

# Stakeholder Capacity Building in Monitoring and Evaluation and Performance of Literacy and Numeracy Educational Programme in Public Primary Schools in Nairobi County, Kenya

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## Abstract

To create a radical change within the educational system in public primary schools in Kenya, there is need to invest more on stakeholder capacity building specifically on monitoring and evaluation educational programme. The purpose of this article is to establish the extent to which stakeholder capacity building for monitoring and evaluation influence performance of literacy and numeracy educational programme. Despite numerous initiatives by key stakeholders to better performance of pupils little has been achieved. A descriptive survey research design and correlation design was adapted. Data collected from the respondents by use of questionnaires and interview guide from target population of 2052 and a sample size of 335. Data was analyzed using SPSS version 25 and results presented in tables and figures. Pearson moment correlation coefficient ( $r$ ) were computed. The coefficient determination of  $R_2$  is 0.456 this is an indicator that  $R_2$  was the coefficient of determination of this model and it depicted that data collection explained 46%. The remaining 54% was explained by other factors. The overall F statistics 233.446 with  $p < 0.001 < 0.05$  implying there is statistically significant relationship between stakeholder capacity building and performance of literacy and numeracy educational programme. The research suggests that stakeholder capacity building is part of the Participatory Monitoring and Evaluation process, so it must be observed at all stages to ensure educational programme are implemented to the latter by bringing on board all the key stakeholders in education and particularly in literacy and numeracy skills aspects

**Keywords:** stakeholder capacity building, monitoring and evaluation, literacy and numeracy educational programme

## 1. Introduction

Education is a basic and fundamental human right, which promotes acquisition of knowledge, skills and development of an individual in a holistic and integrated manner. Despite numerous attempts by key stakeholders in education to boost learners' performance still low results are experienced in literacy and numeracy educational programme. Much effort has been put on subsidized teaching materials, experts sharing learned information and timely budgetary allocations but still the results are inadequate due to inadequate capacity building of teachers being the key implementers of the programme (Mulongo, 2013; Paniagua & Istance, 2018).

Education quality improvement experiences emphasize on the potential benefits of collaborative practices. Stakeholders' participation in implementing education programme should be collaborative in order to achieve the target of making Kenya a country of industrialization by 2030. This can only become a reality if capacity building of teachers is done through professional development so as to improve the quality of education which had a hiccup after the implementation of free primary education Resource allocations, inflows in schools of teacher-pupil ratio and retraining of teachers so as to be acquitted with the new rules and regulations of the newly implemented methodology under TUSOME guidelines (Piper, Jepkemei & Kibukho, 2015). However this can only be done if teachers improve their proficiency, competency and distinctive qualities in learning processes

which is really missing in our schools hence low performance of educational programme.

Monitoring and evaluation information helps to develop educational programme, evaluate its accomplishments and improve its efficacy (Ainscow et al., 2016). At the same time determining how well a training programme can achieve its goals and assist the target audience (Disha, 2017). Data collected enhances educational quality both to learners and teachers and leads to new explicit knowledge at the school level (Seashore Louis & Lee, 2016). Use of management information leads to change in behavior and ways of solving problematic issue through adjusting and modification resulting in a new adventures of learning (Fullan, 2016). This is lacking in most learning institutions. Capacity building development thus improves teachers teaching skills which are acquired through monitoring and assessment of intervention programme. Therefore involvement of all stakeholders in capacity building helps in quality decision making in the programme and improves teachers' efficacy though this is limited in public primary schools in Nairobi County.

Tracking of information, documenting and data storage in institutions helps in quick retrieval thus bringing change in learning process which requires one to devote enough time, effort and energy so as to attain set objectives and get good results (Philpott & Oates, 2017). The good results can be acquired through team work of teacher and all the key stakeholders involved in education sectors as depicted by (Ho and Lee, 2016). Stakeholder capacity building in monitoring and evaluation is critical especially in numeracy and literacy education programme. There is an uproar on services rendered in improving teacher's mastery and competency of content during refresher and in-service courses as stipulated by Jepketer, Kisilu & Kyalo (2015). Teacher capacity development influences learner's performance since quality of education is wholly dependent on teachers teaching skills, knowledge and methods acquired through these courses. Teachers normally learn a lot during this sessions thus enabling them participating adequately, leading to change in character dissemination, adaption insights and experiences as depicted by (Camburn and Han, 2016).

Stakeholder capacity building is lacking in many organizations like learning institutions especially training of staff members. Nzweke, Olandenjo and Emoh, (2015) found that there is a good correlation between data analysis and management on factors responsible for the successful execution of projects which involve teacher trainings and participation in learning process. Framework of teacher capacity as a learning process helps individual in making sensible decisions by constructing new knowledge through activity, social interaction and experiences (Marsh & Farrell's, 2015). Introduction of monitoring and evaluating capacity building of teachers on literacy and numeracy educational programme improved the results of pupils as stipulated by (Ouko, 2015). However these studies did not show the extent to which stakeholder capacity building in monitoring and evaluation influences performance of literacy and numeracy hence the need to carry out the current study. The current study was guided by research question, how does stakeholder's capacity building influence performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya?. There was testing of hypothesis which was stated as  $H_0$  Stakeholders capacity building has no significant influence on performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya. However after testing the hypothesis it was found out that there was statistical significant relationship of Stakeholders capacity building and performance of literacy and numeracy educational programme in public primary schools in Nairobi County

