FACTORS INFLUENCING PERFORMANCE OF GIRLS' EDUCATION PROJECTS IN NAROK EAST SUB-COUNTY: A CASE OF SELECTED NGO SPONSORED PROJECTS

Jacqueline Chepchumba Rutto

Master of Arts in Project Planning and Management, University of Nairobi, Kenya

Dr. Angeline S. Mulwa

Senior Lecturer, Department of Extra Mural Studies, University of Nairobi, Kenya

International Academic Journal of Information Sciences and Project Management (IAJISPM) | ISSN 2519-7711

Received: 4th November 2019

Accepted: 20th November 2019

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajispm_v3_i5_141_164.pdf

Citation: Rutto, J. C. & Mulwa, A. S. (2019). Factors influencing performance of girls' education projects in Narok East Sub-county: A case of selected NGO sponsored projects. *International Academic Journal of Information Sciences and Project Management, 3*(5), 141-164

ABSTRACT

Despite the government's efforts to improve girls' performance, girls persistently perform poorly in both KCPE and KCSE at national and county level compared to the male counterparts. In consideration of these issues the study seeks to investigate the factors influencing performance of the girls' education projects' in Narok East Sub County. The study set to establish the influence school environment, parents' level of education and occupation, household chores, family size and sexual behavior and harassments on performance of girls' education projects in Narok East Sub County, Narok County. The study was influenced by the fact that girls' performance in Narok Sub- County is low compared to other sub-counties. There are also limited researches done in Narok East Sub-county on the factors influencing the performance of the girls' education projects. The research design for this study was descriptive survey design while the target population consisted of 270girls in the education projects in Narok East Sub-County. This study used a simple random sampling method, since the target population was homogeneous. The sample size for the research was therefore 159girls calculated from the accessible population. The study employed various descriptive statistics, including the multivariate, bivariate and univariate examinations. These strategies consolidated the utilization of measures of central tendency, percentage tables, and frequency distributions. The study targeted a sample size of 159 respondents from the girls' education projects in Narok East Sub County from which 140 filled in and returned the questionnaires making a response rate of 88.05%. This response rate was satisfactory to make conclusions for the study. Strong positive correlation was established between school environment, household chores, family size, cultural practices and performance of girls' education projects. The coefficient of determination, measured by the R-square (R^2) (63.0%) showed that all the five predictor variables explain 63.0% of the total variation in performance of the girls education projects. Based on the findings, the study recommended that the MOEST should ensure conducive school environments so as to improve performance of girls education projects.

Key Words: *performance, girls' education projects, Narok East Sub-county, NGO sponsored projects*

INTRODUCTION

Education has a profound effect on girls' and women's ability in creating awareness about other rights and achieves status in society such as social, economic and political representations, hence creating satisfaction. In addition, basic Education is recognized globally as a fundamental right which should be provided to all without discrimination whatsoever. Female Education worldwide especially at primary school level provides benefits to the family and the society at large. Research evidence shows that education of women enables them to better manage their households, to apply improved nutritional practices, to maintain proper hygiene and to

effectively to utilize a wide range of available services including family planning among others (UNESCO, 2009).

United Nations, (UN) also commits in achieving Universal Primary Education (UPE) by ensuring by the year 2015 children all over the world, both boys and girls will be able to acquire and complete a full course of primary education. Moreover, heads of state who met at the Millennium Summit noted that since education was so important for improving health and increasing incomes, hence girls' education goal had a domino effect on all of the eight Millennium Development Goals.

The effect of girl-child education is well explained in a quote by Meda Wagtole, school girl, Ethiopia, "To be educated means…I will not only be able to help myself, my family, my country, and my people. The benefits will be many." (By the Secretary of State for International Development, DFID 2005)Greater investment in girls' education is vital for increasing female participation and productivity in the labor market especially in nonagricultural wage employment. Greater productivity means higher economic growth and more effective reduction of poverty. Therefore, promoting equality in educational opportunities involves entering the education system at the primary level, progressing to higher levels and making the transition to the labour market.

