does not necessarily develop processes that encourage greater participation. Stakeholder involvement is also linked to the local and regional politics of the project.

By involving stakeholders, it was argued that the quality and durability of decisions is likely to be greater. However, such claims according to (Reeds, 2008) have rarely been tested and there is growing disillusionment among environmental managers who have failed to see these claims realized. Others have sought to address and move beyond these critiques learning from the mistakes of the participation solution, to develop a more sensitive post-participation approach. Bourne & Walker, (2006) argue that without attention to the needs and expectations of a diverse range of project stakeholders, a project will probably not be regarded as successful even if the project manager was able to stay with in the original time, budget and scope.

2.3.2.2 Implementation planning;

To be effective, (Hannah, 2008) stresses that managers must have a systematic basis for organising the activities that collectively result in the completion of a project. Implementation planning is the basis for budgeting for money and resources. It is also the basis for identifying bottlenecks and testing assumptions, stresses.

Finzi, (2009) notes that stakeholders need to be involved when project objectives are being set, when requirements are being developed, when risks and opportunities are being assessed, and when decisions are being made. The point of identifying and getting to know stakeholders early means that we can involve the right people throughout the project.

Studies by (Hannah, 2008), indicate that the United Nations Environment Programme (UNEP) has consistently demonstrated a strong commitment to engaging and working with civil society to develop and implement its work priorities. The process of engaging Major Groups and Stakeholders as partners should be clearly focused on the strategic objectives of the Programme of Work 2010-11 to avoid fragmentation, argues. All key stakeholders should be involved in the implementation planning, such that decisions are taken collectively for better achievement of the organizational goals, hence success.

Bourne & Walker, (2007) observed that more active involvement processes are usually found in communities with active concerns Stakeholder involvement also increases the legitimacy of the decision-making process and re-enforcement of democratic practices (NEA, 2004). Perhaps even creating a shared vision as a base for future cooperation may be accomplished argues (Tammer, 2009). The project team must also pay proper attention to the identification and impact assessment of project decisions made by stakeholders outside their influence and authority Ireland, (2002). Dougill et al,(2006) (as cited by Reed,2008), noted that by taking local interests and concerns into account at an early stage, it may be possible to inform project design with a variety of ideas and perspectives, and in this way increase the likelihood that local needs and priorities are successfully met.

However, there is growing concern that stakeholder participation is not living up to many of the claims that are being made. Stakeholder participation does not take place in a power vacuum, the empowerment of previously marginalized groups may have unexpected and potentially negative interactions with existing power structures Kothari, (2001).

Reeds, (2008), states that participation in environmental decision making is increasingly becoming regarded as a democratic right (and is enshrined as such in the United Nations Economic Commission for Europe's 1998 Arhus Convention) and is increasingly being used by proliferating environmental interest and pressure groups. Martin & Green (1995) (as cited by Tammer, 2009) affirms that the establishment of shared agreement within the initiation will minimize surprises and provide a higher level of acceptance from the project team, client and stakeholders. Also participation of stakeholders makes the initiative more credible and attractive for investing and financing. Participation helps ensure that the projects remain open and accountable to the communities in which they are located. In communities where desire to participate is low, sponsors have little incentive to actively engage stakeholders.

2.3.3 Participatory Project Monitoring and Evaluation and success of the project

Guijt & Gaventa, (1998) assert that Participatory Monitoring and Evaluation can be defined as an approach which involves local people, development agencies, and policy makers deciding together how progress should be measured, and results acted upon. Where possible, primary stakeholders should take part in monitoring, reviewing and evaluation of the project. Blackman, (2003) further supports it that this is to ensure that they have strong ownership of the project so that benefits are achieved and sustained.

Guijt, (1999) notes that each stakeholder group has different information needs, priorities and expectations of being involved in Monitoring and Evaluation. By using indicators to measure progress, a project manager will know whether or not the objectives have been achieved. However, (Marilee, 2000) observes that what these indicators will not automatically show is why

the objectives have not been achieved. Community members are likely to be key in identifying reasons why objectives have not been fulfilled.

2.3.4 Funding

Patton, (1999); Davis et al; (2000); Kinsman et al; (2001) emphasize that the effect of financial resources on project success is not unanticipated because availability of adequate financial resources has been associated with increased project success in other studies with grassroots communities. Participatory assessments for sector planning according to (Finzi, 2009) can provide some guidance concerning primary stakeholders' interests and priorities for project investment. However it is still usually the case that projects are identified by the donor agency and the concerned aid recipient institutions without any detailed consultations with beneficiary or affected populations. In many cases this would be impracticable. For example, large-scale infrastructure projects, such as an electricity supply project, would not normally involve the direct participation of the ultimate beneficiaries in identification of the project**..**

Anthonyan & Godindarajan, (2004), concur that NGO’s require strong leadership that is able to mobilize the required financial resources and be vigilant in ensuring that it is well utilized to achieve the organizational objectives.

Additionally, Prenab, Debes (2001) and Prasad, (2001) observe that being essentially donor-dependant, NGO’s fail to mobilize resources in adequate amounts and that the absence of self-generating funds prevents these organizations from expanding their activities to meet genuine needs of their beneficiaries. The NGO’s need to effectively utilize the funds from donors so that projects implemented can leave long-lasting impact that can motivate beneficiaries to mobilize local resources to sustain this impact, as cited by (Godindarajan, 2004)

2.3.5 Project Success

Mugisha et al, (2005) stresses that understanding of the extent in which an NGO operates is essentially important for project success as well. An NGO which does not possess a competent working comprehension of its operating context is incapacitated or ineffective, regardless of how many other skills and competencies it may have, because without such grasp, the NGO development activities can be irrelevant to the actual needs of community it desires to improve. The extent to which a project is coherent and relevant within the local context particularly determines the project outcome.

Finzi, (2009) observes that Project managers may have to satisfy each stakeholder, but they will also receive valuable contributions from each one. All parties involved in a project have a vital interest in the project's success-and each has an essential contribution to make. Whether it's authority, funding, or expertise in product requirements, all contributions are needed to ensure success. Projects that lack one of the key stakeholders are likely to fail.
As (Jiang & Klein, 1999) stressed, the key to forming successful project relationships is, understanding that different stakeholders have different expectation of the project and different definitions of project success. Thus, a project's success or failure is strongly influenced by how well it meets its stakeholders' expectations and their perceptions can be influenced by the capability and willingness of the project manager to engage effectively with the projects' stakeholders and manage organizational politics.

Bourne, (2006) suggests that the "iron triangle" of project success should incorporate the concept of human, financial and material resources organized in a unique way. Further more, (Bourne &

Walker, 2007) assert that; successful completion of project deliverables depend on project management of both the hard skills (time, cost and scope) and soft skills (relation management).

Kerzner, (2006) argues that success is actually more than completing the project within the triple constraint. Success depends on a systems approach to the project, where all project elements, planning components, and deliverables of the project are inter-related and managed with an understanding that failure in one area will have an effect on many other areas of the project. He further affirmed that success of projects in many ways depends on the actions of three key stakeholder groups, namely, the project manager and team, the project sponsor or parent organization, and the customer or client organization, the group that will ultimately receive the final project deliverables.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains how the researcher carried out the research. It spells out the methodology the researcher applied in getting appropriate data, organizing, analyzing it for final presentation and interpretation of the research findings. The chapter covers the research design, study population, sample population size, sampling procedure, data collection methods and their corresponding data collection instruments, reliability and validity, measurement of variables and data analysis procedures.

3.1 Research Design

Research design is the plan for carrying out a research project. It includes an outline of what the researcher will do from writing or formulating the hypothesis to the final analysis of data (Amin, 2005). This study adopted a cross-sectional descriptive survey and correlation designs. Justification for employment of a cross-sectional research survey design was that data was collected from various respondents at a given point in time. The cross-section design has an advantage of being less expensive and takes little time to conduct. The correlation design determines the degree of relationship between the two variables (Amin, 2005). The researcher used these research designs that were both qualitative and quantitative in nature in order to determine whether and to what degree a relationship exists between stakeholder participation and project success.

Quantitative methods were used in computing percentages, mean, and measures of variability, whereas Qualitative methods provided detailed information about the subject of study and so

helped the researcher to establish the patterns, trends, and relationships among the study variables. Both approaches supplemented each other in the data collection, process, analysis and later in the presentation and discussion of findings.

3.2 Study Population

The study population composed of 28 schools where CRT Project was being implemented. In Kampala, three schools were beneficiaries of the CRT Project, namely; Buganda Road Primary school, Bat Valley Primary School, and Railway Primary School. The rest of the schools (25) were in Mpigi District. From the selected schools, the researcher focused on the upper primary level (Primary five to primary seven). The total study population was 2,537 respondents. This included, all pupils in the three selected schools from P.5 to P7, project personnel involved in implementation of this project were also among the study population, Teachers and parents of the pupils in these schools, key stakeholder representatives as well as local leaders were all included in the study. This study focused on the schools where CRT Project was being implemented, the teachers, pupils, parents and guardians of the pupils.

3.2.1 Accessible population

In this study, population validity was ensured, such that the target population is a defined and manageable size. The accessible population to be studied included three schools, whereby two schools were from Mpigi and one from Kampala so as to get a fair representation of both locations. Also representatives from the key stakeholders associations were included in the study, because these were directly involved in implementation of the project.

3.3 Sample Size and Selection

The sample size included the project staffs who participated in the implementation of the project, the pupils, their teachers, as well as parents/guardians of these pupils, from these selected schools where the CRT Project was being implemented, representatives of stakeholder associations, and also Local leaders.

The sample size of 85 (84.3%) respondents was determined from a target population of 100 using the table developed by Krejcie & Morgan (1970). The selected sample size covered a number of categories of respondents to whom questionnaires were given to be filled or administered and interviews conducted. These categories included teachers, pupils, parents/guardians, project staff involved in the implementation of the project, representatives of stakeholder associations, center coordinating tutors and the local leaders.

All the four (4) project staff were chosen, eleven (11) respondents were picked to respond because these were the focal people in implementation of CRT Project activities in there respective associations. Four (4) local leaders were picked to respond to the questionnaires.

47 Questionnaires were issued to respondents, and only 41 responded and the same respondents were also interviewed. The researcher engaged in a Focus Group Discussion with the Pupils who were purposively selected. The researcher also attended one of the CRT during implementation of the project activities.