## 2. Literature Review

Capacity building of stakeholders in education is important both for the successful operation of education systems and other sectors that rely upon proper functioning of national education systems. The main concern of key stakeholders' in the implementation of literacy and numeracy educational programme is to improve the performance of low outcomes experienced in the programme. Teacher capacity building is key in acquiring skills and knowledge to enable them set common visions, objectives and being accountable on pupils' outcomes (Thompson, 2014). Learning process is a good experience for teachers who focus on how to improve their skills, pedagogical knowledge, practices and attitudes towards learners (Althausser, 2015). Much focus can be put on recognizing the lessons learnt that will help participants enhance the implementation of the learnt skills through the intervention projects on teacher capacity building (Lynch et al., 2016) This is a systematic process for developing results that can apply an impact on outcomes, outputs, processes and activities of the intervention project in educational programme. The impact chain also includes processes, approaches, strategies, and methodologies that are applied to achieve this results. Teachers' effectiveness relies on the collaboration of the stakeholders in education sector and can only be developed by teachers having quality professional skills and mastery of content being delivered (Staman et al., 2014; Valenzuela et al., 2016). Training of teachers through seminars, workshops and refresher courses is very vital in enhancing mastery and delivery of the content. When individual capacity of teachers is not well addressed teaching and learning is affected even if there are well-designed education policies, set objectives and well-structured curriculum (Saguin, 2019; Yan, 2019). Teacher education, training and

development are a means for professional upgrading which deals with all developmental functions directed at the maintenance and enhancement of their professional competence to enhance their teaching methodologies. The quality of teachers that work in a specific educational system help in the attainment of positive learning outcomes in schools (Hervie & Winful, 2018). Performance of teachers is partly dependent on their pre-service training in addition to the in-service training given to the teachers which equips them well on how to teach and deliver their services well. Therefore educational development tend to emphasis on data collected and its influence in regulating pupils results, teachers initiatives and community reforms and efforts (Datnow and Hubbard, 2015). Daly (2015) on implementation of 'Station Instruction' literacy intervention in Infant Classes in Irish primary schools, found out that there are many skills and strategies that are essential to effective literacy teaching but they were not fully explored. This is very critical in early years where there is phonological adaptation, phonics, vocabulary, fluency, understanding and writing are emphasized so as to avoid future problems of learners when they are adults. Early intervention in early years is essential to pupils' since acquisition of literacy forms a strong foundation in language skills as it is argued to be contingent on generating information on how learning occurs (Saguin, 2019; Yan, 2019). Stakeholder capacity building is essential to teachers' credentials like education qualifications, certification and registration with the employing body (Teachers Service Commission). This has been proven by scholars to have positive impact on learners progress and good performance influenced by skills, knowledge and attitude acquired by teachers who have trained in different capacities. Since education field is a multi-stakeholder industry, it is more pertinent to position the diverse interests of stakeholders and gain their support or at least minimize political resistance to achieve the ultimate objective of enhancing student learning. (Mizala and Schneider, 2014; Schneider et al., 2019).

Most educational capacity building initiatives today target and concentrate on teachers' procedural awareness and skills neglecting other facets of education system that have direct or indirect effect on the teaching abilities and practices of teachers. However there are other several kinds of knowledge that are important for the roles of teachers and other fields of capacity building which needs to be addressed (Osuji, 2014). Scholars like Forster (2019) studied on tools for diagnosing literacy and numeracy assessment in Irish primary schools and found out that diagnostic tools used in Australian schools vary widely in their conceptualization and intent as the same case in Kenya.

Mege (2014) focused on the impact of school environmental factors on the teaching-learning process, power of conducive environments leads to better results and learner's friendly environment yields better outcomes but for this case this factors were inadequate. Therefore for this good performance to be experienced there must be a change of teachers in their professional learning activities as demonstrated by (Weiner & Higgins, 2017). Most teachers are willing to learn more about the curriculum and instruction related aspects which will help them to better their career but the challenge is how these trainings are conducted and the learning environments in schools (Louws et al., 2016). Most schools have broad classes meaning that teacher-pupil ratio is alarming due to implementation of free primary education which saw the swelling of learners in schools and there was no additional of extra classrooms. Finally, teachers tend to work in open schools near sufficient social facilities and infrastructure. These teachers need to be motivated so that they can have strong efficacy beliefs and work well even when they are confronted by challenges while they are teaching (Oude Groote Beverborg et al., 2015); Valenzuela et al., 2016 and the following predicaments are experienced in schools then the menace continues to be experienced in learning institutions hence low performance in the education programme for literacy and numeracy. So the current study investigated how stakeholder capacity building influenced the performance of literacy and numeracy educational programme in public primary schools in Nairobi County.

### *2.1 Theoretical Framework*

This study was driven by Carol Weiss's 1995 popularized Theory of Change. Theory of Change is a central mechanism by which change happens to a person, a group and a Community organization derived from structured research based on theory and understanding the way things function inside an organization Theory of change helps to connect project activities to the desired change a project is trying to achieve (Rogers, 2002). The study aimed to shift the understanding of involvement of stakeholders in the project cycle and engagement in all stages and steps of participatory monitoring and evaluation process. In this study the theory of change explains how the skills and learnt through trainings and in serve courses needs to be introduced to meet the goals set for programme that need to bring about improvements in the learning of literacy and numeracy skills and acquisition of information.

Theory of change can be designed for an intervention where goals and activities are defined and prepared closely in advance. In this study, the goals and priorities of the projects are already established during the preparation of the monitoring and assessment plan, which helps to define the stakeholders, their positions, the categories of

stakeholders and the in-depth involvement in project planning and execution. This allows space for improvement and adapts any emerging problems and embracing any feedback from partners and other stakeholders that concentrate mainly on quality and effectiveness in any project. Therefore theory of change is a particular form of approach for the preparation, engagement, assessment and analysis of non-profit organizations and sectors of government that wish to facilitate social change. The variables in the study agree with this principle in that the preparation process, conceptualization and operationalization that involves a situation analysis is thoroughly explored in defining the existence and scope of the issue or opportunities to be addressed.

Valters (2014) noted that Theory of Change can identify immediate, intermediate, short-term, long-term and ultimate outcomes and demonstrates the expected outcomes and contributions to tackling the issues. It is a road map that leads to better planning and a thorough view of how things are intertwined with each other and how change occurs. It helps assess progress towards achieving long-term objectives well beyond defining programme outcomes, evaluating data obtained, amount of reports sent, using tracking and assessment performance, and project involvement. Improvement in the level of literacy and participation of learners in deprived schools was observed for project intervention. In the intervention programme girls changed their attitude and character.