The overall educational sectors goal is to achieve the Education for All (EFA) and the Millennium Developments Goals (MDGs) by 2015, in tender with national and international Convections and Commitments as well as the Integration of Science Technology and Innovation (ST&I) in all the productive sectors and processes (MOE 2018). Poor performance of girls' at KCPE creates gender imbalance in primary and higher level hence making achievement of gender equality in education difficult to achieve.

According to National Assessment of Education program (NAEP; 2010) US girls performance has stagnated or fallen in most subjects since 1970 with targets and most thoroughly established accruing in basic literacy. The results from the International Evaluation of Education Achievement, (IEA 2012) which tested the performance of girls from numerous countries in 2010to 2015 showed that their academic performance was low (Stedman 2016). Osakwe (2016) observed that Nigerian girls, for various reasons bordering on religious, cultural, socio-economic and school related factors, are not given a fair chance in the educational sector.

In Tanzania, a pilot analysis of the Certificate of Primary School Education (CPSE) from 2005 to 2012, The Tanzania Bureau of statistics, (2012) revealed a significant gender difference in performance in science. The average percentage of girl failures was in Maths and Sciences the authors gauge the primary school girl child performance as "being continuously lower than that of boys in all subjects including languages." (Tanzania Bureau of Statistics, 2012).The poor academic performance of girls in Kenya at KCPE has been a concern to the government over past six year.

In Kenya examinations administered by the Kenya National Examination Council (KNEC), which was relevant, free from bias, valid, reliable and maintained globally accepted standards (KNEC 2017). Hussein (2013), noted that boys performed better than girls in public schools. Poor performance of girl's at KCPE is a serious problem in Arid and Semi-Arid Areas in Kenya, Narok being one of them. According to UNICEF (2016) report, school environmental factors such as the absence or poor toilet facilities hence lack of privacy and congested classrooms contributed to truancy and ultimately led to some girls dropping their grades. These school environment factors are affecting performance in Kenya to the extent of overcrowding in classrooms, great distances to school and gender disparity by subject.

Tomkins and Izard (2010) assert that influence of female teachers is an important motivating factor to girl's performance. Kwesiga (2012), emphasized that as role models, female teachers motivate girls to enroll and to increase their attendance and performance. However, both male and female teachers have low expectation of girls than boys just as it is with the wide society which contributes to girl's low performance. Access to underpants and sanitary pads during menstruation is a major contributor to girl's academic performance in examinations. Kenyan secondary and primary schools have at nearly 1.5 million girls menstruating , at least three fifths or 872,000 of whom miss 4 to 5 days of school per month during school sessions due to lack of finance to buy sanitary towels and underwear combined with insufficient sanitary amenities at their schools (GCN and MOE, 2016). These 3.5 million girls lost learning days monthly hinder their ability to participate in the classroom, and leads to low self-esteem hence affecting performance in examination.

Pillow (2014) established that many teenage mothers return to school because of their offspring they are determined to finish school for the sake of their children. Nonetheless, the girls' difficulty to cope with schooling is attributed to their babies, and to the fact that stakeholders in education and parents often give up on them and fail to take their plans seriously once the girls had babies (Schultz, 2011). The achievement of a teenage mother's re-admission is strongly pegged on a head teacher parent's support and ability to do so.

In Narok EastSub - County, as per the Ministry of Education statistics in the county Directors office shows poor performance of girls at KCPE. (Narok County Director of Education Office statistics 2015). Therefore, this may trigger the communities living in Narok East sub-county to have a second thought on not educating girls thus get married and increase the population of the community as per their culture and this may lead to girls dropping out of school, early marriage and child labor among others. Narok East sub county is one of the districts in Narok East County where poor performance of girls' at KCPE has been realized (DEO's statistics 2015). Despite the government's efforts to improve girls' performance, girls persistently perform poorly in both KCPE and KCSE at national and county level compared to the male counterparts. In consideration of this issues the study sort to investigate how performance of girls' education projects influence performance of the girls in Narok East Sub County.