3.4 Sampling techniques and procedure

The study population was selected using different sampling techniques and procedures as follows. Project staff or the secretariat was composed of 4 people, and all these filled the questionnaires

and were interviewed given the fact that they were few. 6 teachers also responded to the questionnaires and were interviewed. Each school has two teachers who are the focal persons as far as CRT project is concerned.

Representatives of stakeholder associations were a total of 11people. Namely, 3 People from National Library of Uganda, 2 people from Literature Fraternity of Uganda, 1 from Reading Association of Uganda, 2 from Uganda Publishers Association, 2 from Uganda Book sellers Association, then 1 from Uganda Children's Writers and Illustrators Association. 4 local leaders were picked because these were the direct focal point personnel as far as this project is concerned. These included the District Education Officers of both Kampala and Mpigi District, and also Center co-coordinating Tutors from each district. Out of all the parents of pupils in these schools, only 19 were conveniently picked from the schools.

Pupils were the key informants and focus was on those in the upper primary (Primary five to Primary seven) because they were more mature and could express themselves better with more reliable views. These pupils were hoped to have benefited more from this project, perhaps since Primary one, and were more knowledgeable about the project. The researcher interacted with a few pupils from lower classes, to assess their level o understanding and general interest in reading lessons. A total of 44 pupils were randomly selected whereby 6pupils (3boys and 3girls) were picked from each class. Focus Group Discussions were held with these pupils to get their views about how useful they thought CRT Project had contributed to their general performance, and improvement in their reading culture.

3.5 Data Collection Methods

Quantitative data was collected through questioning the respondents. The closed-ended structured questionnaire was pre-tested and standardized. The methodology that was used to collect information included the use of structured questionnaires which were administered to the teachers, parents, local leaders and project staff. Questions were all tailored to both the dependent and independent variables, which were measured using a five-likert scale of coding.

3.5.1 Questionnaire

The questionnaire was the primary method of data collection. A questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions and hypotheses (Amin, 2005). The researcher used this method because it increases chances of getting valid information, because of being filled at ones convenience.

All questions contained the independent and dependent variables and they were measured using the five-likert scale for easy coding.

3.5.2 Interviewing

Interviews were carried out to supplement the questionnaires. Qualitative data was collected using an interview guide which consisted of structured interview questions. An open ended interview guide was used for key informants. Questions captured information on all variables under study. An interview guide according to (Mugenda & Mugenda, 1999) makes it possible to get the required data to meet the study objectives. This guide was used to get all the relevant information related to the stakeholder participation in project planning, implementation, monitoring and

evaluation, which enabled the researcher, clarify questions and also helped the respondents to give relevant answers.

3.5.3 Observation method

Observation is a method that employs vision as its main means of data collection. The researcher used this method during the book week where children were physically involved in the implementation of the Children's Reading Tent. This involved reading competitions by the children, spelling competition, story-telling and also reading and interpreting children's story books. To supplement this method, photography was used to capture the real picture of some of the facilities within some schools. In addition, the researcher observed the arrangement of books in the Libraries to ascertain if pupils easily accessed the books of their interest.

3.5.4 Documentary Review

The researcher reviewed documents like borrowing registers at the schools to ascertain the magnitude of borrowing the reading books by the pupils, evaluation reports on the project, journals, and articles, books and other organizational manuals on stakeholder participation in project planning, implementation, monitoring and evaluation, and how these affect or contribute to project success. The instrument used was the documentary review checklist, which was arranged by objectives.

3.5.4 Focus Group Discussion

The researcher conducted a focus group discussion with the pupils from each school. Data generated from these discussions was used to supplement data collected using questionnaires and interview guide. Focus groups consisted of about 14 pupils with a moderator (researcher) leasing

a discussion for about 2 hours on a topic of the study, basing on the questions and objectives of the study. The unstructured and spontaneous responses reflected the genuine opinions, ideas and feelings of the respondents. The researcher ensured that no member dominated the group during the discussions.

3.6 Data collection Instruments

Data was collected by the use of self administered questionnaires, interview guide, observation checklist, documentary review checklist and Focus group discussion guide.

3.6.1 Self administered questionnaires

The researcher used questionnaires as the main instrument for data collection and an interview guide. Amin, (2005) defined a questionnaire as a form consisting of interrelated questions prepared by a researcher about the research problem under investigation, based on the objectives of the study. Closed ended structured questionnaires were used. Questions were short, worded in a simple language which was easily understood by the respondents. These questions were designed per variable, that is, they covered stakeholder participation in project planning, implementation, monitoring and evaluation, and also the project success. Questionnaires were hand-delivered to the respondents by the researcher, such that there would be an opportunity of introducing the topic and inform the respondents the aim of the questionnaire. At the same time, the respondents/subjects were requested to give suggestions on what should be done to improve the success of the CRT Project.

3.6.2 Interview Guide

Interviews involved face-to-face meetings with respondents. An interview is an oral questionnaire where the investigator gathers data through direct verbal interaction with participants Amin, (2005). The unstructured interviews were held with selected teachers from each of the selected schools, the selected parents/guardians of the pupils from the selected schools, selected pupils from each of the schools. The researcher used interviews so that data which was not captured in the questionnaire was captured during the interview, thereby probing to get more insight into how the study variables affect success of the CRT Project. Instead of written responses, the subject gives the needed information verbally in a face-to-face relationship where the ideas are exchanged. Interviews allow probing; provide in-depth information and clarification of unclear issues, which means is not provided for in the questionnaire.

3.6.3 Observation checklist

Mugenda & Mugenda, (1999) noted that an observation checklist outlines detailed characteristics of defined variables to be observed during the data collection process. This was used to record the observations which included data that was not captured in the questionnaires and interview guide like the behaviors and attitudes of the respondent. Each characteristic was checked according to the checklist. To avoid collecting unreliable data, unobtrusive observation was carried out so that the respondents do not change behaviors. The variables observed included the practices used to influence stakeholders, how the organizations interact / relate to the stakeholders, level of stakeholders' dependence and services or benefits rendered to project beneficiaries, procedures followed by the organization to deliver project outputs to beneficiaries. The researcher for instance observed physical participation of pupils, stakeholders, teachers and parents during one

of the Children's reading tent that was organized during the book week ((15th to 18th September 2009).

Among other observations, the researcher focused on observing presence of proper storage facilities/shelves for the books in the school Libraries, presence of a librarian to ensure that borrowed books are signed for by the teachers and children, and returned. This means observing the records kept to this effect. Another observation was on the general set up of the schools, for instance if there was a "talking compound" whereby short messages are put in the compound for children to read.

3.6.4 Documentary review checklist

This instrument contained a list of documents that would be reviewed, to provide necessary data for the study. Documents reviewed were obtained from the school Libraries, Head Teachers' offices, Project Library, among others. These documents included minutes of meetings held, attendance registers, and also monitoring/evaluation reports. These documents helped in revealing the levels of stakeholder participation in CRT Project activities.

3.6.5 Focus Group Discussion guide

This guide had questions which helped in understanding how CRT Project had helped the children. The children gave their views on issues like, the importance of reading, how has CRT helped them improve their reading culture, and this gave the researcher a clearer view of the performance of CRT Project.

3.7 Pre-testing Instruments

Validity and Reliability are two important concepts in the acceptability of the use of an instrument for research purposes, (Amin, 2005). He further affirms that validity refers to the appropriateness of the instrument while reliability refers to the consistency in measuring whatever it is intended to measure. Reliability of an instrument reflects the extent to which it is error free by establishing its consistency while validity is ensuring that the researcher is measuring the variables she set out to measure not something else (Sekarani, 2003). Research instruments were pretested prior to going to the field.

Mugenda & Mugenda, (1999) further emphasize that Validity and Reliability are crucial features of research and thus, caution must always be taken.

3.7.1 Validity

This was concerned with how accurate the concepts were defined by the measure. Validity of questions was ensured by the supervisor(s) and during pre-testing the research instruments. The supervisor examined the questionnaires for content and relevant evidence. The instruments were pre-tested on fellow participants for face validity, while content validity was pre-tested on a few respondents. The cases that participated in the pre-test were however excluded from the final study.

3.7.2 Reliability

Reliability is the consistency with which an instrument measures whatever it is intended to measure (Amin, 2005). Reliability was tested during the pilot study that was carried out to test the consistency of the questionnaires. Reliability of the instruments was then measured using

Cronbach's Alpha Coefficient. The co-efficient measures the internal consistence of a test and it generally increases when the correlation between the variables increases. It ranges from 0-1, and the more the value is closer to 1, the more reliable the instrument is, at measuring the variables. Results from the reliability analysis of questionnaires for project staff and representatives from key stakeholders associations showed 0.8822. The questionnaire for the teachers, parents head teachers, local leaders showed a reliability analysis of 0.9139.

The results the analysis above indicated that Cronbach's Alpha coefficient of .8 and .9 and above which implied the suitability of the items since measures were highly reliable (Amin, 2005).

3.8 Measurement of Variables

In the quantitative method of data collection, the Likert scale was used to measure the variables under study. The Likert scale statement had five category response continuums of Strongly Agree, Agree, Un-decided, Disagree, Strongly Disagree. The respondent selected the response that best describes his/her reaction to each statement. The response categories were weighed from 1-5 and averaged for all items. Interval scale was used for measuring the age-bracket, while the nominal scale was used for categorizing the variables in the questionnaire Amin, (2005).

3.9 Data collection procedure

A letter from UMI was obtained from the course manager at Uganda Management Institute to introduce the researcher to the selected organization under study, and also to the various target respondents. The researcher attached an introductory cover letter to the questionnaires explaining the purpose of the research and assuring the respondents that responses would be treated with utmost confidentiality. The researcher distributed questionnaires to project employees and

representatives of key stakeholder associations, requested them to complete and return them (questionnaires) at their convenient time. Respondents were given sufficient time of one to two weeks in which to respond without any inconveniences. The researcher followed up return of completed questionnaires in time. During the same period, the researcher also conducted interviews, Focus group discussions, and also conducted the documentary review. Any document that was useful to the study was solicited from relevant departments of the project or school administration.

3.10 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information gathered Mugenda & Mugenda (1999).

Qualitative data was analysed using content analysis. This involved systematically categorizing responses into meaningful themes.

Quantitative data were analysed using SPSS version 10.0 for purposes of getting scientific conclusions. Data was edited using codes of 5,4, 3, 2, 1 for Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree respectively.

Pearson's Moment Correlation test was used to establish the relationship between the study variables, presentation of findings was in form of tables.