Butt, Naaranoja & Savolainen (2016) recognized the value and importance of evaluation in respect to theory of change by way of stakeholder participation and knowledge management whereby they stated that, "effective communication ensures stakeholder participation in the change management process through teamwork and empowerment" (Blikstad-Balas, 2016).

There are elements that form the parameters of knowledge use especially in three areas namely; what counts as information, use of information and the sense of multiple knowledge (Blake, & Ottoson, 2009). The link between this theory and the current research is that it helps to define the issue under review and seeks to find solutions, to prepare and to make decisions about the priorities of the projects. So they have a relationship in that they try to bring change to an individual, groups involved in the project and an institution in general. The opinion of the researcher is that, the theory of change is absolutely in line with the research being studied as it examines how the analysis shifts can come about the learning initiatives and in particular the reading skills that are bone of contagion in Kenya.

### 2.1.1 Stakeholder Theory

Theoretical framework has a combination of different well-organized ideas with a purpose of breaking down of variables and investigating a certain phenomenon in a particular area bringing up several variables together, related to one another as posited by (Kothari, 2004). Stakeholder theory grounded on the work of Barnard. Freeman did his first publication in 1984 in San Francisco and believed to be the father of stakeholder theory based on strategic management, corporate planning, systems and organizational theories.

Stakeholder theory is based on argument of Mitchell, Agle and Wood (1997), which stated that an agency relationship is a contract under which one or more persons engages another to perform some service on their behalf. Stakeholder participation theory has a role in development policy-making and implementation. The interpretation of participation difference depends on which aspect the emphasis has. Thus, contribution into decision-making process influences implementation and performance of the projects into tangible inputs and outcomes that benefit the beneficiaries. The relationship of stakeholder theory and the variables under study is that, there is full participation of stakeholders in the planning process in participatory monitoring and evaluation process and performance of the projects.

There are different outcomes that are expected from alternative course of action and people will evaluate that which is best for them as posited by (Heikkila and Gerlak, 2005). Stakeholder theory is mainly concerned with participation of every key participant in the project to give ideas and views about what they intend to achieve and the outcomes of their activities and formulation of policies and implementation of the set objectives and goals. It is widely used by policy makers, development agencies and academicians. The goals and objectives of the practitioners and purpose of stakeholder participation visualized influencing the interpretation of data collection hence generating constructive information. The results used in making corrective decisions and making changes where necessary in the programme and the institutions concerned. Selection of monitoring and evaluation tools are measured and analysed with the help of this theory in that it is used for identification, initiatives and utilization of the findings.

Participation of stakeholders in different levels link up with the theory in that when stakeholders are developing projects objectives and monitoring and evaluation plans are stickily guided by the theory. This stakeholder theory has a link with this study in that, when the assigned stakeholders who are responsible in data collection and especially selection of monitoring and evaluation of data instruments, collation of information, schedules of

monitoring and evaluation plan activities fully participate in the activities. Mulongo (2013) concur with this theory, involving all the stakeholders is very vital since most of the information is shared and tools used are appropriate since they designed by the same people.

Kiptum, Mandela & Murira (2018) differ with the earlier statement that involving stakeholder’s full yield good result. In their opinion for any good to be realized, there must be a conducive environments that will influence the productivity and satisfaction of the activity performed in any level. Stakeholder theory deals with the institutional management and ethics, which deals with moral and values affecting planning and management in schools. This could be directly or indirectly and how the schools manages the relationships amongst parents, learners, teachers, policy makers in education and funding organizations according to (Freeman & Daniel, 2007). Steps and activities incorporated the performance projects is experienced and then theory of change is profound

### 2.2 Conceptual Framework

The study conceptual framework is in figure 1 below.

In this analysis, the conceptual structure presents the relationship between the independent and dependent variables Thus, the independent variable is stakeholder capacity building in M&E while the dependent variable relates to success of literacy and numeracy programme. Figure 1 is a detailed illustration of this relationship.

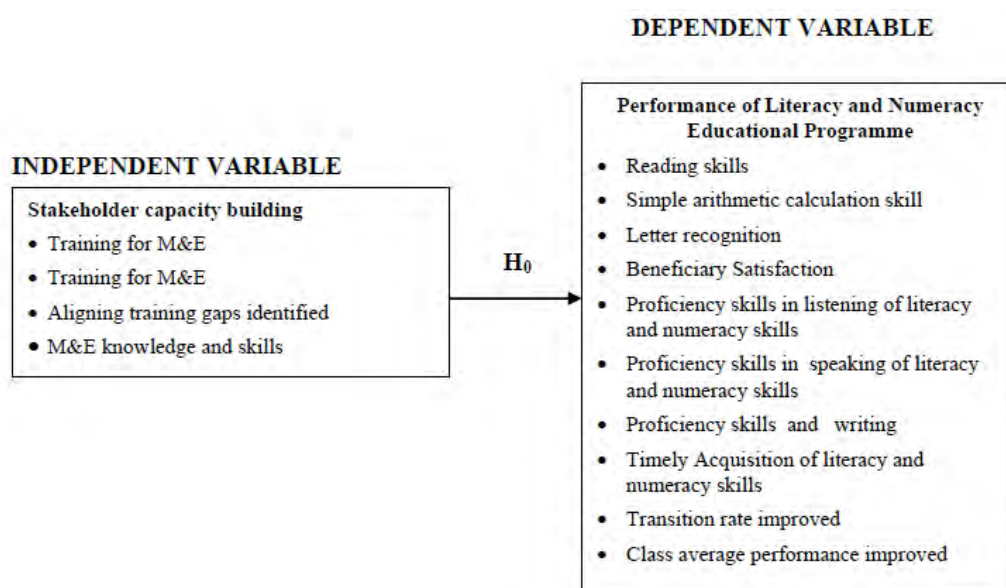


Figure 1. Conceptual Framework of Influence of stakeholder capacity building in Monitoring and Evaluation on Performance of Literacy and Numeracy Educational Programme