STATEMENT OF THE PROBLEM

In spite of the Kenyan government and other stakeholders commitment to providing basic education to all children, the girl-child's performance at both KCPE and KCSE is low and is a persistent problem in certain sub-counties and counties, the most affected being the Arid and Semi-Arid areas (ASAL) in the country. This has serious implications to the achievement of Basic Education for All (BEFA). The education of the girl is of paramount importance to any society and country at large, as the saying goes educating a woman is educating the whole community. The government of Kenya has taken several measures to reduce gender disparities in education like expanding girls' boarding facilities, appointing qualified female educational managers and teachers. Despite all these efforts, girls persistently perform poorly at national and county level compared to the male counterparts. In Narok County, Narok East Sub-County, which is situated in the ASAL area, is among the most affected in relations to low girl's performance. In this sub-county, there is low performance of girls and the boys perform better than them, despite the government's effort to ensure gender equity in education and putting all machineries in place to ensure girls compete with boys and perform well. The study thus realized a gap in context, and thus seeks to establish the factors influencing performance of the girls' education projects in Narok East Sub County with specific reference to selected NGO sponsored projects. Studies done on performance of girls education projects revealed that such factors like inadequate and relevant text books, teacher qualification and student background affects performance in examination, few researches have been done on the factors influencing performance of girls' education projects in Narok East Sub County. This study therefore attempted to investigate the influence of selected NGO sponsored projects on girls' performance in Narok East Sub County, Narok County.

PURPOSE OF THE STUDY

The purpose of this study is to assess the factors influencing performance of girls' education projects in a case of selected NGO projects in Narok Sub County.

RESEARCH OBJECTIVES

1. To establish the influence of school environment and performance of girls' education projects in Narok East Sub County, Narok County
2. To determine the influence of parents' level of education and occupation performance of girls' education projects in Narok East Sub County, Narok County.
3. To determine the influence of household chores on performance of girls' education projects in Narok East Sub County, Narok County.
4. To assess the effects of family size on performance of girls' education projects in Narok East Sub County, Narok County

5. To investigate the influence of cultural practices on performance of girls' education projects in Narok East Sub County, Narok County.

LITERATURE REVIEW

Performance of Girls' Education Projects

Globally, students' academic performance is as a result of a variety of factors such as the school environment as well as teaching and learning resources. In developed countries like the UK, USA, Germany and France, the government allocates enough funds for the education sector to deal and ultimately combat the causes of poor academic performance in schools (McKenzie & Schweitzer, 2001). The funds are therefore used in ensuring enough teaching and learning materials such as textbooks. Technology is incorporated as a major resource material for use in teaching and learning in the developed countries with the aim of improving the academic performance of students (Wenglinskiy, 2002).

Laurillard (2013) study on effective teaching, and learning technologies in Botswana found that lack of relevant teaching materials caused dismal performance girls' education. The study further found that performance of girls' education projects was mainly caused by family size and the parents' level of education. The government of Botswana is committed to ensure that the Ministry of Education and Skill Development receives lion's share, both recurrent and development budget (Matambo, 2013). Despite all the efforts by the government on education, the performance of has been declining lately from 2010 (Luke & Mavis, 2014).

UNICEF (2010) noted that Universal Primary Education (UPE) was to be achieved by most countries by 2005.However, it was not fully realized. The inadequacies of the countries were due to inability to promote gender equality and empowerment of women. The UNICEF report found that there are many girls who are not attending school. In spite of the shortfalls by many countries, the government of Kenya made an effort through the implementation of Free Primary Education (FPE) and Free Day Secondary School Education (FDSSE) towards the achievement of millennium development goals (MDG).

UN (2007) notes that Education for All (EFA) by 2015 is a concept that was accepted by many countries of the world and states that everyone should have access to quality education for human survival. The participating nations, Kenya included, agreed to provide Primary education to all, equal educational opportunities to both boys and girls, and reduce illiteracy by 50% through alternative education avenues.