Results were presented using tables, percentages while relationships between variables were established using Pearson correlation coefficient. This is a study of relationships between broad aspects of stakeholder participation and project success and the most commonly used technique is correlation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the data presentation, analysis and interpretation of the findings. The data was discussed according to the specific objectives and research questions. Descriptive data was presented in tables which showed frequencies and percentages of the respondents. The specific objectives were; to find out how stakeholders' participation in project planning influences success of CRT Project, to establish the relationship between stakeholders' participation in project implementation and CRT project success, to analyze how stakeholders' participation in monitoring and evaluation contributes to the CRT Project success, and also to determine the moderating effect of funding on the relationship between stakeholders' participation and CRT Project success.

A total of 47 questionnaires were distributed and 41 were filled and returned, making response rate of 87.2%. The study respondents consisted of project staff, teachers, head teachers, parents/guardians, local leaders, and key representatives of stakeholder associations. Pupils were observed during the implementation of the CRT Project activities, and then interviewed to assess their general knowledge in relation to CRT Project activities.

Results were presented using percentages, frequency tables, cross tabulations and correlation matrices. The correlations were guided by the null hypotheses to enable the researcher subject the findings to statistical analysis. The null hypotheses were as follows;

1. Stakeholders' participation in project planning does not significantly influence success of CRT Project.

2. There is no significant relationship between stakeholders' participation in project implementation and CRT Project success.

3. Stakeholders' participation in monitoring and evaluation does not significantly contribute to the success of CRT Project.

4. Funding does not significantly moderate the relationship between stakeholders' participation and CRT Project success.

4.1 Background characteristics of respondents

Background information of the respondents included age, gender, marital status, location and title or status in the operational areas of CRT Project.

The purpose of collecting demographic data on respondents was to help in establishing the respondents sample characteristics and be able to form appropriate opinions about the research findings. Social demographic characteristics of respondents were incorporated in this chapter, to provide a basis of relating whether, for instance location of the respondents has a bearing on the performance, thus leading to success or failure of the Project. A detailed questionnaire was given out to both categories of respondents to fill and this was supplemented by interviews and observations.

4.1.2 Category of Respondents.

The respondents were put into categories of Project staff with representatives of key stakeholder associations, then another category of teachers, head teachers, parents/guardians, District Education officers, and also Center Coordinating Tutors. A summary of this is provided in table 1 below, showing the percentage response.

Table 1- Category of Respondents

Category	**Target respondents**	**Actual Respondents**	**Target (%)**	**Actual (%)**
Project staff	4	3	3.9	3
Representatives of stakeholder association	11	8	10.8	8
Parents/guardians	19	18	19	18
Head teachers	3	3	3	3
Teachers	6	6	6	6
Center coordinating tutors	2	2	1.9	1.9
District Education officers	2	1	2	0.9
Pupils	54	44	53.4	43.5
Total	**101**	**85**	**100**	**84.3**

Source: Primary data

From table 1 above, of the 4 project staff who constituted the sample size, 3 responded to the study making 6.4%. Representatives of stakeholder associations made a response rate of 8%, whereby 8 responded out of 11 people who constituted the sample size. Eighteen percent (38%)

of the parents/guardians responded. 6.4% was the Head Teachers response rate whereby all the three schools' head teachers responded. Teachers accounted for 6% response rate, Center Coordinating Tutors responded with a 1.9% response rate. District Education Officer made a response rate of 0.9%. Pupils had a response rate of 43.5%. The total number of respondents was 85 out of 101, and therefore the response rate was 84.3%.

The study had a deviation of 16% non-response rate. This implies that out of the 101 people, sixteen did not respond to the study. Some of these respondents were found to be too busy to get time for filling the questionnaires besides failing to spare time to be interviewed.

4.1.3 Age of respondents

The researcher sought to find out the age categories of the respondents.

The results are presented in table III below

Table 2: Respondents by age

Years	Representatives of stakeholder associations and project staff		Teacher/head teachers/parents/Local leaders	
	Frequencies	**Percentage**	**Frequencies**	**Percentage**
21 – 30	3	27.3	8	26.7
31 – 40	5	45.5	16	53.3
41 – 50	2	18.2	5	16.3
51 – 60	0	0.0	1	3.3
61 and above	1	9.1	0	0
Total	**11**	**100**	**30**	**100**

Source: Primary data

The respondents' age was grouped in six categories so as to capture all prospective respondents. The age range was between 20 to 60 years because this was taken to be the age range when people are in service.

Table 2 above displays responses distributed by age which was categorized into four groups. It was found out that a greater percentage was those aged between 31 to 40 years with 45.5% for key stakeholder associations and project staff, then 53.3% for the other category of respondents (teachers, parents, and local councils).

4.1.4 Respondents' sex distribution

The researcher set out to find out the sex distribution of the respondents, in order to establish whether this has any influence on the relationship between stakeholder participation and project success. The results were presented in table 3 below;

Table 3: Table showing distribution of respondents by gender

Sex	Representatives of stakeholder associations and project staff		Teachers/head teachers/parents/Local leaders	
	Frequencies	**Percentage**	**Frequencies**	**Percentage**
Male	3	27.3	13	43.3
Female	8	72.7	17	56.7
Total	**11**	**100**	**30**	**100**

Source: Primary data

Table 3 summarises the gender of the respondents from both categories. The findings revealed that 3 (27.3%) of the key stakeholder association and project staff that took part in the study were male, where as the remaining 8 (72.7%) were female. Respondents from the category of teachers/parents/local leaders indicate that 43.3% were males, while females registered 56.7% with 17 respondents. It was observed from the findings that females were more actively involved in project activities as compared to men.

4.1.5 Location of respondents

The respondents were asked the location of their workplace or residence so as to ascertain whether this would have any influence on the relationship between stakeholder participation and project success. The two locations of Kampala and Mpigi were asked to select where the respondent lives. This was done with the aim of finding out whether one's location would influence their participation towards success of the respondents. The results are presented in table 4.

Table 4: Table showing location of respondents of both categories

	Representatives of stakeholder associations and project staff		Teacher/head teachers/parents/Local leaders	
Location	**Frequencies**	**Percentage**	**Frequencies**	**Percentage**
Kampala	9	81.8	13	43.3
Mpigi	2	18.2	17	56.7
Total	**11**	**100**	**30**	**100**

Source: Primary data

From the table above, it was observed that most of the respondents were from Kampala, much as the researcher gave equal response opportunity for both locations. For instance, the two schools from Mpigi would have fetched much more response rate than it did. Given the fact that two schools were from Mpigi and only one from Kampala, the researcher expected more responses from Mpigi.

4.1.6 Marital status of the respondents

The respondents were asked whether they were married, single, widowed, divorced or any other, apart from the list that was given. This was done in order to establish whether the marital status

of the respondents had any influence on the relationship between stakeholder participation and project success. For purposes of analysis, marital status was categorized as married, single, divorced, separated, and cohabiting and the results were presented in the table below. This was done with the aim of finding out whether one's marital status would influence his / her participation in CRT Project activities.

Table 5: Marital status of the respondents

Status	Representatives of stakeholder association /project staff		Teacher/head teachers/parents/Local leaders	
	Frequencies	**Percentage**	**Frequencies**	**Percentage**
Married	5	45.5	21	70.0
Single	3	27.3	9	30.0
Divorced	2	18.2	0	0.0
Cohabiting	1	9.1	0	0.0
Total	**11**	**100**	**30**	**100**

Source: Primary data

The table above represents the marital status of respondents. It is seen from the table that majority of the respondents were married with a frequency of 21 respondents, with a response rate of 70% for teachers/parents and or local leaders. Representatives of stakeholder associations and project staff had a higher rate of 45.5% for the married people, as compared to the other categories. Single ones were only 9, with a response rate of 30% for the teachers/parents while it was 27.3% for the representatives of stakeholder associations and project staff. Justification for asking the marital status was to find out if this had an influence on the participation in CRT project activities.

During the interviews, it was found out that the married respondents mentioned that they are more interested in seeing their children read better. All the other stakeholders also expressed more

interest in developing the reading culture among children, because these were the core people implementing CRT Project.

During an interview with one of the respondents, there was a comment;

> *"I don't have kids to monitor their interest for reading at home. Perhaps ask the married people, who have school-going children. Otherwise, it is difficult to tell the reading habit of most pupils, once they are in a classroom especially during reading lessons."If I had kids, maybe I would confidently contribute better-informed ideas or areas for improvement"*

The implication here was that the marital status of the respondents had a significant relationship on their participation towards planning of project activities.

During the focus group discussions, some pupils revealed that their parents force them to read than when they are at school. One pupil had this to say,

"Mummy does not allow us to watch the Television without first telling her what we studied at school, and sometimes she wants me to tell her a story that was told in class by the teacher during reading lessons. If I don't tell her, she refuses me to watch the Television"

4.2 Empirical findings

In this section, the extent to which stakeholder participation contributes to project success was explored. The findings were presented according to the study objectives, namely; stakeholders' participation in project planning and project success, stakeholders' participation in project implementation and project success, stakeholders' participation in monitoring and evaluation and Project success. The variables were analysed using a five point likert scale and the results were

presented in descriptive tables, showing the percentage of responses under each variable. The researcher further used pearson's moment correlation coefficient to test the null hypothesis to ascertain whether the findings were statistically significant.

4.2.1 Stakeholders' participation in Project Planning and success of the project

The purpose of the objective was to establish the relationship between participatory project planning, as one dimension of stakeholder participation and project success. In this study, this variable was measured using a total of 9 questions, which solicited the respondents' opinions. This was done on the basis of the five likert scale. The responses from the stakeholders were summarized in the table 6.