### 3. Methodology

This study was guided by pragmatism paradigm, which is not committed to any one system of philosophy or reality but uses mixed methods of collecting data and analysis. In the current study

on mixed approaches offers even more understanding of the complex phenomena that would otherwise not have been accessible by using one approach alone according to (Creswell, & Plano, 2011). This was also supported by Shannon (2014). This study was guided by descriptive research survey design and correlation of research design. A research analysis for a descriptive survey is about discovering what, where and how a phenomenon occurs (Cooper & Schindler, 2010). This study comprised target population of 2053 and a sample size of 335 as denoted by Yamane formula of (1967) while data was obtained using the questionnaires and interview guide. The lower primary teachers and head teachers were sampled through random sampling procedure. Purposive sampling was deemed appropriate for Curriculum Support Officer (CSO) workers and Research Triangle Institute (RTI) workers (Cooper & Schindler, 2010). Research instruments were administered by the researcher and four research assistants to the right respondents. A total of 335 questionnaires were distributed to the respondents and 281 were returned, reflecting an 84 per cent response rate which was appropriate for this study since it was beyond the 60% as proposed by (Richardson, 2015). Reliability of the instruments was undertaken using Cronbach Alpha with reliability coefficient of 0.986 for performance of literacy and numeracy educational

programme (dependent variable) and 0.996 for implementing change (independent variable), so the instruments were found to be reliable as the minimum reliability coefficient is 0.7 according to (Orodho, 2009). This being a mixed research study qualitative and quantitative methods of data collection methods were used and a likert scale structured questionnaire was used as the main tool for collecting data from 33 head teachers and 294 lower primary school teachers in grade one to three. Interview guide was used on five supervisors who are the CSO'S and three RTI International officers. To test the construct and content validity of the study the operationalization of the research variables, reflected the true meaning of the constructs. To ensure that the consistency of the Cronbach's Alpha Reliability Coefficient was determined according to (Creswell, 2012) indicating that all the research instrument should be reliable when they have a composite Cronbach's Alpha Reliability Coefficient of at least 0.7 for all the items under study. Data collection for monitoring and evaluation was 1.015 while that of performance of literacy and numeracy was 0.995 was said to be adequate and above 0.7. After data collection analysis began whereby it was first cleaned up, reduction and describing data sets was done followed by data analysis where arithmetical mean and standard deviation from the descriptive data were created. Person product moments correlation coefficient (r) was computed and then hypothesis were tested using correlation and regression analysis.

#### 4. Results

This section presents the findings on respondents' background information, the descriptive analysis, the correlation and inferential statistics

##### 4.1 Overall Descriptive Analysis of Performance of Literacy and Numeracy Educational Programmes

In total, the study attracted 281 out of the possible 335 responses; representing a response rate of 84% which was higher and meets the thresholds for statistical analysis. The return rate was higher because there was direct involvement with the concerned teachers and the Head Teachers who were available in the sampled schools. Performance of literacy and numeracy educational programme has an important contribution to economic development and to eradication of illiteracy. To assess the degree to which reading skills affected the success of literacy and numeracy projects, quick arithmetical calculations, letter recognition, recipient happiness, and literacy and numeracy skills in verbal comprehension were achieved. Competency in writing, timely acquisition of literacy and numeracy skills, improved transitional pace, improved class average output in this sample, detailed analysis of these variables was carried out. Several questions were put to the respondents regarding the variables under review in a likert scale of 1-5 whereby; Strongly disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4 and Strongly Agree (SA)=5.

The mean line score and standard deviation of each opinion were compared with the corresponding composite.

The results of the questionnaires return rate are presented in Table 1.

Table 1. Performance of Literacy and Numeracy Educational Programme

Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Deviation
1. There is improvement in reading learning skills of the pupils due to the operation of this programme	4 (1.4%)	65 (23.2%)	27 (9.6%)	136 (48.4%)	49 (17.4%)	3.57	1.070
2. There is improvement in simple arithmetic calculations skills of the pupils due to the operation of this programme	4 (1.4%)	63 (22.4%)	32 (11.4%)	117 (41.6%)	65 (23.2%)	3.63	1.111
3. Learners improved in recognition of alphabet letters due to the operation of this programme	4 (1.4%)	57 (20.3%)	40 (14.2%)	126 (44.8%)	54 (19.3%)	3.60	1.058
4. Programme beneficiaries are satisfied with the benefits	2 (0.7%)	59 (21.0%)	44 (15.7%)	104 (37.0%)	72 (25.6%)	3.66	1.097
5. Listening learning skills was enhanced through the operation of the programme	7 (2.5%)	48 (17.1%)	58 (20.6%)	161 (57.3%)	7 (2.5%)	3.40	0.886
6. Speaking learning skills was enhanced through the operation of the programme	2 (0.8%)	53 (18.6%)	52 (18.6%)	168 (59.9%)	6 (2.1%)	3.44	0.843
7. Writing learning skills was enhanced through the operation of the programme	4 (1.4%)	51 (18.1%)	50 (17.8%)	169 (60.1%)	7 (2.6%)	3.44	0.865
8. Transition rate of learners has increased	15 (5.3%)	54 (19.2%)	23 (8.2%)	47 (16.7%)	142 (50.6%)	3.88	1.352
9. The class average performance has improved	19 (6.8%)	50 (17.8%)	20 (7.1%)	143 (50.9%)	49 (17.4%)	3.54	1.168
10. Acquisition of literacy and numeracy within times was experienced while undertaking the programme	2 (0.7%)	52 (18.5%)	40 (14.2%)	176 (62.7%)	11 (3.9%)	3.50	0.859
<b>Composite Mean and SD</b>						<b>3.56</b>	<b>0.995</b>

As shown in Table 1, the 10 statements were used to produce data on literacy success and educational numeracy. The results of these statements were summarized and used to measure the mean and standard deviation of the composite leading to 3.56 and 0.995 respectively. Statements with averages below the composite mean were considered negatively influencing the output while statements with averages above the composite mean positively influenced the output. The operationalization of the curriculum has generally been greatly enhanced and the initiative has helped the learners participating in the curriculum and the teachers who were educated in the new approach significantly. Easy arithmetic calculation skills, alphabetic letter recognition skills, improved reading skills, beneficiary happiness, and increased overall performance of all learners in class. According to the results, transfer level to another level was excellent as it was a prerequisite of the government that all learners should progress to the next stage. There were, however areas that needed more work to be implemented such as helping learners understand what they have learned.