The United Nations (UN) through its agencies such as the United Nations Educational Scientific and Cultural Organization (UNESCO), World Bank and UNICEF has continued to provide both financial and technical support towards EFA programmes. However, a study by UNESCO (2012) shows that EFA goal was far from being achieved in many countries of the world. The fourth Beijing world conference for women cited in UNESCO (2009) advocated against

discrimination of women and girls in governance, skills development and education. The conference demonstrated that 75 percent of children with no access to primary education are girls.

While education is widely recognized as a fundamental human right of every individual, in practice the girls face the greatest challenges. The discrimination is due to ethnicity, restrictive traditional roles for women and endemic poverty. It was reported in the same conference that Girls from marginalized groups are often sexually harassed due to neglect by the government. Gurian (2002) argues that most of the girls are forced to travel great distances to the nearest schools thus increasing the risks to their security. The conference emphasized that investing in girls is more than a moral obligation since it yield a high economic and societal returns. Despite several international conventions that address the right to access education by all, including minority groups, discrimination in education is still a global challenge.

Dakar World Educational Forum cited in Harttegen and Klasen (2009) stipulates the enhancement of EFA goals that aim at providing universal primary education (article 2) and removal of gender disparities and inequalities in education (article 5). The purpose is to promote gender parity in school participation, equity and equality in opportunities in education. Commonwealth Education Fund (2008) noted that realities of low quality of education, discriminatory social norms and unsupportive environments prevent girls from gaining access to higher education.

Gender based discrimination is a social problem that harms and interferes with full realization of girl potential. Gurian observes that in many societies, it is the women and girls who are the most visibly disadvantaged by inequitable gender norms as manifested in limited access to resources, opportunities and vulnerability to harmful traditions and cultural practices. Smiths et al (2007) has shown that poverty significantly reduces the likelihood of school participation and learning outcomes of children. Yara (2012) asserts that the provision of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSSE) in 2008 was aimed at achieving equal access to school by both boys and girls.

Lesorogot (2008) argues that a country has the duty to ensure that every child receives education that develops her or his personality and abilities and promotes equality between men and women. Lesorogot suggests that every country should ensure that the children especially girls attend school regularly. The international community should cooperate to advance the child's to education so that ignorance and illiteracy are eliminated and access to scientific and technical knowledge and modern teaching methods are facilitated.

School Environment and Performance of Girls' Education Projects

There are arguments that school environments are at times not conducive to effective learning of girls and this might ultimately led to underachievement which resulted in repetition; a precursor for drop out. Arguments against repetition basically stressed that repetition has potential harmful

effect on students' self-esteem and attributes towards schooling and this increases the likelihood of dropping out of school (Cuada, 2012).

Indeed some studies have actually shown that this relationship does exist. School environment also seemed to affect the girls in particular. Teachers' attitude, behaviour and teaching practices are perhaps the most significant implication for female persistence and academic achievement (Odaga, 2015). This problem was rooted in societal beliefs which teachers bring into the classroom scenario. This could therefore, be linked to the cultural beliefs which tended to look at females as having less ability than males and hence leads to the marginalization of girls in the classroom and further de-motivates girls in their academic pursuits. In tackling the issue of school environment it had also become popular to investigate the presence and conditions of such school facilities such as toilets. This was especially in view of the potentially negative effect that the absence of such facilities may have on girls' persistence in schools (Rose, 2017, Herz 2015). He further noted that students' achievement is largely determined by the school quality, which in turn is determined by the performance of the teachers whose effectiveness in working partly depends on the school administration.

According to Rum Berger (2013), school administrators could devise strategies to assist the students on good performance. He advised that school administration could develop programmes that are in course with the students‟ interest, needs and understanding. If educational programmes were made interesting to the teachers and students, teaching and learning would become enjoyable.

Supporting the view, Daily (2011) in his causal analysis on performance said "it is expected of a school principal to use his administrative authority to provide opportunities for teacher influence in decision making, in collaborative planning and collegial work". This implies that a school principal cannot produce good results without support and collective efforts from his teachers Kuthemba. Mwale (2018) summarized school factors affecting performance as irrelevant curriculum, teachers' shortage, poor instructional methods and lack of enough teaching and learning resources. These school related factors are affecting performance in Kenya to the extent of overcrowding in classrooms, great distances to school and gender disparity by subject. At schools, both male and female teachers have low expectation of girls than boys just as it is with the wide society and a question of interest is whether community schools have helped to solve this problem.

