COMMUNITY-BASED MONITORING & EVALUATION AND PERFORMANCE OF CONSTITUENCY DEVELOPMENT FUND PROJECTS IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA

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ABSTRACT

Purpose: The study aimed to analyze the effect of community-based monitoring & evaluation on the performance of National Government Constituency Development Fund projects in public secondary schools in Kisii County, Kenya. Specifically, the study sought to assess the effect of shared decision processes and determine the influence of feedback mechanisms on the performance of National Government Constituency Development Fund projects in public secondary schools in Kisii County, Kenya.

Methodology: The study adopted a cross-sectional survey design. The study targeted 305 projects funded by the CDF in public secondary schools in Kisii County. A sample of 173 projects was used. The respondents also included representatives from the community in overseeing public schools' NG-CDF projects. Members included the principal, deputy principal, committee members, class representatives, and representatives of interest groups, and educational bodies, who comprised the unit of observation.

Findings: The study found that shared decision processes and feedback mechanisms had significant, strong, and positive correlation with the performance of NG-CDF in secondary schools in Kisii County. The study established that shared decision processes had a positive (β = .086), insignificant (sig s= .290 >.05), and direct relationship with the performance of NG-CDF in secondary schools in Kisii County. Feedback mechanism had a positive (β = .443), significant (sig = .000 <.05) and direct relationship with the performance of NG-CDF in secondary schools in Kisii County.

Recommendations: The study recommended for the adoption of a bottom-up approach toward decision-making should be prioritized because it was ranked highly in the study. Secondary schools should also foster the spirit of open communication because it widens spaces available for dialogue and prevents problems before escalating

Keywords: Shared decision processes, feedback mechanisms, performance NG-CDF projects, community-based M&E

INTRODUCTION

The National Government of Kenya has continued to invest in communities through the disbursement of Constituency Development Funds meant to finance projects spanning across several societal spectrums. However, many of these projects continue to face performance problems due to lack of proper management of entire projects and funds (Auditor General of the Government of Kenya, 2018). Education funding is a core element of NG-CDF financing. While the government is allocating millions of monies into education projects, evidence of poor performance of such projects continues to persist to date (Oyoo et al., 2020). The aim of insistence on providing funds through CDF is to increase access to education by ensuring that funded projects generate benefits to the intended users within the predetermined timeframe and budget (Bii & Rotich, 2022). Several strategies put in place to monitor project implementation in the education sector have not identified and addressed the gaps that deter project performance.

The unsatisfactory performance of NG-CDF projects affects several sectors of the Kenyan economy. In an audit for Galole Constituency, it was revealed that NG-CDF for project monitoring and evaluation was misappropriated by the CDF committees. From a budget of ksh13, 858, 597, Ksh 6,509,300 was used to cater for committee allowances while an additional 2, 450,000 was spent on training and domestic travel. However, according to the audit report, ksh 5,474,300 was not accounted for as there were no work tickets and the projects visited were not mentioned (Office of the Auditor General, 2022). The major cause of the problematic performance of NG-CDF projects in Kenya especially within the education sector is the low levels of involvement of communities in monitoring and evaluation of these programs. A study of CDF projects in Laikipia County revealed that CDF committees do not often engage communities in decision-making processes and do not collect feedback from them (Ngigi, 2015). Moreover, many CDF projects do not utilize local skills to enhance performance and do not practice joint auditing.

Statement of the problem

The Government of Kenya has in recent years undertaken a myriad of projects under the NG-CDF promote the standards of education in public secondary schools across the country. Despite the expectation that the NG-CDF funds should be used effectively to complete projects within schedule, budget and quality, audit reports show that massive misuse of CDF funds to the tune of tens of millions that cannot be accounted for in financial statements (Kiptarus, 2022). Section 43 of the Constituency Development Fund Act requires the constituency committee to actively involve communities in making decisions regarding NG-CDF project decisions and implementation. However, Mwirabuaet al. (2020) noted that more than 60% of public secondary schools fail to involve communities during the critical stages of projects or use people within the committees to influence decisions in their favor. Arguably, project audits are only focused on professional auditors, who are sometimes bribed to write favorable reports for schools' administrations (Omondi, 2021). At the same time, more than 85% of members sitting in boards may lack the knowledge and understanding of project monitoring and evaluation, particularly audits (Odhiambo et al., 2020), which limits their ability to provide inputs during M&E processes, thus, exacerbating poor performance.