This also implies that if the learners cannot understand what they have read then simple calculation will be an issue. Most learners have developed their speaking skills slightly and could pronounce the letter correctly even without the teacher's help, but some of them had a problem combining the first and second languages. Writing skills was improved through programme activity although a lot of practice is required. Implementation of new approaches and supplementary tools such as textbooks for students, teacher guides on both Kiswahili and English as well as other reading materials have significantly enhanced some learners learning skills unlike the previous series, whereby an average result was produced. The development of literacy and numeracy in a timely manner did not significantly affect literacy success and numeracy education programme. The interview showed that the respondents agreed on how the programme had increased the production of acquired skills, but there was room and need for more development as one Curriculum Support Officer pointed out "*Many learners who have not been able to attend school on a regular basis will now attend classes without interruption, as most of them have been supported by the government and the implementing organization with text books and writing content for pupils.*" The information from the interviews revealed that some teachers still rely on the old teaching methods instead of adopting the new learned skills as stated by one of the RTI M&E officers: 'Teachers have avoided the use of new textbooks and are therefore following the old approach of self-centered rather than learner-centered. Frequent classroom visits should be welcomed to allow teachers to adapt TUSOME's new teacher guide that has the latest methodologies to teach those skills. "Research Triangle Institute M&E Officer Interview with another Curriculum Support Officer intertwined with the quantitative findings that indicated: "Listening, speaking and writing skills have been improved as many learners have their own textbooks and can practice learned skills in the teacher's absences. "Curriculum Support Officer Langata Sub-County Interview with RTI M&E Officer suggested that class average performance had improved somewhat, although more needed to be introduced in order to realize the full potential: "More materials such as learner's textbooks and teacher's guides provided to schools have really helped develop learning skills, but further focus should be placed on the use of learned techniques.

#### *4.2 Overall Descriptive analysis of Stakeholders' Capacity Building and Performance of Literacy and Numeracy Educational Programme*

The need to build the knowledge and skills of engaging stakeholder in any programme is very important. This is to enable the various stakeholders to be able to capture information in a required manner. The study found out that it is complex to undertake stakeholders' trainings and how they influence the performance of literacy and numeracy learning skills. The study therefore sought opinion of participants on various statements about stakeholder capacity building.

Several questions were put to the respondents regarding the variables under analysis in a likert scale of 1-5 whereby; Strongly disagree (SD)=1, Disagree (D)=2, Neutral (N)=3, Agree (A)=4 and Strongly Agree (SA)=5. The mean line score and standard deviation of each opinion were compared with the corresponding composite mean scores for interpretation. They are presented in Table 4

Table 2. Stakeholders' Capacity Building and Performance of Literacy and Numeracy Educational Programme

Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Deviation
<b>Training for M&amp;E workshops</b>	5	41	43	149	43	3.65	0.966
There are plans indicating when M&E workshops will be done	(1.8%)	(14.6%)	(15.3%)	(53.0%)	(15.3%)		
Adequate M&E workshops are conducted to inform exchange of best practices for knowledge management	6	41	48	143	43	3.63	0.982
Workshops have led to exchange of best practices for knowledge management	7	39	44	149	42	3.64	0.980
	(2.5%)	(13.9%)	(15.7%)	(53.0%)	(14.9%)		
<b>Training for M&amp;E seminars</b>	4	45	34	113	85	3.82	1.079
Adequate M&E seminars are conducted to inform exchange of best practices for knowledge management	(1.4%)	(16.0%)	(12.1%)	(40.2%)	(30.3%)		
Seminars have led to exchange of best practices for knowledge management	5	35	42	114	85	3.85	1.045
	(1.8%)	(12.5%)	(14.9%)	(40.6%)	(30.2%)		
<b>Aligning training gaps identified</b>	3	43	45	138	52	3.69	0.979
Feedback from the workshops and seminars helped us to identify gaps in literacy and numeracy educational program	(1.1%)	(15.3%)	(16.0%)	(49.1%)	(18.5%)		
The feedback from the workshops and seminars were well identified	4	42	45	130	60	3.71	1.010
	(1.4%)	(14.9%)	(16.0%)	(46.3%)	(21.4%)		
The process of identifying gaps was done in a participatory manner from M&E perspective	3	47	40	121	70	3.74	1.045
	(1.1%)	(16.7%)	(14.2%)	(43.1%)	(24.9%)		
<b>M&amp;E knowledge and skills</b>	2	40	41	102	96	3.89	1.055
Acquisition of M&E knowledge and skills was well developed	(.7)	(14.1%)	(14.7%)	(36.3%)	(34.2%)		
Stakeholders M&E knowledge and skills was enhanced by trainings that were undertaken	4	37	41	103	96	3.89	1.065
	(1.4%)	(13.2%)	(14.6%)	(36.7%)	(34.1%)		
Technical experts undertaking M&E trainings led to proper practices of knowledge and skills	3	39	41	102	96	3.89	1.063
	(1.1%)	(13.8%)	(14.6%)	(36.3%)	(34.2%)		
M&E activities were well achieved through trainings and setting of objectives	3	42	39	101	96	3.87	1.078
	(1.1%)	(14.9%)	(13.9%)	(35.9%)	(34.2%)		
<b>Composite Mean and SD</b>					<b>3.77</b>		<b>1.033</b>