Table 6: Stakeholder participation in project planning and its relationship with success of the project

The table below shows responses from the key stakeholder associations and project staff. (N=11)

		5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
1	Stakeholders usually participate in planning of CRT activities	45.5	45.5	9.1	0	0
2	Regular needs assessment at community level is carried out	18.2	36.4	18.2	27.3	0
3	Primary beneficiaries are always involved in project identification	36.4	27.3	18.2	18.2	0
4	CRT project clearly spells out what needs to be done, by whom, and when	72.7	18.2	9.1	0	0
5	CRT project displays enough planning, management and control to deliver the required outcomes	45.5	45.5	9.1	0	0
6	Expectations of stakeholders are always considered during the planning exercise of CRT Project	27.3	45.5	27.3	0	0
7	Stakeholders are widely consulted during planning of CRT project activities	36.4	9.1	45.5	9.1	0
8	Beneficiaries are always key in every stage of CRT project planning	45.5	54.5	0	0	0
9	There is regular communication with all stakeholders in the CRT Project	27.3	45.5	0	27.3	0

Source: Primary data

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

Respondents were asked if they had participated during planning of the project activities, most of them strongly agreed with a response rate of 45.5%, the same as those who agreed with the same percentage. This was further supported by the other category of respondents (teachers/parents/local leaders) who agreed to being involved in planning of the project activities with a response rate of 60% from 18 respondents. Those who strongly agreed were 8 with a rate of 26.7%. Respondents who agreed that there is regular needs assessment were 4 with a rate of

36.4%. Four respondents with a rate of 36.4% strongly agreed that primary beneficiaries are always involved during project identification. Again 4 respondents strongly agreed to being consulted during the project activities planning, with a response rate of 36.4%. Five respondents strongly agreed, and more 5 agreed both with a response rate of 45.5% that there is stakeholder involvement by CRT Project. This objective was based on the idea that since most development projects mainly focus on the less fortunate in society, and stakeholder analysis seeks to involve these disadvantaged groups in the development process to ensure their needs are properly catered for, there is need to apply participatory development planning.

However, the respondents from the category of teachers, parents and local leaders indicated that not all stakeholders were involved in the project activities as it should be. For instance, 13 respondents were un decided about being consulted during planning of project activities, with a response rate of 43.3%. Those who agreed to being consulted were only 10 with a response rate of 33.3%. This implies that majority of the teachers/parents/guardians/local leaders were not consulted enough to incorporate their ideas within the plans of CRT Project.

Sixteen respondents with a rate of 53.3% were undecided about what goes on with in CRT project. This implies that there is no involvement of these people and therefore, they are not knowledgeable about CRT Project activities. Again 14 respondents with a response rate of 46.7% were not decided if all the ideal stakeholders participate in planning of the project if activities. This shows that if they were invited to participate, they would have agreed to stakeholder involvement. Another outstanding issue was that 60% agreed to being involved during implementation of CRT Project activities. This implies that not all stakeholders plan the activities. One respondent had this to comment;

"We don't contribute to the project planning activities, we are always just invited to implement what they (project staff) have already agreed upon, and of course, this is only where we get involved. What happens before implementation is none of our business"

The researcher noted that much as some stakeholders had fully participated in planning of the project activities, not all key stakeholders participated.

A correlation analysis of the same results was used to test the null hypothesis. Results are presented in the table 7;

Table 7: Correlations between stakeholder participation in project planning and success of the project.

Variables	Correlation definition	Stakeholders' participation in project planning	Success of the project
Stakeholders' participation in project planning	Pearson correlation	1,000	.642*
	Sig.(2-tailed)	.	.033
	N	11	11
Success of the project	Pearson correlation	.642*	1, 000
	Sig.(2-tailed)	.033	.
	N	11	11

*Correlation significant at the 0.05 level (2-Tailed)

Source: Primary data

A significance of P=0.05 is the generally accepted conventional level in social science research and it indicates that 95 times out of 100, we can be sure that there is a true or significant

correlation between the two variables. (Sekaran 2006). (Amin, 2005) observed that values of t less than 2.0 in magnitude indicate that the predictor is not significant. (Sekaran, 2003) noted that the correlation must be 0.178 or greater to be statistically significant.

From the research findings above, there was a significant positive relationship between the stakeholder participation in project planning and project success with a correlation of .642*. The significance was at 0.05 level of significance. This implied that with increased participation of stakeholders in project planning, the success of the project was likely to increase, thus the null hypothesis that stakeholder participation in project planning does not significantly influence project success is rejected, hence accepting the alternative hypothesis that stakeholders' participation in project planning significantly influences project success.

4.2.2 Stakeholders' participation in Project Implementation and success of the project

In order to find out the relationship between participatory project implementation and success of CRT Project, the researcher gave the respondents a set of questions related to this aspect of the participatory implementation and project success. The responses were collected using a five likert point scale and the responses are summarized in table 8;

Table 8: Stakeholders' participation in project implementation and its relationship with success of the project (N=11)

		5 (%)	**4 (%)**	**3 (%)**	**2 (%)**	**1 (%)**
Stakeholder involvement in project implementation has improved CRT project performance		54.5	36.4	0	9.1	0
Stakeholders have demonstrated strong commitment in CRT project implementation		36.4	45.5	9.1	9.1	0
Beneficiaries are always involved in project implementation		45.5	27.3	27.3	0	0
Beneficiaries shape the direction and content of the project work		18.2	27.3	36.4	18.2	0
CRT project implementers have knowledge and required expertise in that area		45.5 %	54.5	0	0	0
Engaging stakeholders for the CRT project is based on the objectives of the project		36.4	45.5	18.2	0	0
There is a close interaction between stakeholders who contribute at planning level and those who implement the project activities		45.5	18.2	36.4	0	0
There are always sufficient and sustainable incentives for the continued cooperation from all the stakeholders		9.1	36.4	45.5	9.1	0

Source: Primary data.

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

From the table 9 above, 6 strongly agreed with a rate of 54.5% that stakeholder involvement in project implementation has improved performance of the project; 4 agreed with a rate of 36.4%, while the remaining 1 person with a rate of 9.1% disagreed. It is again shown in the table that project beneficiaries were always involved in project implementation, whereby 5 respondents strongly agreed with a 45.5% response rate, 3 respondents with a response rate of 27.3% agreed, then the remaining 27.3% were undecided on whether beneficiaries were always involved in project implementation. On the other hand, majority of the respondents 36.4% were not decided if

beneficiaries shape the direction and content of project work. 27.3% agreed, 18.2% strongly agreed, and again 18.2% disagreed.

Five (5) respondents with a rate of 45.5% were not decided if there are always sufficient and sustainable incentives for the continued cooperation from all stakeholders. 4 respondents with a rate of 36.4% agreed to this issue of incentives, 9.1% strongly agreed, while 9.1% disagreed. The findings were used to test the hypothesis of stakeholder participation in project implementation and project success and results are summarized in table 9.

Table 9: Correlations between stakeholder participation in project implementation and success of the project.

Variables	Correlation definition	Stakeholders' participation in project implementation	Success of the project
Stakeholders' participation in project implementation	Pearson correlation	1.000	.772**
	Sig.(2-tailed)	.	.005
	N	11	11
Success of the project	Pearson correlation	.772**	1. 000
	Sig.(2-tailed)	.005	.
	N	11	11

**Correlation significant at the 0.01 level (2-Tailed)

When the data was subjected to Pearson's moment correlation coefficient, the outcome further indicated that there was a strong significant relationship between stakeholder participation in project implementation and project success, as explained in table 9:

The results summarized above show a correlation coefficient of .772**, between stakeholder participation in project implementation and project success. The significance (2-Tailed) as seen in Table 10 above indicates a level of .001. This indicates that there is a strong positive relationship between the two variables of stakeholders' participation in project implementation and success of CRT Project. Thus the null hypothesis that there is a significant relationship between stakeholders' participation in project implementation and CRT Project success is accepted.

Findings arising from interaction with staff, teachers revealed that there was no enough involvement of all stakeholders in the CRT Project activities. During one of the focus group discussions, pupils revealed that they were always called to participate in the implementation of CRT Project, especially during the book week. The researcher witnessed this involvement during the book week, whereby children were very actively involved in CRT Project activities which included story telling, reading competitions, spelling of words, and also debates.

Observational findings were done with photography whereby results showed that some book stores also doubled as stores for other items. In such stores, books were just thrown in stores in no particular order. (See appendix J)

Research findings revealed that in some school Libraries there was inappropriate and poor storage facilities and this alone was hindering children from accessing books of their interest to read. From the study findings it was noted that the null hypothesis that there is no significant relationship between stakeholder participation in project implementation and project success is rejected, hence accepting the alternative hypothesis that there is a significant relationship between stakeholders' participation in project implementation and project success.

4.2.3 Stakeholders' participation in project monitoring and evaluation and success of the project

In this study, this variable was measured using a five point likert scale. A total of nine questions were given out in the questionnaire which solicited the respondents' attitude on participatory project monitoring and evaluation and its contribution to project success. The results are summarized in table 10.

Table 10: Stakeholder Participation in Project Monitoring and Evaluation and its relationship with success of project (N=11)

		5 (%)	**4 (%)**	**3 (%)**	**2 (%)**	**1 (%)**
1	Stakeholders usually take part in monitoring and evaluation of CRT project activities	18.2	45.5	18.2	18.2	0
2	Community members are usually key in identifying reasons why objectives have not been fulfilled	9.1	36.4	36.4	45.5	0
3	M&E process ensures that human, financial and material resources were well organized	45.5	27.3	27.3	0	0
4	During M&E, successful completion of the project is looked at in terms of time, cost and relative management	36.4	27.3	36.4	0	0
5	All stakeholders can access progress or evaluation reports	9.1	45.5	18.2	27.3	0
6	Evaluation is only done by external consultants	0	0	27.3	63.6	9.1
7	Decisions are only taken by top leadership	0	27.3	18.2	45.5	9.1
8	Decisions are collectively taken	18.2	45.5	27.3	9.1	0
9	There is regular feed back from staff to community members	0	27.3	54.5	18.2	0

Source: Primary data.

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

From the findings in table 10, item number one received the following responses to the statement that Stakeholders usually take part in monitoring and evaluation of CRT project activities; 18.2% strongly agreed, 45.5% agreed, 18.2% were not decided; again 18.2% disagreed, while none strongly disagreed. This implied that project staff and representatives from stakeholder associations were in agreement that they both take part in monitoring and evaluation of the project, thus implying that their recommendations are findings are collectively agreed upon, and recommendations collectively implemented.

For item number two, 9.1% strongly agreed to the statement that Community members are usually key in identifying reasons why objectives have not been fulfilled; 36.4% agreed, another 36.4% were not decided, while 45.5% disagreed. The results implied that majority of the project staff and representatives of stakeholder associations were the key people in identifying reasons why objectives have not been fulfilled. Findings further revealed that absence of motivating factors such as allowances were a major challenge to community involvement and it affected participation. Item number eight sought to find out if decisions are collectively taken by all stakeholders, 18.2% strongly agreed, 45.5% agreed, 27.3% were not decided, while 9.1% disagreed. This implied that majority of the project staff and representatives of stakeholder associations were in agreement that decisions are collectively taken, thus implying that success or failure of the project is attributed to all concerned.