Studies have investigated the impact of community-based monitoring and evaluation on the performance of CDF projects in Kenya, but little attention has been given to community-based monitoring and evaluation and the performance of NG-CDF projects in Kisii County. Bii and Rotich (2022), Abdi and Kimutai (2018), While past research has investigated the link between M&E and CDF projects performance, the focus has been in different locations and on the CDF monitoring and evaluation teams rather than local communities. This study intends to address the contextual and empirical gaps identified above by investigating the effect of community-based monitoring and evaluation on the performance of CDF-funded projects in public secondary schools in Kisii County, Kenya.

Objectives of the study

The study aimed to analyze the effect of community-based monitoring & evaluation on the performance of National Government Constituency Development Fund projects in public secondary schools in Kisii County, Kenya.

The study specifically sought;

i. To assess the effect of shared decisions processes on performance of National Government Constituency Development Fund projects in public secondary schools in Kisii County, Kenya.

ii. To determine the influence of feedback mechanisms on performance of National Government Constituency Development Fund projects in public secondary schools in Kisii County, Kenya.

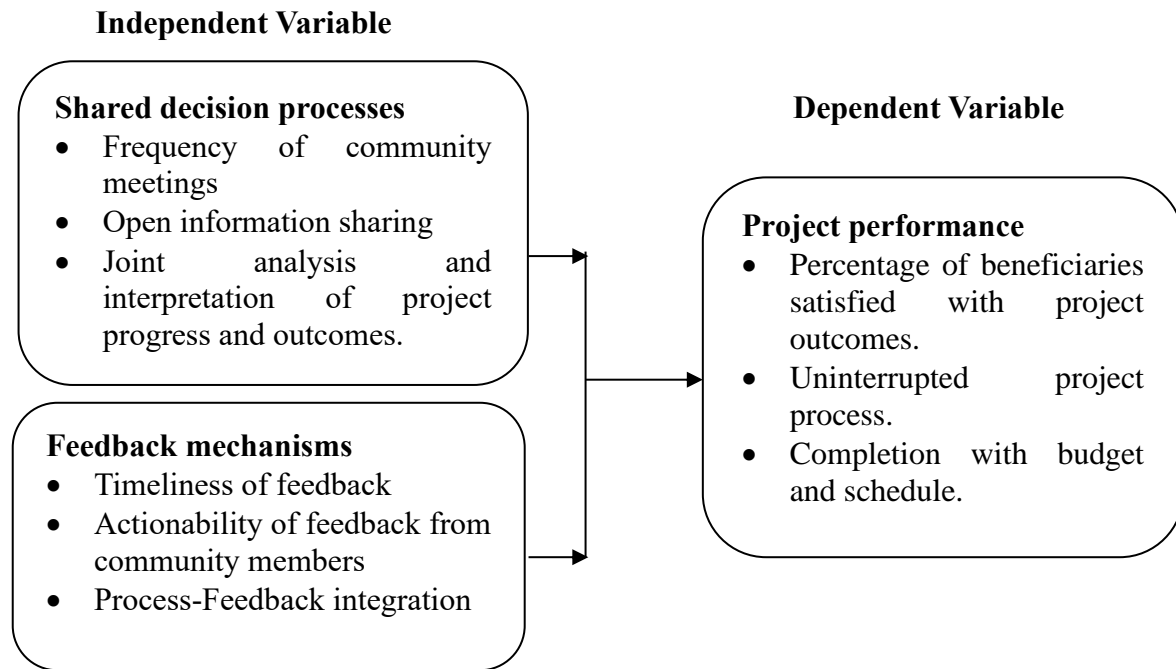## LITERATURE REVIEW

Theoretical review

The study was underpinned by the public participation theory. Public participation theory originated from the scholarly works of Sherry Arnstein in 1969 (Arnstein, 1969). Sherry Arnstein's model of citizen involvement, also known as "A Ladder of Citizen Participation" has resulted in significant changes in how governments, project planners, local communities and other stakeholders view public involvement in development projects (Gaber, 2019). According to the theory, public participation denotes a situation in which the disadvantaged individuals in the society influence resource allocation, policy formulation and implementation (Arnstein, 1969). The theory postulates that citizens have the responsibility to engage in government projects and that governments can engage their citizens in projects and programs at different levels.