As shown in Table 2 the overall composite mean was 3.77 and the standard deviation was 1.033. From Table 4, the first line item, the study sought from the respondents whether there are plans were indicating when M&E workshops will be done. Out of 281 respondents who participated on the study 5 (1.8%) strongly disagreed, 41 (14.6%) disagreed in total 46 (16.4%) were in disagreement while 43 (15.3%) were neutral, 149 (53.0%) agreed and 43 (15.3%) strongly agreed. Overall, 192 (68.3%) of the respondents agreed and 46 (16.4%) disagreed. The mean score obtained was 3.65 lower compared to the composite mean of 3.77 and standard deviation of 1.033. This may also imply that plans were not there on M&E workshops which negatively influenced the programme. Therefore there is need to review the content of workshops to help improvement in the programme delivery. Although gotten from this statement was a standard deviation of 0.996 against 1.033 which meant that opinions tended to converge. On the second statement, adequate M&E workshops conducted to inform the exchange of best practices for knowledge management, 6 (2.1%) of the respondents strongly disagreed, 41 (14.6%) disagreed in total those who were in disagreement were 47 (16.7%) while 48 (17.1%) were neutral, 143 (50.9%) agreed and 43 (15.3%) strongly agreed. Although in overall 186 (66.2%) agreed with the statement, a mean score of 3.63 and standard deviation of 0.982 which was below the composite mean of 3.77 and standard deviation of 1.033. implying practices applied after these workshops do not influence on the performance of literacy and numeracy educational programme since they are inadequately prepared and conducted. This may also mean that workshops were handled in a hurry hence some stakeholders who are the teachers were left an unequipped, specifically with the current methodology which is required to improve the literacy and numeracy educational programme, hence the need to restructure how these M&E workshops ought to be conducted. With a standard deviation of 0.982 against composite standard deviation of 1.033, it can be concluded that opinions were consistent. Thirdly, workshops yielded any positive results in terms of exchange of best practices, the participants views revealed that 7 (2.5%) strongly disagreed, 39 (13.9%) disagreed meaning that 46 (16.4) were in disagreement while 44 (15.7%) were neutral, 149 (53.0%) agreed and 42 (14.9%) strongly agreed. A mean score of 3.64 and standard deviation of 0.980 against a higher composite mean of 3.77 and standard deviation of 1.033 implied that workshops did not yield much results as far as best practices are concerned. Hence, best practices officers on the ground to collect data from the teachers would be helpful since many Head Teachers are unable to advice the grade one to three teachers on the areas they did not understand well in the trainings. A standard deviation of 0.980 which is below the overall composite standard deviation of 1.033 points out that



opinions converged. Fourthly, the statement that adequate M&E seminars were conducted to inform the exchange of best practices for knowledge management. The results showed that 4 (1.4%) strongly disagreed, 45 (16.0%) disagreed, 34 (12.1%) were neutral, 113 (40.2%) agreed and 85 (30.2%) strongly agreed. A total of 198 (70.4%) were in agreement that adequate seminars were conducted to inform the exchange of best practices for knowledge. This was further supported by a mean score of 3.82 and standard deviation of 1.079 which was higher than the composite mean of 3.77 and standard deviation of 1.033 indicating that indeed M&E seminars were adequately conducted and influenced performance of literacy and numeracy educational programme. A standard deviation of 1.079 compared to 1.033 the composite standard deviation showed that opinions diverged. There is therefore need to engage in more seminars to compliment workshops which the study has revealed are not adequately conducted. Further, on the fifth statement the seminars had led exchange of best practices for knowledge management. The results showed that 5 (1.8%) of the respondents who strongly disagreed, 35 (12.5%) disagreed, 42 (14.9%) were neutral, 114 (40.6%) agreed and 85 (30.2%) strongly agreed. A total of 199 (70.8%) were in agreement that best practices are being exchanged as a result of seminars. A line item mean score of 3.85 and standard deviation of 1.045 which was higher as compared to composite mean score of 3.77 and standard deviation of 1.033. This implies that seminars led to exchange of best practices for knowledge management and positively influence performance of literacy and numeracy programs. A standard deviation of 1.045 against composite standard deviation of 1.033 demonstrated opinions were inconsistent. Due to the nature of seminars, it is likely the forum provides more room for learning as compared to normal workshops, hence need to invest more in the seminars to have more experiences shared among the stakeholders. On the sixth statement, feedback from both the workshops and seminars helped in identification of gaps in literacy and numeracy educational programme. The results showed that 3 (1.1%) of the respondents strongly disagreed, 43 (15.3%) disagreed, 45 (16.0%) were neutral, 138 (49.1%) agreed and 52 (18.5%) strongly agreed. A total of 190 (64.4%) were in agreement with the statement. This line item had a mean score of 3.69 and standard deviation of 0.979 which was below the composite mean score of 3.77 and standard deviation of 1.033 suggesting that feedback from the attended workshops and seminars could not help in identifying the gaps in the program. This implies that stakeholders need to attend more workshops so as to acquire the necessary skills. Opinions received were converging given a standard deviation of 0.979 against the overall standard deviation of 1.033. The seventh statement sought to establish if feedback from the workshops and seminars were properly identified. Out of 281 respondents who participated 4 (1.4%) of the respondents strongly disagreed, 42 (14.9%) disagree. Hence in total 46 (16.3%) were in disagreement with the statement. Results also showed that 45 (16.0%) were neutral views. Further, 130 (46.3%) agreed and 60 (21.4%) strongly agreed. A total of 190 (67.7%) were therefore in agreement with the same statement. A line item mean score of 3.71 and D of 1.010 against a composite mean of 3.77 and standard deviation of 1.033. This implied that feedback from seminars and workshops were not identified in a proper manner. This could therefore mean (as per findings on the sixth statement) gaps in literacy and numeracy are still glaring. Hence, need to capitalize on maximization of the seminars and workshops for better results in the course of program implementation and further enhancement of program performance. A standard deviation of 1.010 obtained against a composite standard deviation of 1.033 implies that the opinions remained consistent. The eighth statement sought the process of identifying the gaps was done in participatory manner in line of monitoring and evaluation guidelines. Thus, 3 (1.1%) of the respondents strongly disagreed, 47 (16.7%) disagree, 40 (14.2%) were neutral. The analysis also showed that 121 (43.1%) agreed and 70 (24.9%) strongly agreed. The line item mean score was 3.74 and standard deviation of 1.045. This was lower than composite mean score of 3.77 and standard deviation of 1.033, meaning that the line item was not positively influencing performance of literacy and numeracy educational programme. With a standard deviation of 1.045 against an overall composite standard deviation of 1.033 it could mean the opinions were not converging. On the ninth statement, acquisition of M&E knowledge and skills were well developed. Out of 281 respondents, 2 (.7%) of the respondents strongly disagreed, 40 (14.1%) disagree. This gave a total of 42 (14.8%) who disagreed in opinion, 41 (14.7%) were neutral. Further, 102 (36.3%) agreed and 96 (34.3%) strongly agreed. In total, 198 (68.0%) were in agreement that the acquisition of M&E knowledge and skills was well developed and influenced the performance literacy and numeracy educational programme. A mean score of 3.89 and standard deviation of 1.055 which was obtained was higher than the composite mean of 3.77 and standard deviation of 1.033. A standard deviation generated was of 1.055 above the composite standard deviation of 1.033 which demonstrate educational programme positively. There is need to maintain the same standards for sustainability. The tenth statement, stakeholders' M&E knowledge and skills was enhanced by the trainings that were undertaken for this programme. The results revealed that 4 (1.4%) of the respondents strongly disagreed, 37 (13.2%) disagreed, 41 (14.6%) were neutral while 103 (36.7%) agreed and 96 (34.2%) strongly agreed. Overall, 199 (70.9%) and 41 (14.6%) agreed and disagreed; respectively. Those with neutral opinions accounted for 41 (14.6%). A line item mean score of 3.89 and standard deviation of