The researcher further used Pearson's moment correlation to test the null hypothesis to ascertain whether the findings were statistically significant. The results are summarized in table 11.

Table 11: Correlations between Stakeholders' participation in project monitoring and evaluation and success of the project.

Variables	Correlation definition	Stakeholders' participation in project Monitoring and Evaluation	Success of the project
Stakeholders' participation in project Monitoring and Evaluation	Pearson correlation	1.000	.501
	Sig.(2-tailed)	.	.116
	N	11	11
Success of the project	Pearson correlation	.501	1. 000
	Sig.(2-tailed)	.116	.
	N	11	11

*Correlation significant at the 0.05 level (2-Tailed)

Source: Primary data

The correlated results on stakeholders' participation in project monitoring and evaluation and project success, as shown in table 12 above indicate that there was no relationship between stakeholders' participation in project monitoring and evaluation and project success. This implied that success of CRT Project could be explained by other factors other than participatory monitoring and evaluation.

During the interviews some teachers were attributing children's lack of interest in reading to hunger, but when the researcher interacted with the pupils during the focus group discussions, it

was revealed that sometimes, teachers were not so strict when emphasizing the importance of reading. One pupil had this to say;

"Bwe baba nga bategeka ebya NABOTU, ba teacher baffe bwe batugamba nti tulina okweetegeka mu kusoma, spelling ne'bilala, mbu tebagala nti tubaswaaze bwe banaa'tuyita kwetaba mu book week"

The above comment literally meant that *"when NABOTU is preparing for the book week, this is when our teachers tell us (pupils) to practice in reading story books, spellings etc because they don't want us to ashame them when we are called to participate during the book week".*

One respondent lamented that "*schools don't provide lunch for the children and reading lessons are conducted in the afternoon when children are hungry. This makes them loose interest in reading.*

This indicated that there is there is no relationship between the two variables of stakeholders' participation in project monitoring and evaluation and success of CRT Project. Thus the null hypothesis that stakeholders' participation in project monitoring and evaluation does not significantly contribute to the success of CRT project success is accepted.

4.2.4 Funding and its influence on the relationship between stakeholder participation and success of CRT Project

In this study, this variable was measured using a five point likert scale. A total of five questions were given out in the questionnaire which solicited the respondents' attitude on whether there was

an effect of funding on the relationship between stakeholder participation and success of CRT project.

The findings are presented in table 12;

Table 12: The effect of funding on the relationship between stakeholder participation and success of CRT Project (N=11)

		5 (%)	**4 (%)**	**3 (%)**	**2 (%)**	**1 (%)**
1	In your opinion, does funding have any influence on the relationship between stakeholder participation and success of CRT project?	72.7	27.3	0	0	0
2	There is a financial management system in place	54.5	45.5	0	0	0
3	The project has many sources of income	0	9.1	27.3	54.5	9.1
4	The project is dependant on donors for all its income	63.6	27.3	0	9.1	0
5	The project generates its own income to run its activities	0	0	18.2	45.5	36.4

Item one from table 12 above showed that 72.7% of the respondents strongly agreed that funding had an influence on the relationship between stakeholder participation and success of CRT project, while 27.3% agreed. From the research findings, funding contributed to success of CRT Project. 54.5% strongly agreed that there is a financial management system in place, while 45.5% agreed. This implied that there are financial control systems. 63.6% responded that the project depends on donors for all its income. On the third item, majority of the respondents (54.5%) disagreed to the statement that the project has many sources of income. 27.3% were not decided, 9.1% agreed while another 9.1% strongly disagreed.

This assertion was further supported by the fourth statement where by the majority of the respondents (63.6%) strongly agreed that the project is dependant on donors for all its income. This implied that without donor support, the project would collapse due to lack of resources to run its planned activities.

Although a number of respondents linked funding to success of CRT project success, one project staff commented that encouraging children to gain a reading culture has nothing to do with having funds. *"If all stakeholders were determined to contribute to the cause of the project, we would succeed within the few resources available.…."*

The implication here is that much as the project is heavily dependent on external funding, the objectives would still be achieved.

Person's moment correlation was used to find out if funding significantly moderates the relationship between stakeholders' participation and project success and if this relationship was statistically significant. The results are summarized in table 13.

Table 13: Correlations between project funding and Project Success.

Correlations

		Project success	project funding
Project success	Pearson Correlation	1.000	-.332
	Sig. (2-tailed)	.	.318
	N	11	11
project funding	Pearson Correlation	-.332	1.000
	Sig. (2-tailed)	.318	.
	N	11	11

*Correlation significant at the 0.05 level (2-Tailed)

Source: Primary data

From the correlation table above, the research findings indicated that there was an insignificant relationship between funding and project success. The correlation coefficient of -.332 indicated no significant correlation between the two variables of project funding and project success. This implied that project success can be explained by other factors other than being influenced by funding, thus the null hypothesis that funding does not significantly moderate there relationship between stakeholders' participation and CRT Project success is accepted.

4.3 Stakeholders' participation and success of the project

The objective of this section was to determine the degree of influence that stakeholders' participation has on project success. This section included the respondents' category of respondents, teachers, parents/guardians, head teachers and local leaders. The aim of this separate questionnaire was to get views from those stakeholders who are not directly involved in CRT project, about their attitude towards stakeholders' participation and what they thought was their success towards CRT project success. The respondents were given a set of questions that would explain if there has been involvement of all stakeholders during the planning, implementation, monitoring and evaluation of CRT Project activities. The findings are presented in table 14;

Table 14; Stakeholders' participation and success of the project

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

		5 (%)	**4 (%)**	**3 (%)**	**2 (%)**	**1 (%)**
1	Key stakeholders are involved during planning of CRT Project activities.	26.7	60	10	3.3	0
2	Regular needs assessment at community level is carried out	3.3	60	36.7	0	0
3	Primary beneficiaries are always involved in project identification	6.7	43.3	46.7	3.3	0
4	I am aware of what goes on within the CRT Project	16.7	60	10	13.3	0
5	CRT project displays enough planning, management and control to deliver the required outcomes	10	20	56.7	13.3	0
6	Expectations of stakeholders are always considered during the planning exercise of CRT Project	16.7	56.7	23.3	3.3	0
7	Stakeholders are widely consulted during planning of CRT project activities	3.3	33.3	43.3	20	0
8	There is evidence that representatives of all stakeholders participate in a meaningful way during planning of CRT activities	16.7	53.3	30	0	0
9	CRT Project consults the beneficiaries when deciding its activities	6.7	53.3	33.3	6.7	0
10	I am aware of what goes on in CRT Project	6.7	26.7	53.3	13.3	0
11	Stakeholders participation take priority in the planning process of CRT Project activities	0	13.3	46.7	26.7	13.3
12	CRT Project has its mission statement known to all her stakeholders	66.7	30	3.3	0	0
13	Project staff/teachers/parents/and other key stakeholders participate in the implementation of CRT Project activities	30	60	10	0	0
14	CRT planning, implementation, monitoring and evaluation is done in a collective way.	0	33.3	60	6.7	0
15	Data on the needs of all stakeholders but especially those from outside the organization/project are considered and used in the planning and implementation of activities	0	23.3	73.3	3.3	0
16	The current structure of the project in terms of reporting relationship supports stakeholder participation in project activities	20	43.3	13.3	23.3	0
17	CRT Project calls majority of the stakeholders when need to plan arises.	50	26.7	23.3	0	0
18	Beneficiaries are always key in every stage of CRT project planning	0	83.3	16.7	0	0

The researcher noted from the above findings that participatory project planning, implementation, monitoring and evaluation have a significant relationship with project success. If stakeholders are not involved from the planning phase, the projects is bound to fail or meet unforeseen mishaps during implementation and later close out, thus failing to accomplish its set objectives.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter includes summary of findings, discussion of results, conclusions and recommendations. The study objectives included to find out how stakeholders' participation in project planning contributes to success of Children's Reading Tents Project, to establish the relationship between stakeholders' participation in project implementation and Children's Reading Tents project success, to analyze how stakeholders' participation in monitoring and evaluation contributes to the Children's Reading Tents Project success, and also to determine the moderating effect of funding on the relationship between stakeholders' participation and Children's Reading Tents Project success.

5.1 Summary

The summary is presented in accordance with the study objectives. The purpose of the study was to assess how stakeholders' participation contributes to project success. Stakeholders' participation was conceptualized as the Independent variable, namely participatory project planning, participatory project implementation and participatory monitoring and evaluation, while the Dependent Variable was Project Success.

Quantitative and Qualitative data was collected using questionnaires, interview guides, observation checklists and review of documents for purposes of collecting secondary data.

Statistical data was analyzed using the Statistical Package for Social Scientists (SPSS). Reliability was tested using Cronbach's Alpha. Descriptive Statistics (frequencies, and percentages) were computed and the Pearson Product Moment technique was used to determine the correlation

between the Independent Variable and the Dependent Variable and among the Independent Variables themselves.

Thematic analysis was utilized to make narrative from qualitative data to determine how themes and or categories were related. Findings indicated that the Independent Variable which entailed participatory project planning, participatory project implementation and participatory monitoring and evaluation were significant predictors in Project success. The three independent variables were mutually interdependent and complimented each other in bringing about project success.

The results established that the three independent variables were mutually related and intertwined such that they had to work together to bring about project success. Findings however showed that these three factors were not properly harnessed to efficiently bring about project success in CRT.

Findings further revealed that stakeholders' participation in project monitoring and evaluation is not enough to guarantee project success.

5.2 Discussion of findings

Research findings established that it was necessary to involve all the stakeholders at all levels of the CRT Project activities, in order to win their participation and ownership of the project, thus increasing project success.

5.2.1 Stakeholders' participation and success of the project

Participation of beneficiaries in many different aspects of project cycle (i.e planning, implementation, and evaluation) is also key to NGO' development project success (UNDP, 2005; USAID, 2006). Beneficiary participation greatly helps NGO's to direct their development projects to meet acual needs of the locals; and projects that respond to clearly articulated local needs are far more likely to be successful and sustainable according to (Walker, 2006). From the study, it

was found out that stakeholders' participation is more closely related to project success. In the context of this study, stakeholders' participation was looked at under the dimensions of participatory project planning, implementation, monitoring and evaluation, while project success was looked at under the dimensions of organizational objectives, Stakeholders' satisfaction and also Customers' benefit. Abigail, (2003), observes that several organizations also suggest that considering and involving stakeholders and their concerns within company processes is now a critical part of being successful in the long term, in a business social and environmental sense; thus helping companies move towards sustainable development (GRI 2000; IISD 1999).