Arnstein's theory uses a metaphoric ladder to explain different levels of citizen participation in decision-making processes (Gaber, 2019). The lowest rungs in the model represent low levels of participation while the highest rungs represent high levels of participation. In her theory, Arnstein acknowledges the importance of moving higher up on the ladder to increase levels of participation among citizens (White and Langenheim, 2021). Additionally, she mentions that achieving citizen control is the highest level of participation and can result in better execution of projects. The principles of public participation theory include inclusiveness, transparency, access to information, deliberation, and respect.

Weaknesses of the public participation theory include separation and balkanization of resources. This theory uses the levels of participation of individuals to classify them into different categories (Ianiello et al.,2018). This classification results in the creation of different groups in communities that may result in the balkanization of resources. Additionally, there is an overlap in the characteristics of individuals in different participatory groups. Hence, there is the possibility that illegitimate characteristics can ruin public participation (Theyyan, 2018). Nevertheless, the theory is relevant to the study because it underscores the importance of feedback mechanisms in managing projects in a bid to enhance performance.

Conceptual framework

The conceptual framework presents a diagrammatic interaction between the independent and dependent variables. Figure 1 shows the proposed conceptual framework for this study.

Independent Variable

Shared decision processes
- Frequency of community meetings
- Open information sharing
- Joint analysis and interpretation of project progress and outcomes.

Feedback mechanisms
- Timeliness of feedback
- Actionability of feedback from community members
- Process-Feedback integration

Dependent Variable

Project performance
- Percentage of beneficiaries satisfied with project outcomes.
- Uninterrupted project process.
- Completion with budget and schedule.

Figure 1: Conceptual Framework

Shared Decisions Process

Shared decision-making is a vital process in organizations and government institutions today as it ensures that the requirements of all stakeholders are met for efficient service delivery and aversion of conflicts. This process surpasses the traditional top-down decision-making process. The process involves bringing together individuals from different echelons of a company or business to contribute their insights, thoughts, perspectives and expertise to key decisions (Nykanen et al., 2021). Incorporating a culture of shared decision-making in project management and organizations helps in fostering inclusivity, engagement and a culture of innovation; hence better outcomes (Bowen et al., (2021). The shared decision process also increases acceptance levels of final decisions and aids in risk aversion.

Feedback Mechanisms

The core of the performance of projects at the local community level is effective feedback mechanisms. Feedback mechanisms are methods that are used to evaluate, learn and continuously improve operations and actions throughout the life of a project. Feedback mechanisms are two-way communication systems that allow for the collection of information and responses to the project stakeholders (Nikolic et al., 2020). They are essential for improved project implementation and performance as provide stakeholders with channels to report sensitive issues affecting the project like fraud and exploitation. Feedback mechanisms also increase the accountability levels of all stakeholders and allow for better decision-making by relying on real-time data (INTRAC, 2020).

Empirical review

The empirical review examines and analyzes recent studies published within the past ten years on community-based monitoring and evaluation and CDF project performance.

Shared Decision Processes

Abas et al. (2023) examined the role of public participation in decision-making for local authority planning. The researchers used the systematic literature review approach to understand how public participation in decision-making impacts local authority planning. Adopting Scopus and the Web of Science as the primary databases, this study selected 69

articles that were used to show the relationship between public participation in decision-making and local authority planning processes. The study used the content analysis method to examine the 69 articles. The result of the study showed that public participation in decision-making processes for local authority planning occurs in three ways namely; consultation, active participation and access to information. Additionally, the study results showed that active participation of local communities in decision-making processes in local governance results in increased transparency and local community understanding and collaboration, thereby improving the performance of such projects. Although this study provides insights into the link between shared decisions and the performance of government schemes within communities, it has various limitations. First, the use of systematic reviews makes the research rely only on the opinions of authors rather than firsthand data collected from the respondents. Also, the study does not have a clear statement of the context, making attempts of generalization to the current study difficult. Moreover, the possibility of bias in some of the studies used in the systematic review cannot be ignored.