1.065 which is higher compared to a composite of 3.77 and standard deviation of 1.033 proved that trainings enhanced M&E knowledge and skills of the stakeholders. A higher standard deviation of 1.065 against 1.033 indicated that views from the respondents diverged. This implies that the line item influences the performance of literacy and numeracy educational programme positively. The eleventh statement that technical experts taking M&E trainings led to proper practices of knowledge. Out of 281 respondents who took part in the study 3 (1.1%) strongly disagreed, 39 (13.9%) disagreed, 41 (14.6%) were neutral, 102 (36.3%) agreed and 96 (34.2%) strongly agreed. In overall, the statement was supported by 198 (70.5%) of the respondents who agreed. Similarly, 39 (13.9%) disagreed in total and 41 (14.6%) held neutral views. This had a mean score of 3.89 and standard deviation of 1.063 which was above 3.77 and standard deviation of 1.033. This therefore implied that the trainings by the technical experts resulted to good practices of knowledge and skills. This therefore calls for consistency in trainings conducted by the experts to assure performance of the programme across in all schools on board. A higher standard deviation of 1.063 against 1.033 was obtained implying that respondents' opinions remained divergent. Twelfth was the last statement of stakeholder capacity building which sought from the respondents whether M&E activities achieved by the trainings conducted and setting of program's objectives. Out of 281 respondents 3 (1.1%) strongly disagreed and 42 (14.9%) disagreed with the statement while 39 (13.9%) were neutral. Similarly, 101 (35.9%) agreed and 96 (34.2%) strongly agreed. In overall, 197 (70.4%) of the respondents agreed and 42 (14.9%) disagreed. This had a line item mean score of 3.87 and standard deviation of 1.078 which were both higher than composite mean score of 3.77 and standard deviation of 1.033 respectively. From the mean point of view, Monitoring and evaluation activities were well achieved through trainings and setting of objectives and this had an influence on the performance of literacy and numeracy educational program. The opinions were however divergent. Results of interviews with key informants showed that stakeholder capacity building influenced performance of literacy and numeracy educational programme. The results of the interviews were, therefore, consistent with the quantitative data. The following are key responses obtained from the key informants: "Lack of adequate finances made the trainings not to be carried out regularly. Lack of motivation and encouraging to teachers concerned in the programme was d that opinions gathered did not converge. This implies that the line item influences the performance of literacy and numeracy due to pennant received while undertaking the programme and also it being mandatory for grade one to three teachers to attend while others are on holiday. We don't need it since it is not adding any value to their constrained pay slip, if anything it is making them suffer psychologically. This is as a result of those trainings under taken during the holidays when the other teachers are resting." Statements from some teachers, CSOs and officers from RTI International.

#### 4.3 Correlation between Stakeholders' Capacity Building and Performance of Literacy and Numeracy Educational Programme

The relationship between stakeholder's capacity building and performance was determined by Pearson Correlation coefficient. According to the analysis, +1 signaled a positive perfect correlation, 0.001 - 0.250 a weak correlation, 0.251 - 0.500 semi but strong correlation, 0.501 - 0.750 strong correlation and lastly 0.751 - 1.000 very strong correlation.

Table 3. Correlation between Stakeholder Capacity Building and Performance of Literacy and Numeracy Educational Programme

Variables	Performance	Stakeholders capacity building
Pearson Correlation	1	0.675**
Sig. (2-tailed)		0.000
n	281	281
Pearson Correlation	0.675**	1
Sig. (2-tailed)	0.000	
n	281	281

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

In Table 3 the output indicates that Stakeholders' capacity building had a strong positive significant relationship with performance of literacy and numeracy educational programme in public primary schools in Nairobi County. ( $r=0.675$ ). This implies that the trainings undertaken by teachers were helpful in teaching process and good performance was experienced after the project intervention in literacy and numeracy programme.