In this study, stakeholders' participation in project planning included needs assessment through consultations, and also project design. Stakeholders' participation in project planning was found to affect positively the success of a project. World Bank source book on participation, (1994) stresses that the principle is that people should be fully involved in issues concerning themselves and the society in which they live. And effectiveness and sustainability depend practically, in part, on the commitment of interested parties (stakeholders). Participation should reduce the risk of failure, but it is not a guarantee of project success. Reeds, (2008) affirms that power inequalities within groups represent an equally important barrier to meaningful engagement. It is necessary to consider how inequalities in age, gender and background can be overcome to enable stakeholders to participate on a level playing field.

Marilee, (2000) argues that people were identified as the missing element in development efforts. The limited success of many development initiatives was attributed to failure to involve people in the design and implementation of projects and programmes (Cernea 1991, FAO 1990, Hinchcliffe et al 1995, Kottak 1991, Oakley 1991, Oakley and Marsden 1984, Uphoff 1991, World Bank 1998). Some of the common objectives and expected benefits of participation in development are

improving the efficiency, effectiveness, sustainability and coverage of projects and programmes and promoting stakeholder capacity, self reliance and empowerment. Attention has been focused more on identifying stakeholders and assessing the extent and quality of stakeholder participation than on assessing the costs and benefits of participation to the different stakeholder groups or the impact of stakeholder participation.

Bourne & Walker, (2006) support the above opinion stressing that for whatever reason; the ability of individual stakeholders to influence the project may increase or reduce. Many projects fail because stakeholders do not continue to support the vision, or objectives of the project. Rowley, (1997) argues that how stakeholders attempt to influence firms and how firms respond to these influences depend on the network of stakeholders surrounding their relationship.

However, (Abigail, 2003) argues that stakeholder participation can potentially use significant amounts of time and money. It must be recognized that these resources are not always readily available in all companies. In addition, according to (World Bank. 1994), in an assessment of the costs of participation to the Bank, results show that participatory projects require more financial and time input than non-participatory projects, but that these are not excessive.

Henry, (1861 – 1919) (as cited by Jesten, 2007) added an important visualization tool around 1917 with the Gantt chart dramatically advancing the science of project management, thousands of people invested their lives in the application and theory of project management. However, the same problems, solutions and methods continued for another 40 years. The typical problems encountered then are still occurring today as shown in the table 15;

Table 15: (Gantt;1861-1919).

Typical challenge and symptom with projects	**National Average to Nation. (1998)**
Late (Delay in project activities)	Only 44% of all projects finish on schedule or before. The rest tend to be very late in submitting periodic reports. On average, projects are 222% longer than planned.
Over budget	By 189%
Fall short of planned technical content	70%
Cancelled before finished	30% of projects
Day-to-day chaos and frustrations	Epidemic
No reliable way to measure project success	Until its too late

The table above was adopted from Gantt, 1861-1919). The challenge in the table above are presently relevant to NGO's because projects today do not complete all project deliverables on time; either over spend or under spend, and they do not adhere to quality standard which greatly affects project monitoring negatively (Jestin, 2007).

5.2.1.1 Stakeholders' participation in project planning and success of the project

From the findings, stakeholders' participation in project planning was found to be crucial for a project to succeed. Respondents consistently agreed that there has been involvement of stakeholders, though involving, especially primary stakeholders would yield better results. For instance, teachers / parents from Mpigi were dissatisfied with the level of communication by the Project staff and or invitation to participate in the planning of CRT activities.

This implied that mush as some stakeholders participate in the planning of project activities; it is not a general representative of all schools where the project is being implemented. However project staff and representatives of stakeholder associations attributed these challenges to lack of enough incentives to have each and every stakeholder on board. This therefore implied that some

stakeholders were left out, hence their views were not taken care of and perhaps this in one way or another affected project success. Bourne & Walker, (2006) argue that in many cases, projects fail because the team does not recognize changes in the relative power or position of key stakeholders and fail to make appropriate adjustments in their stakeholder management activities, argued). One respondent had this to comment;

> *"Mpigi being far from Kampala, is always given less attention when it comes to inviting us to participate in their (project staff) planning of activities. Kampala which has better schools is given priority, instead of concentrating on bringing on board the schools upcountry, at least to be on the same level with Kampala schools. We are always informed about the planned activities; instead of consulting us to give an in-put about what we feel are the requirement needs in our respective schools".*

The above comment was furher supported by (Carnea 1991,FAO 1990, Hinchcliff et al 1995, Kottak 1991, Oakley 1991, Oakley and Marsden 1984, Uphoff 1991, World Bank 1998) that the limited success of many development initiatives was attributed to failure to involve people in design and implementation of projects and programmes

For instance, CRT Project staff commented,

> *"It is tricky to invite all teachers/parents especially from Mpigi to come and participate in planning, whereby most of them would expect allowances in terms of transport refund, lunch, etc…., and the project does not have such codes on its budget. We would appreciate all their in-put, in terms of ideas……..but we are incapacitated."*

The researcher noted from the above comment that planning does not incorporate all the would-be ideas from the other stakeholders, and this implies that somehow, planning of CRT project. The implication is that majority of the respondents were involved in the planning of the project activities. For instance, this study revealed that majority of stakeholders involved in the CRT Project were aged between 31 to 40 years and majority of these were women. This has a great influence on the participation of project activities, since most of these were in their active years of service, and with young families who fall in the category of the target primary beneficiaries of the CRT Project.

The greater percentage of respondents from both categories was that within the age bracket of 31 to 40 years, and the researcher noted that this was the age when people were in their active years of service and would be keen on observing the reading habit/ culture especially among the children who were under their care, either at school or at home so as to improve the general performance of the children. The older ones (above 40 years) were either tied up in other family obligations or age had caught up with them and did not take a lot of care to observe the children's attitude towards reading which in this case would lead to success of CRT Project. The implication was that the majority of the key stakeholders were the middle aged, and these were more committed to the attainment of their set objectives as far as CRT Project was concerned. Further more, this age bracket consisted of mainly teachers who were keen in observing if the pupils were interested in reading lessons. The researcher also found out that the parents in the same age bracket also focused more attention on their children especially while at home, and could easily judge if a child was interested in reading or not.

5.2.1.2 Stakeholders' participation in project implementation and success of the project

Among the aspects of involvement of stakeholders at implementation level, that seemed to be satisfactory, the respondents still felt that involving them at this level had no much impact to success of the project than if they were involved from the planning level. The respondents especially the teachers, parents/guardians felt that to achieve greater success, they should get involved from the planning stage where by they know where there are gaps since they have that direct touch with the children. Many of the respondents acknowledged that CRT Project at least involves majority of its stakeholders at the implementation stage. However, they were not satisfied with communication with stakeholders, and stakeholder involvement at planning level, thus this would lead to failure to achieve the project's set objectives.

Reeds, (2008) affirmed that when implementing a participatory process, stakeholder participation should be considered right from the outset, from concept development and planning, through implementation, to monitoring and evaluation of outcomes. This was further supported by (Marilee, 2000) who argues that there are great expectations of the benefits of participation in development projects and programmes. It is hypothesized that participation will improve the quality and increase the efficiency, effectiveness, sustainability and coverage of projects and programmes. Promotion of participation is also expected to benefit the primary stakeholders, building their capacity and leading to self-reliance and empowerment. Marilee, (2000), observes that failure of many conventional development projects and programmes and growing poverty brought a shift away from the modernization paradigm of development in the 1970's. People were identified as the missing element in development efforts.

About the gender aspect of respondents, women registered more response rate that men. Culturally, women are tenderer to children as compared to men, and, therefore, the researcher noted that this could be the reason why there was more female participation in the children's activities as compared to fellow male counterparts.

The researcher established that many respondents were from Kampala, much as the researcher gave equal response opportunity to both locations. This implied that most of the project stakeholders who participated in CRT Project activities were based in Kampala, implying that their participation represented one location and yet participation was expected to be equal regardless of location.

However, there is growing concern by (Reeds, 2008) that stakeholder participation is not living up to many of the claims that are being made. Stakeholder participation does not take place in a power vacuum, the empowerment of previously marginalized groups may have unexpected and potentially negative interactions with existing power structures (Kothari, 2001).

However, the researcher noted that among these respondents, those with no children at home were reluctant to participate during implementation of the CRT Project activities, as they had limited ideas about what would suit or improve the children's reading culture. Yet other respondents were reluctant to participate because of no incentives in terms of allowances. The age pattern of the respondents showed that most of them were of mature age, who could be considered to be credible people to be trusted to give balanced responses. Then maturity of people also implied that they had working experience and could understand the importance of a reading culture in Uganda.

5.2.1.3 Stakeholders' participation in project monitoring and evaluation and success of the project

The research findings differ from literature review. The study findings indicate that Participatory Monitoring and Evaluation does not necessarily lead to project success, while the literature reviewed state that engagement with stakeholders as early as possible in decision-making has been frequently cited as essential if participatory processes are to lead to high quality and durable decisions.

This view was supported by (Guijt, 1999) that active use of the information with stakeholders may not only improve the work, but also strengthen the groups involved. She further asserted that it is exactly these types of learning processes that makes collective monitoring and impact assessment so valuable. Through Participatory Monitoring and Evaluation, there is timely identification of bottlenecks in carrying out activities as planned, so timely adjustments to plans, schedules and or budgets. The above idea is further supported by (Marilee, 2000), that Participatory monitoring and evaluation involving primary stakeholders can also be used to assess the impact of participation. Guijt, (1999) emphasizes that there is need to agree before hand how findings are to be used and by whom, so that their content and the format in which they are to be presented can be tailored to the target audience(s). Increasingly, stakeholders may also be involved in monitoring and evaluating the outcomes of the decision making process according to (Estrella & Gaventa, 2000).

Participatory M&E techniques are highly developed and are commonly used to enable the primary stakeholders to make their own assessments of project outcomes and performance. Guijt, (1999) was in support with (Marilee, 2000) by asserting that Participatory Monitoring and Evaluation involves the assessment of change through processes that involves many people or groups, each of whom is affecting or affected by the impact being assessed. From secondary data, the researcher found out that much as all stakeholders are encouraged to participate in the CRT Project activities, some of the stakeholders do not take part to negotiate on how progress should be measured and the findings acted upon.