Acosta et al. (2019) discussed the role of joint intra-household decision-making in agriculture. The researchers conducted the study in the Nwoya District in the Acholi sub-region in northern Uganda. Probability sampling was used to select 585 households. However, only 474 households were included in the analysis as they met the study criteria. Surveys were used to gather data from the participants. Additionally, the study conducted an in-depth case study of one of the villages in the study area to substantiate the survey. Data gathering techniques for the case study included focus group discussions, observation and a decision-making game. The results of the study indicated that 66.8% of women engaged in decision-making conjointly with their husbands, leading to better agricultural decisions and improvements in consumption expenses. The research by Acosta et al. (2019) has a positive correlation with the current study since it shows the importance of joint decision-making in improving outcomes for participants. The use of multiple data collection methods also makes the study results authentic. However, the study discusses joint decision-making from a family perspective and adopts the Ugandan context, making its generalization to the current study involving CDF projects difficult.

Feedback Mechanisms

Olang'o et al. (2021) investigated the efficacy of CDF projects on community welfare in the Nambale Constituency in Kenya. The researchers based their study on the unequal distribution of resources in the country despite the adoption of decentralization through the 2010 Constitution. The study aimed to identify and describe CDF projects that address the welfare of the community and analyze the effects of selected CDF projects on community welfare. The research was grounded on decentralization theory and assumed a descriptive cross-sectional survey with a sample of 383 respondents from a sample of 94,637. The researchers collected data through questionnaires and interviews and analyzed it through inferential statistics and content analysis. Specifically, the study used the Chi-Square test and Spearman's Correlation to test the relationship between CDF and community welfare. Results of the study indicated that CDF funds several projects in the constituency, with health, education, water and sanitation being the key ones that impact community welfare. The research recommended that the CDF Act should provide a proper definition of proper feedback mechanisms on CDF projects for timely intervention by the public for project success. This research is relevant to the current study since it explains the importance of feedback mechanisms and community participation in making CDF projects successful. The study was also conducted in Kenya making the results generalizable to the current study. However, the study does not major on feedback mechanisms as the main topic of the study.

The study by Grenzfurtner and Gronalt (2021) investigated the role of continuous improvement perspective for subcontractor involvement through effective feedback mechanisms. The study aimed to describe how feedback channels (EC) contribute to product platform development in house-building companies. The researchers utilized the mixed-method approach with data being gathered via interviews and participant observations. The findings of the study indicate

that using multiple feedback channels with different contents helps to balance client demands and variations with production efficiency. According to the study, platform development using feedback channels provides opportunities for double-loop learning. By explaining the importance of feedback mechanisms in the continuous development of housing projects, this study provides important groundwork for the current study. However, it is based in the Scandinavian context and does not clearly define the population and sample, making the results questionable and difficult to generalize into the current study. Moreover, the research is based on construction projects in housing companies rather than government-funded projects.

RESEARCH METHODOLOGY

This study was based on a cross-sectional survey design since it allowed the researcher to collect information from participants within a short period by allowing them to answer questions regarding the study topic. In this study, the population was 305 projects funded by the CDF in public secondary schools in Kisii County. The population is suitable for this study because it has a direct interaction with the NG-CDF funding. Thus, the unit of analysis for the study was the NG-CDF projects in secondary schools in Kisii County. A sample 173 projects was calculated using Yamane formula. Participants were selected using purposive sampling and they included Board of Management (BOM) and Parents-Teachers Association (PTA), principal, deputy principal, committee members, class representatives, and representatives of interest groups, and educational bodies, who comprised the unit of observation. The instruments that used in this study were the questionnaires and interviews.

RESEARCH FINDINGS

The response rate was assessed by comparing the number of questionnaires issued and the number of questionnaires returned. The results indicate that the response rate was 79.8%, permitting the researcher to progress to data analysis. Creswell (2013) argued that a response rate of about 70% is sufficient to progress to data analysis. Hence, it was considered that the response rate acceptable, permitting the researcher to proceed to data analysis. Table 1. below shows the response rate.

Table I: Response Rate

Questionnaires	Frequency	Percent
Number of questionnaires issued	173	100%
Number of responses received	138	79.8%
Valid responses	**138**	**79.8%**

Descriptive statistics

The 5-point Likert scale was used where the responses were coded as 1= Strongly Disagree, 2= Disagree, 3= Moderate, 4= Agree, 5 = Strongly Agree. During the analysis, "the means and standard deviations were used to interpret the findings where a mean value of 1-1.4 was strongly disagree, 1.5-2.4 disagree, 2.5-3.4 neutral, 3.5-4.4 agree and 4.5-5" strongly agree. Moreover, "the researcher considered standard deviation exceeding 2 large, implying that the responses were widely spread out while standard deviations of less than 2 were indicated that the responses were tightly clustered around the mean" in which low variability in the responses could suggest that the participants had almost similar interpretations or perceptions of the questionnaire statements.