#### 4.4 Inferential Analysis of Performance of Literacy and Numeracy Education Programme and Stakeholder Engagement for Monitoring and Evaluation

The study objective was to determine how stakeholder capacity building influence performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya. The indicators for stakeholders' capacity building included training for M&E workshops, training for M&E seminars, aligning M&E training gaps identified and M&E knowledge and skills. The indicators for performance of literacy and numeracy educational programme were reading learning skills, simple arithmetic calculations skills, letter recognition, and beneficiary satisfaction, proficiency skills in listening, proficiency skills in speaking, and proficiency skills in writing, timely acquisition of literacy and numeracy skills, transition rate improved and class performance improved. Test of Hypothesis a linear regression was used to test the hypothesis to satisfy the requirements for the study objective:  $H_0$  Stakeholders capacity building has no significant influence on performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya.  $H_a$  Stakeholders capacity building has significant influence on performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya. The null hypothesis was tested using the linear regression model:

$$y = a + b_2X_2 + e$$

Where:  $y$  - Performance of literacy and numeracy educational programme

$X_2$  - Stakeholder capacity building

$b_2$  - Regression Coefficient

$a$  - Regression constant

$e$  - Error term

Table 4. Performance of Literacy and Numeracy Educational Program

Model		Summary				
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	0.675 <sup>a</sup>	0.456	0.454		0.63593	
<b>a. Predictors: (Constant), Stakeholders capacity building</b>						
<b>ANOVA</b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.415	1	94.415	233.466	0.000 <sup>b</sup>
	Residual	112.830	279	.412		
	<b>Total</b>	<b>207.245</b>	<b>280</b>			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Stakeholders capacity building						
<b>Coefficients</b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>				
		B	Std. Error	Beta		
1	(Constant)	-0.134	0.038		-3.523	0.000
	Stakeholders capacity building	0.490	0.032	0.675	15.280	0.000
Model: ( $\beta = 0.490$ , $t = 15.280$ , $p = 0.000 < 0.05$ )						
Predictor Variable: Stakeholder Capacity Building						
Dependent Variable: Performance of Literacy and Numeracy Educational Programme.						

The results in Table 4 shows that  $R = 0.675$  and  $R$ -squared = 0.456. The "R" was used to determine degree and nature of correlation between stakeholder capacity building and performance of literacy and numeracy educational programme. This demonstrates that stakeholder capacity building strongly influenced performance of literacy and numeracy educational programme by 0.675. On the other hand the  $R^2$  showed that stakeholder capacity building explained 45.6% variations in the performance of literacy and numeracy educational programme. Thus, other factors not found or covered under this model account for the rest of 54.4%.

From Table 4, a positive beta coefficient for Stakeholder capacity building is 0.675 suggesting a direct relationship exists as per the model implying there was a positive significant relationship between Stakeholder capacity building and performance of literacy and numeracy educational programme at 5% ( $p = 0.000$ ) level of

significance.

The overall F-statistic is 233.466 with a (P-value of  $0.000 < 0.05$ ) which implies that there was a statistically significant relationship between stakeholder capacity building and performance of literacy and numeracy educational programme.

Based on the results, so we reject the null hypothesis which states;  $H_0$ : Stakeholders capacity building has no significant Influence on literacy and numeracy programme at public primary schools in Nairobi County, Kenya. The result of the analysis has indicated that Stakeholders capacity building has a statistical significant relationship on performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya.

This findings are consistent with the study by Nzweke, Olandejo, and Emoh (2015) determined that an essential relationship existed between the introduction of reform and the success of the literacy and numeracy education programme. Ouko (2015) observed similar findings have also been drawn, there has been change in the way things have been done in teaching methods which has brought some progress. The current study holds that while reading and numeracy skills have improved, much still needs to be done particularly teaching in classroom. Teachers need to be constantly monitored in order to obtain enough knowledge on how teachers use new teachers direct the mode of subject delivery as the output is still poor. Implementing reform was found to have a substantial effects on the success of students' literacy and numeracy programme.

The study found that capacity building by stakeholders as part of the participatory monitoring and evaluation process affected the success of literacy and numeracy education programme. The results of the study further demonstrated that there is a strong positive linear connection between stakeholder capacity building for monitoring and evaluation performance. Clearly the consequences of those findings indicates that by engaging the stakeholders in capacity building through indicators such as training for monitoring and evaluation workshops, training for monitoring and evaluation seminars, aligning training gaps identified, monitoring and evaluation knowledge and skills and finally making the stakeholders participate and be involved in project intervention will significantly increase the efficiency of the school performance on literacy and numeracy skills. From the comments on quantitative data it is clear that the sources of the line items have of them were above the overall composite mean of stakeholder capacity building variable.

This implies that there is need to engage all stakeholders in trainings of workshops and seminars in enhancing stakeholder capacity building for M&E whereby they should fully be trained on monitoring and evaluation process, aligning of identified gaps while undertaking the programme, and giving feedback of learners progress reports about the learning of pupils as far as literacy and numeracy is concerned. Similarly, utilization of progress results is fair although it needs lot of improvement to ensure performance of literacy and numeracy educational programme are achieved as intended, not forgetting the project intervention aspects such as resource allocation and monitoring of all programme activities. To sum up, stakeholder capacity building for M&E remains very crucial if at all educational programme have to attain the set objectives in getting qualified and professional teachers both in curriculum development and participatory monitoring and evaluation process.

## 5. Conclusion

In summary stakeholder capacity building for M&E remains very vital in education programme for them to be successful. Teachers need to undergo refresher courses in order to refresh themselves and train on new methods which are cropping up with the new technologies which are being inverted on daily basis. More research on private schools to be clarified if they are also experiencing the same problems with the public primary schools.

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