Many of the respondents acknowledged that the objectives of CRT project are good, if achieved, but the project lacks involvement of stakeholders as required. The researcher noted from the interviews that some respondents were not even aware of what to monitor against which objective, and therefore, this showed that stakeholder involvement at all levels was not adequate. From the secondary data, the researcher found out that even the available books in the school Libraries, few were being used / borrowed by pupils for their private reading, and even if they were borrowed, some parents at home were not monitoring if their children were really making use of the borrowed books. Some respondents revealed that they were not interested in being monitored, thus the results were not statistically significant. This implied that the null hypothesis that stakeholders' participation in project monitoring and evaluation does not significantly contribute to the success of CRT project success is accepted.

The researcher also established that more respondents were married, and perhaps their high response rate was because of interest for their children to improve their reading culture, hence improve on their performance. The single respondents were either not confident enough to participate in children's programmes due to limited knowledge about what they thought affects or

improves children's interest in reading, and so low response rate compared to the married respondents. instead of representing all schools where the project is being implemented.

The research findings revealed that monitoring and evaluation should be streamlined, such that all stakeholders are moving on the same wave length in regard to success of the project.

5.2.1.4 Relationship between funding and success of the project

The research findings revealed that funding plays an insignificant moderator effect on the relationship between stakeholder participation and project success. This was further supported by (Prenab, Debes, 2001 & Prasad, 2001) who observe that being essentially donor-dependant, NGO's fail to mobilize resources in adequate amounts and that the absence of self-generating funds prevents these organizations from expanding their activities to meet genuine needs of their beneficiaries

5.3 Conclusions

The findings from the interview conducted with some of the project staff and representatives from stakeholder associations revealed that success of CRT Project is heavily dependant on cooperation from stakeholders in terms of planning, implementation, monitoring and evaluation. Whereas from the interviews conducted with teachers and some parents, revealed that they were not always fully involved in CRT Project activities.

5.3.1 Stakeholders' participation in project planning and success of the project

From the research findings, it is evident that if all the ideal stakeholders are involved in planning of the CRT Project activities, success would be more realized. Much as key stakeholders seemed

to be in the know of what happens within CRT Project under NABOTU, others especially teachers and parents were not well informed, and the researcher noted from this observation that not all stakeholders were involved in planning of the project activities. This therefore implies that there is a significant positive relationship between participatory project planning and project success.

5.3.2 Stakeholders' participation in project implementation and success of the project

The research findings revealed that participatory project implementation has a got a significant relationship with project success. Most of the respondents agreed to being involved at the implementation level of CRT project activities. Besides this, some respondents lamented that they are just invited during implementation of what has already been planned instead of also participating at the planning level. This notwithstanding, the researcher noted that most of the respondents were determined to participate actively during implementation of the project activities. This implied that there is a strong positive relationship between participatory project implementation and project success. The study findings agreed with what (Reeds, 2008) says that when implementing a participatory process, stakeholder participation should be considered right from the outset, from concept development and planning, through implementation, to monitoring and evaluation of outcomes.

5.3.3 Stakeholders' participation in project monitoring and evaluation and success of the project

Participatory monitoring and evaluation was pointed out as having a weak relationship with project success. The research findings revealed that stakeholders usually participate in monitoring and evaluation of CRT Project activities in one way or another, though this was noted as not

having a strong correlation with project success. It was evident that some respondents were not even aware of what the performance indicators were, as far as CRT Project is concerned. This implied that participatory monitoring and evaluation

Consequently, one could conclude, basing on the findings that the high involvement of stakeholders at all levels would increase chances for project success.

5.3.4 Funding and success of the project.

Research findings indicated that funding had an insignificant moderator effect on the relationship between stakeholder participation and project success. This implied that without funding, still the project would achieve its objectives, in terms of improving the reading culture starting with children. This was supported by (Anthony & Godindarajan, 2004) that for most development organizations, the first source of financial resource that comes to mind is donors, (Shapiro, Ibid) and sometimes it is the only source. He however observed that this dependency cannot be forever and cannot provide all the capital required to implement the organizational objectives. .From the findings the researcher revealed that the project relies more on external support, and perhaps that is the reason why it is has not been practical to invite the relevant stakeholder to get involved in the project activities, which would prove too expensive for the project to handle, as asserted by one project staff. It was therefore found out that the less the funding, the less the success of the project, in the long run.

5.4 Recommendations

Attention has been focused more on identifying stakeholders and assessing the extent and quality of stakeholder participation than on assessing the costs and benefits of participation to the

different stakeholder groups or the impact of stakeholder participation. Based on the conclusions, the following recommendations could address some of the factors surrounding stakeholders' participation and their contribution to success of CRT Project under NABOTU.

5.4.1 Stakeholders' participation in project planning and success of the project

- When planning CRT Project activities, key stakeholders should participate from planning level, such that expectations are known to all concerned. This will ease implementation because all stakeholders will be knowledgeable about what is expected to be achieved.
- It is very important to share some of the issues that require policy attention with policy makers such as reading lessons, more story books, record keeping, book storage, etc, with the District Education authorities to take forward.

5.4.2 Stakeholders' participation in project implementation and success of the project

- When conducting future CRT's, facilitators need to teach the teachers particular skills to use in teaching reading. They should also encourage and teach the teachers how to use local materials to make supplementary reading materials. Facilitators should use the training manuals to have a uniform training methodology.
- In addition, project managers should be more educated on project management so that they are willing to provide good environment in which stakeholders will perform their duties to enhance success of the project.
- Having noted that there is confusion between teaching reading and comprehension in some schools, it is important that NABOTU identifies Trainers of CRT facilitators who will pass on necessary skills in teaching reading, which will in turn be passed onto the teachers.

5.4.3 Stakeholders' participation in monitoring and evaluation and success of the project

- Many schools lacked proper systems for measuring improvement in reading. There is need to put in place a mechanism for the schools to monitor their progress regarding reading. Involving the schools in M&E also provides an opportunity for them to focus better on their ultimate goal of improving / promoting reading, and also enabling them to identify and analyse change and gain a clearer picture of what is really happening on the ground. It will allow them to celebrate successes and learn from failures. It is also a very empowering process, since it puts them in charge.

5.4.4 Funding and success of the project

- Many of the project activities involved use of funds for effective implementation. For instance much as schools received free books and other scholastic materials, still these donated books were not put to use by some schools, thus rendering the funds used to buy these books useless. This therefore implies that there is need to encourage the children and all other stakeholders especially teachers and parents to work towards achieving the set objectives, regardless of availability of money to run some activities or not. The reading culture can be developed without necessarily 'injecting in' funds to run project activities. The researcher further concluded that much as a project would be funded, implementation of activities should be followed according to the plan. Financial control mechanisms coupled with good management team should be ensured to improve success of a project

5.5 Contributions of the study

The study will help to build on the existing body of knowledge in the area of stakeholder participation and its contribution to project success. In Uganda, there has been growth of various

NGO's coming up with projects of all kinds. Many of these projects have collapsed before their time frame, others have been closed before their expiry date, all these have been attributed to poor management leading to project failure. Such findings could be of help to the administrators and policy makers in their effort to increase performance of projects.

5.6 Areas for further research

Given that this study was carried out in only one project which was focusing on children, it is recommended that a more extensive study is carried out on major projects, for instance on poverty eradication projects. This would give more insight into what to consider during involvement of stakeholders in a project for it to succeed, in order to fully understand and enrich the concept of stakeholder participation and project success. Further research could be carried out on other variables that the researcher did not pay attention to – like stakeholders' contribution to project sustainability.

There is need for more research that explores the underlying causes of project success. Despite the mushrooming projects that are competing for the donor funds, why don't project managers aim at attaining the set objectives, so as to keep accessing donor funds for continued support? And regardless of stakeholders' participation, why do projects still fail to realize their set objectives? If answers to these questions are to be found, there is need to focus more attention on costs and benefits stakeholders have on a particular project, rather than focusing on their participation

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Appendix A

RESEARCH QUESTIONNAIRE

STAKEHOLDERS' PARTICIPATION AND THEIR CONTRIBUTION TO THE SUCCESS OF THE CHILDREN'S READING TENTS PROJECT IN NABOTU.

Dear Respondent,

This is a research leading to the award of a Masters degree in Management studies (Project Planning and Management) of Uganda Management Institute. The purpose of this study is to investigate stakeholders' participation and their contribution to project success among Non-Governmental Organizations in Uganda, focusing on the Children's Reading Tents Project under the National Book Trust of Uganda. The study specifically focuses on how stakeholder participation in project planning, implementation, monitoring and evaluation, contributes to success of the Children's Reading Tents Project in NABOTU.

As a key stakeholder in the CRT Project, you have been selected as a respondent for the study. The information that you will provide will be treated with utmost confidentiality and under no circumstance will it be personalized. There is no need for your to disclose you name unless you wish to do so.

Kindly provide your opinion on each of the issues as objectively as possible. In each section of the question, instructions are provided on how to give your opinion.

Yours truly,

Sarah Rubereti (Masters Student – Uganda Management Institute)

Questionnaire for key stakeholder representatives/Parent/Guardian

SECTION A: Social demographic characteristics of the respondent

In this part of the questionnaire, please tick (√) or circle the response you feel is most appropriate.

1. Age.

i) > 20 years ☐ (ii) 21 – 30years ☐ (iii) 31 – 40years ☐ (iv) 41-50 years ☐

(v) 51 – 60 years ☐ (vi) 60 < years ☐

2. Gender of the respondent

i) Male ☐ ii) Female ☐

3. Marital status

(i) Married ☐ (iv) Separated ☐

(ii) Single ☐ (v) Cohabiting ☐

(iii) Divorced ☐

4. School Location

i) Kampala ☐ ii) Mpigi ☐

5. Present status

1) Teacher ☐
2) Head teacher ☐
3) Parent/guardian ☐
4) Project staff ☐
5) Board/school committee member ☐
6) Others (please specify)…….

SECTION B. STAKEHOLDERS' PARTICIPATION IN PLANNING AND THEIR CONTRIBUTION TO PROJECT SUCCESS

In the following section, use the rating scale below to select an opinion that you most agree with or each of the issues. Tick (√) or circle.