Shared Decision Processes

Descriptive analysis for the variable 'shared decision processes' was conducted to generate the mean and standard deviation values. The results were tabulated as shown in Table 2.

Table 2: Descriptive analysis of shared decision processes

Statement	Mean	Std. Dev.
The school engages local communities directly or through their representatives in deciding the course of NG-CDF projects.	3.1522	1.12634
The school values and integrates the preferences of local communities in decision-making regarding NG-CDF projects	3.3261	1.23904
The school administration makes efforts to know and understand what works for local communities in connection to NG-CDF projects.	3.8580	1.24407
The school provides for high level of collaboration and consistent communication among stakeholders involved in NG-CDF projects.	3.7029	1.23460
The implementation of NG-CDF projects reflects the collective choices and priorities of the community	3.6232	1.16646
Aggregate Mean	**3.5325**	

(Source: Survey data, 2024)

The aggregate mean for the variable is 3.5325 and the standard deviations values are below 2. Based on the provided key, it is evident that majority of the participants agreed with the Likert scale statements regarding the variable 'shared decision processes'. What this means is that secondary schools in Kisii County provide opportunities for shared decision processes when making decisions concerning the implementation of NG-CDF projects. Although the standard deviation lower than 2 may imply low variability of the choices that the participants made, the high value exceeding 1 may indicate that the participants' responses somehow varied across the sample.

Nevertheless, the findings indicate participants' consensus that there is involvement when making decisions regarding the implementation of CDF projects. The results concur with the assertion by Nykanen et al. (2021) and Abas et al. (2023) who argued that all stakeholders need to be involved during the decision-making processes to improve project performance. It is evident that most schools may not be engaging local communities directly or through their representatives in deciding the course of NG-CDF projects although most administration teams make efforts to know and understand what works for local communities in connection to NG-CDF projects. Moreover, the results concurred with the assertion by Abas et al. (2023) that academic institutions should provide for a high level of collaboration and consistent communication among stakeholders involved in NG-CDF projects.

Feedback Mechanisms

Descriptive analysis for the variable 'feedback mechanisms' was conducted to generate the mean and standard deviation values. The results were tabulated as shown in Table 3.

Table 3: Descriptive analysis of feedback mechanisms

Statement	Mean	Std. Dev.
The school provides for an open-door policy to collect feedback about NG-CDF projects from community members.	3.6377	0.20184
The school has specific mechanisms established to collect feedback from communities about NG-CDF being implemented in the school.	3.6014	0.25297
There is a two-way communication between NG-CDF committees and local populations.	3.7681	0.30294
Local communities express the willingness to provide feedback on NG-CDF projects being implemented in the school.	3.7246	1.25430
The community feedbacks on NG-CDF projects are received and acted upon.	3.4348	0.30107
Aggregate Mean	**3.6333**	

(Source: Survey data, 2024)

The aggregate mean of 3.6333 imply that majority of the participants agreed with the statements about feedback mechanisms. The standard deviation values are below 2 (SD < 2), indicating that the participants' responses were clustered; hence, most participants held the similar opinion concerning the way in which feedback mechanisms are being implemented in their respective schools. The results align with existing literature that emphasize the existence of feedback mechanisms for organizations that successfully implement government-funded projects (Olang'o et al., 2021). Authors such as Grenzfurtner and Gronalt (2021) and El Khatib et al. (2023) have argued that project performance requires effective feedback among stakeholders to streamline processes.

It is evident from the study that most schools in Kisii County provide for an open-door policy to collect feedback about NG-CDF projects from community members. They also have specific mechanisms established to collect feedback from communities about NG-CDF being implemented in the school and allow local communities express the willingness to provide feedback on NG-CDF projects being implemented in the school. The open-door policy to collect feedback about NG-CDF projects from community members and acting on feedbacks regarding NG-CDF projects increase the opportunities to enhance project performance.

Performance of NG-CDF Projects

Descriptive analysis for the variable 'performance of NG-CDF projects' was conducted to generate the mean and standard deviation values. The results were tabulated as shown Table 4.

Table 4: Descriptive analysis for performance of NG-CDF Projects

Statement	Mean	Std. Dev.
All the stakeholders and beneficiaries (parents, teachers, communities) are satisfied with the NG-CDF projects implemented in the school.	3.9478	0.20007
NG-CDF Projects are not interrupted during from the start to the end once they are launched.	3.5725	1.36102
In this school, NG-CDF projects are completed within the stipulated schedule.	3.7246	0.29439
In this school, NG-CDF projects are completed within the predetermined budget.	3.6957	0.28784
The school's NG-CDF projects consistently achieve their stated objectives in the project manual.	3.8261	1.24931
Aggregate Mean	**3.7533**	

(Source: Survey data, 2024)

The aggregate mean of 3.7533 indicates that most participants agreed with the statements regarding the performance of NG-CDF projects in Kisii County. Thus, most participants seemed to agree that NG-CDF projects in Kisii County are satisfying the performance prospects of beneficiaries. The low standard deviations (below 2) show that the participants held similar opinions regarding the performance of NG-CDF projects. The participants expressed that stakeholders and beneficiaries (parents, teachers, communities) are satisfied with the NG-CDF projects implemented in the school. Moreover, NG-CDF projects are not interrupted from the start to the end once they are launched.

Most literature (Auditor General of the Government of Kenya, 2018; Ngigi, 2015) had indicated that NG-CDF projects do not achieve the desired levels of performance. However, this study revealed that projects in Kisii County's secondary schools may be achieving the levels of performance. Based on the study findings, it was evident that in most schools, NG-CDF projects are completed within the stipulated schedule. Completion of projects within the schedule is one of the basic elements of project performance (Ngigi, 2015). Similarly, secondary schools in Kisii County's NG-CDF projects consistently achieve their stated objectives in the project manual.

Correlation Analysis

Correlation analysis was conducted to examine the association between the independent and dependent variables. The results were presented as shown in Table 5.

Table 5: Correlation analysis

		Shared Decision Processes	Feedback Mechanism
Project Performance	Pearson	.869**	.917**
	Sig. (2-tailed)	.000	.000
	N	138	138

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

(Source: Survey data, 2024)

The correlation between shared decision processes and performance of NG-CDF projects is 0.869 ($r > 0.5$). This implies that there is a strong and positive association between shared decision processes and performance of NG-CDF in secondary schools in Kisii County. The association is significant at 0.01 level (2-tailed). The strong and positive correlation reflects the existing literature regarding the correlation between the collective making of decisions and performance of government-funded projects (Acosta et al., 2019; Wondirad et al., 2019). Engaging in shared decision processes in the monitoring and evaluation of projects enhances the quality and suitability of decisions made.

The correlation between feedback mechanisms and performance of NG-CDF projects is 0.917 ($r > 0.5$). This implies that there is a strong and positive association between feedback mechanisms and performance of NG-CDF in secondary schools in Kisii County. The association is significant at 0.01 level (2-tailed). The strong and positive correlation reflect the existing literature regarding the correlation between feedback mechanisms adopted during monitoring and evaluation and performance of government-funded projects (Olang'o et al., 2021; El Khatib et al., 2023). Engaging in effective feedback mechanisms during monitoring and evaluation of projects enhances the quality and suitability of decisions made.

Multiple linear regression

The coefficients table presents the coefficients of each independent variable and the significance level (p-values) of each effect.

Table 6: Table of Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.035	.122		.291	.772
	Shared Decision Processes	.086	.081	.081	1.063	.290
	Feedback Mechanism	.443	.078	.446	.5.712	.000

a. Dependent Variable: Project Performance

This means that when community-based monitoring and evaluation is zero, performance of NG-CDF projects is 0.035. The coefficients for the independent variables are shown in the column. Using the coefficients, it is possible to generate a regression equation in the form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \mu$$

$$Y = 0.035 + 0.086 X_1 + 0.443 X_2$$

Where;Y= Performance; X1= shared decision processes; X2= Feedback mechanisms

The equation can be used to predict the value of Y when any one of the independent variables' coefficient changes.

The coefficient of shared decision processes is 0.086. The value implies that a unit change in shared decision processes could spur a 0.086 change in performance of NG-CDF projects in secondary schools in Kisii County. The coefficient depicts a weak but positive change in performance in performance of NG-CDF projects in secondary schools in Kisii County. The significance value of 0.290 (p > 0.05) implies that the effect of shared decision processes does not have a significant effect on the performance of NG-CDF projects in secondary schools in Kisii County. The result implies that implementing effective shared decision processes does not necessarily have a significant influence on the performance of NG-CDF projects in secondary schools in Kisii County. The results contradict existing literature that has shown that adopting shared decision processes leads to improved project performance (Nykanen et al., 2021; Acosta et al., 2019). The reason for this could be most participants viewing shared decision processes as a norm and perhaps not paying attention to its dynamics within the secondary schools in Kisii County.