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

		5	4	3	2	1
	A: Stakeholders' participation in project planning					
1	Stakeholders usually participate in planning of CRT activities					
2	Regular needs assessment at community level is carried out					
3	Primary beneficiaries are always involved in project identification					
4	CRT project clearly spells out what needs to be done, by whom, and when					
5	CRT project displays enough planning, management and control to deliver the required outcomes					
6	Expectations of stakeholders are always considered during the planning exercise of CRT Project					
7	Stakeholders are widely consulted during planning of CRT project activities					
8	Beneficiaries are always key in every stage of CRT project planning					
9	There is regular communication with all stakeholders in the CRT Project					
	B: Stakeholders' participation in project implementation					
1	Stakeholder involvement in project implementation has improved CRT project performance					
2	Stakeholders have demonstrated strong commitment in CRT project implementation					
3	Beneficiaries are always involved in project implementation					
4	Beneficiaries shape the direction and content of the project work					
5	CRT project implementers have knowledge and required expertise in that area					
6	Engaging stakeholders for the CRT project is based on the objectives of the project					
7	There is a close interaction between stakeholders who contribute at planning level and those who implement the project activities					

8	There are always sufficient and sustainable incentives for the continued cooperation from all the stakeholders					
	C: Stakeholders' participation in Project Monitoring and evaluation					
1	Stakeholders usually take part in monitoring and evaluation of CRT project activities					
2	Community members are usually key in identifying reasons why objectives have not been fulfilled					
3	M&E process ensures that human, financial and material resources were well organized					
4	During M&E, successful completion of the project is looked at in terms of time, cost and relative management					
5	All stakeholders can access progress or evaluation reports					
6	Evaluation is only done by external consultants					
7	Decisions are only taken by top leadership					
8	Decisions are collectively taken					
9	There is regular feed back from staff to community members					
	SECTION C: Effect of funding on the relationship between stakeholder participation and CRT Project success					
	5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree	**1**	**2**	**3**	**4**	**5**
1	In your opinion, does funding have any influence on the relationship between stakeholder participation and success of CRT project?					
2	There is a financial management system in place					
3	The project has many sources of income					
4	The project is dependant on donors for all its income					
5	The project generates its own income to run its activities					
	Section D: Project Success					
A	**Achieving Organizational objectives**					
1	CRT Project has so far achieved its set objectives					
2	CRT Project has always been implemented within the budget					

3	CRT Project has always been implemented within its set timeframe					
4	CRT Project has always been implemented without changing the organizational culture					
B	**Stakeholder satisfaction**					
1	Stakeholders are satisfied with CRT Project activities					
2	Stakeholders' expectations about CRT project have been fulfilled					
3	Stakeholders have always been willing to take part in the project implementation process from time to time					
4	CRT Project has always been implemented with stakeholder approval					
C	**Customers' benefit**					
1	The primary beneficiaries of CRT project have benefited					
2	CRT Project has increased on the number of children enrolled per household per village.					
3	There has been n increase in the reading culture among Ugandans because of CRT Project activities					

Appendix B

QUESTIONNAIRE FOR TEACHERS/HEAD TEACHERS/PARENTS/LOCAL LEADERS

This questionnaire is to help the researcher collect data necessary for his partial fulfillment of the requirements for the award of Masters Degree in Management studies (Project Planning and Management) of Uganda Management Institute. Title of the study area is "**Stakeholders' participation and their contribution to project success; a case of Children's Reading Tents project.**

Introduction

Dear Respondent,

This is a research leading to the award of a Masters degree in Management studies (Project Planning and Management) of Uganda Management Institute. The purpose of this study is to investigate stakeholders' participation and their contribution to project success among Non-Governmental Organizations in Uganda, focusing on the Children's Reading Tents Project under the National Book Trust of Uganda. The study specifically focuses on how stakeholder participation in project planning, implementation, monitoring and evaluation, contributes to success of the Children's Reading Tents Project in NABOTU.

As a key stakeholder in the CRT Project, you have been selected as a respondent for the study. The information that you will provide will be treated with utmost confidentiality and under no circumstance will it be personalized. There is no need for you to disclose your name unless you wish to do so.

Kindly provide your opinion on each of the issues as objectively as possible. In each section of the question, instructions are provided on how to give your opinion.

Yours truly,

Sarah Rubereti (Masters Student – Uganda Management Institute)

SECTION A: Background information of Respondent

In this part of the questionnaire, please tick (√) or circle the response you feel is most appropriate.

1. Age i) > 20 years ☐ (ii) 21 – 30years ☐ (iii) 31 – 40years ☐ (iv) 41-50 years ☐

   (v) 51 – 60 years ☐ (vi) 60 < years ☐

2. Gender

(i) Male ☐ (ii) Female ☐

3. Marital status

(i) Married ☐ (iv) Separated ☐

(ii) Single ☐ (v) Cohabiting ☐

(iii) Divorced ☐

4. School Location

i) Kampala ☐ ii) Mpigi ☐

6. Title of respondent

(i) Teacher ☐

(ii) Head teacher ☐

(iii)Parent/guardian ☐

(iv)Board /committee member ☐

Section B: Stakeholders' participation

	5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree	**5**	**4**	**3**	**2**	**1**
	A: Stakeholders' participation					
1	Key stakeholders are involved during planning of CRT Project activities.					
2	Regular needs assessment at community level is carried out					
3	Primary beneficiaries are always involved in project identification					
4	I am aware of what goes on within the CRT Project					
5	CRT project displays enough planning, management and control to deliver the required outcomes					
6	Expectations of stakeholders are always considered during					

	the planning exercise of CRT Project					
7	Stakeholders are widely consulted during planning of CRT project activities					
8	There is evidence that representatives of all stakeholders participate in a meaningful was during planning of CRT activities					
9	CRT Project consults the beneficiaries when deciding its activities					
10	Stakeholders participation take priority in the planning process of CRT Project activities					
11	CRT Project has its mission statement known to all her stakeholders					
12	Project staff/teachers/parents/and other key stakeholders participate in the implementation of CRT Project activities					
13	CRT planning, implementation, monitoring and evaluation is done in a collective way					
14	Data on the needs of all stakeholders but especially those from outside the organization/project are considered and used in the planning and implementation of activities					
15	The current structure of the project in terms of reporting relationship supports stakeholder participation in project activities					
16	CRT Project calls majority of the stakeholders when need to plan arises					
17	Beneficiaries are always key in every stage of CRT Project planning					

Section C: Project Success

	5. Strongly Agree 4. Agree 3. Undecided *2. Disagree 1. Strongly Disagree*	**5**	**4**	**3**	**2**	**1**
	C: Project success					
1	CRT Project has achieved its set objectives so far					
2	CRT Project has been successful in implementing its activities					
3	Primary beneficiaries have benefited from CRT project					
4	There is an increase in the reading culture amongst the pupils in schools where CRT project has been implemented					
5	Communication between CRT Project and all its stakeholders is satisfactory					

6	Donor assistance and facilitation has helped CRT Project to have all stakeholders on board					
7	The literacy level has improved amongst the communities where CRT Project activities are implemented					
8	Passing rate at PLE has improved because of the CRT Project					
9	Stakeholders are satisfied with the activities of CRT Project					

Thank you

Appendix C

INTERVIEW GUIDE

TOPIC: Stakeholders' Participation and their contribution to the success of the Children's Reading Tents Project under NABOTU

1) Describe briefly how you understand CRT Project and its activities?
2) How is its relationship with NABOTU?
3) Has it improved performance of pupils at P.L.E in your school?
4) Have you ever attended any of its planning activities? Who else was involved?
5) Tell me about its impact in terms of

(i) Literacy level

(ii) Reading culture

(iii) Public image

6) Which areas would you recommend for improvement?

Please check the questions to ensure that you have not inadvertently skipped any.

Thank you

Appendix D:

Documentary review checklist

The researcher looked at the following documents for the last 11 years

Library registers on books borrowed and Frequency of borrowing

1. Library registers on books borrowed and frequency of borrowing
2. Strategic plan and project objectives
3. Project implementation plans and policies
4. Needs assessment reports
5. Evaluation Reports
6. Annual reports
7. Minutes of staff, board
8. Stakeholder workshops/seminars

The researcher was interested in areas of their performance, their recommendations and follow up, how participatory were the processes and any issues that address project success.

Appendix E

Observation checklist

The researcher focused on;

1. Storage facilities in the Library and their appropriateness.
2. Participation of pupils in class during one of the Reading Project implementation
3. Arrangement of books in the Library

Appendix F

FOCUS GROUP DISCUSSION GUIDE

TOPIC: Stakeholders' Participation and their contribution to the success of the Children's Reading Tents Project under NABOTU

7) Describe briefly how you understand CRT Project and its activities?
8) What have you benefited from CRT Project?
9) Do you think your reading culture has improved because of CRT Project?
10) Have you ever attended CRT implementation during the book week?
11) What did you learn form the CRT implementation?
12) How often do you borrow books to read from home/dormitory?
13) Spelling of various words
14) Reading competition
15) Story telling
16) Any other comments……

Thank you

Appendix G

Table for determining Sample size from a given Population

Table 1; Sample size (s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380

Source: R.V. Krejce and D.W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30,608, Sage Publications

Note: N is population size

S is sample size

Appendix H

Table showing correlations of all the variables

Correlations

		Project success	project funding	Stakeholders' participation in project planning	Stakeholders' participation in project mplementation	Stakeholders' participation in monitoring and evaluation
Project success	Pearson Correlat	1.000	-.332	.642*	.772**	.501
	Sig. (2-tailed)	.	.318	.033	.005	.116
	N	11	11	11	11	11
project funding	Pearson Correlat	-.332	1.000	-.006	-.293	.050
	Sig. (2-tailed)	.318	.	.985	.381	.883
	N	11	11	11	11	11
Stakeholders' participation in project planning	Pearson Correlat	.642*	-.006	1.000	.825**	.622*
	Sig. (2-tailed)	.033	.985	.	.002	.041
	N	11	11	11	11	11
Stakeholders' participation in project implementation	Pearson Correlat	.772**	-.293	.825**	1.000	.693*
	Sig. (2-tailed)	.005	.381	.002	.	.018
	N	11	11	11	11	11
Stakeholders' participation in monito and evaluation	Pearson Correlat	.501	.050	.622*	.693*	1.000
	Sig. (2-tailed)	.116	.883	.041	.018	.
	N	11	11	11	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

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

Appendix I

Reliability for representatives of stakeholder associations, and project staff

```
 ****** Method 1 (space saver) will be used for this analysis ******

  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =     11.0                    N of Items = 47

Alpha =    .8822
```

Reliability analysis for teachers, parents and local leaders

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****** Method 1 (space saver) will be used for this analysis ******

  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =     19.0                    N of Items = 31

Alpha =    .9139
```

Appendix J