The coefficient of feedback mechanisms is 0.443. The value implies that a unit change in shared decision processes could spur a 0.443 change in performance of NG-CDF projects in secondary schools in Kisii County. The coefficient depicts a moderated and positive change in performance in performance of NG-CDF projects in secondary schools in Kisii County. The significance value of 0.00 (p < 0.05) implies that feedback mechanisms have a significant effect on the performance of NG-CDF projects in secondary schools in Kisii County. The result means that implementing effective feedback mechanisms is likely to have a positive influence on the performance of NG-CDF projects in Kisii County. The findings align with past studies, such as Olang'o et al. (2021) and El Khatib et al. (2023), who also established that effective feedback mechanisms in monitoring and evaluation have a significant effect on project performance.

SUMMARY OF FINDINGS

Shared Decision Processes

The study findings showed that respondents have a general perception that shared decision processes are evident in NG-CDF projects implementation in secondary schools in Kisii County. The participants agreed that secondary school stakeholders allow members to participate in decision-making meetings, provide views on matters discussed, conduct regular meetings to allow members air their voices, factor in the concerns of all members, and adopt a bottom-up approach in decision-making. A strong and positive correlation between share decision processes and performance of NG-CDF projects in secondary schools indicate that effective decision-making processes are associated with improved performance. However, regression analysis demonstrated that shared decision processes have a significant positive impact on performance of NG-CDF projects in Kisii County, Kenya. This indicates that the effect of shared decision processes on the performance of NG-CDF projects is not statistically significant.

Feedback Mechanisms

The participants expressed a general perception that in addition to being part and parcel of NG-CDF project monitoring and evaluation in Kisii County, feedback mechanism has a significant influence on the performance of NG-CDF projects in secondary schools in Kisii County. The study findings demonstrated that secondary schools' leadership teams conduct operations that encompass seeking and proving real-time feedback to ensure project monitoring and evaluation is actualized. Correlation analysis indicates a strong positive association between stakeholder involvement and the performance of secondary schools' NG-CDF projects. Regression analysis demonstrates that feedback mechanisms have a significant positive effect on the performance of NG-CDF projects in Kisii County. The result emphasizes the significance of feedback mechanisms as a predictor of NG-CDF project performance.

CONCLUSION

Shared decision processes have a significant influence on NG-CDF project performance, with an emphasis on participative approaches toward making decisions for monitoring and

evaluation. Therefore, it is concluded that effective shared decision processes for monitoring and evaluation positively impact the performance of NG-CDF projects in secondary schools in Kisii County. Feedback mechanisms influence on project performance, with an emphasis on providing opportunities for the parties interested in a group to participate in deciding how operations should run. Therefore, it is concluded that effective feedback mechanisms for monitoring and evaluation positively impact the performance of NG-CDF projects in secondary schools in Kisii County.

RECOMMENDATION

The study findings confirmed that shared decision processes significantly affect the performance of NG-CDF projects in secondary schools in Kisii County, Kenya. Although the respondents rated the shared decision processes to be participative and involving all members, there is a need to emphasize the centrality of factoring all members' concerns during decision processes. NG-CDF projects should practice the art of providing unlimited opportunities to enable members to participate in making decisions that affect group operations. Adopting a bottom-up approach toward decision-making should be prioritized because it was ranked highly in the study. Implementing these recommendations can enable NG-CDF projects in secondary schools in Kisii County to improve the performance of NG-CDF projects.

The study findings also confirmed that feedback mechanisms significantly affect the performance of NG-CDF projects in secondary schools in Kisii County, Kenya. Secondary schools intending to achieve performance prospects should foster the spirit of involving stakeholders to actively engage in group operations. Secondary schools should introduce unending participative dialogues and allow stakeholders to shape the goals of groups. Moreover, leaders should conduct extensive stakeholder mapping to identify the levels of power and interest for each; this should provide a basis for managing them effectively to avoid conflicts. Secondary schools should also foster the spirit of open communication because it widens spaces available for dialogue and preventing problems before escalating. Effective implementation of the above recommendations will enable secondary school projects to achieve improved performance.

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