A number of studies have also shown that parents are reluctant to send their girls to school if the school environment is not safe and secure for girls. These studies have mentioned teachers proposing, impregnating and marrying girls, and flirtation between girls and boys as contributing to poor performance of girls. Another factor is distance to school. This discouraged girls and also exposed them to risk like rape in bushy areas like sugar belt regions, hence poor performance at the end. And on the other hand, girls also believed that, to pass examinations, one had to get a leakage, especially from the teachers they were in a relationship with. As a result, they do not

prepare adequately for the examination. And at school, the girls approach subjects like mathematics and sciences with negative attitude. They believe that such subjects are meant for the boys. They either do not take them seriously or avoid them altogether.

Odaga and Henevelel (2015) contended that the problem is even more acute with girls where gender biases in subject choices together with cultural factors limit girls‟ chances of progress. A report by NEWI (2010) Nyanza Education Women Initiative having visited 162 schools in Nyanza province , established that problems affecting the performance of girls in secondary schools are particularly unique to each district, ranging from school to home based factors, poverty, sexual abuse, lack of motivation and the absence of role models.

Kathuri (2011) observes that apart from the facilities and resources, teacher's ability to communicate, organize and manipulate those resources into useful products in order to achieve desired objectives become important. The underlying factors in those variables were teacher characteristics; availability, quality, experience and level of training. He also observed that the caliber of teachers in any school or school system form an important input variable which can have tremendous impact on school outcomes. In a country like Kenya where the language of the school was not necessarily the native language of the child, the ability of teachers to impart language skills is critical for the success of the schooling girl. The teacher's role is to create a bridge between two different environments with a clear objective of incorporating the pupils into the world of the school. It was in this context that the distribution of qualified teachers would be carefully assessed.

Level of Education of Parents and Performance of Girls' Education Projects

Juma et al (2012) found that parental education is indeed an important and significant unique predictor of child achievement. There is direct effect of parental education as both parental education and income exerted direct effects on parents' achievement-fostering behaviors, and subsequently children's achievement. The behavioral problems affect young children's opportunities to learn because these youth are often punished for their behavior and might develop conflictual relationships with teachers, thus leading to negative attitudes about school and lowered academic success. Thus, it is possible that low socio-economic status including low parental educational levels could affect negative family interaction patterns, which can influence child behavior problems, and in turn affect lowered academic and achievement-oriented attitudes over time.

Jones et al (2011) note that Parent education and family interaction patterns during childhood also might be linked more directly to the child's developing academic success and achievement-oriented attitudes. In the general social learning and social-cognitive behavior is shaped in part through observational and direct learning experiences. Those experiences lead to the formation of internalized cognitive scripts, values, and beliefs that guide and maintain behavior over time (Anderson et al, 2003).

Muola (2010) argues that a child exposed to parents who model achievement-oriented behavior should develop the guiding belief that achievement is to be valued, pursued, and anticipated. This belief should then in turn promote successful outcomes and the pursuit of higher learning. The study found positive relations between parents‟ levels of education and parents' expectations for their children's success, suggesting that more highly educated parents actively encourage their children to develop high expectations of their own. Importantly, parents who experience difficult economic times have children who are more pessimistic about their educational and vocational futures. The study also suggests that level of education influences parents' knowledge, beliefs and values. The variety of parental behaviors is indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs and a stronger work orientation.

Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ, 2005) in the studies on socio-economic status and condition of schooling in primary schools established that in Kenya, pupils from poorer homes tend to come from sites where the quality of housing is poor, parents have fewer possessions and the educational levels of parents are low. The socio-economic status of a family are often measured by parents educational level, occupation and income which together significantly influence students participation and achievement in school. Tuppen (2011) on the relationships between the father's educational occupation and achievement in school established that students whose fathers never went to school did worse that those whose fathers had some schooling. The study concludes that fathers level of education and occupation correlate positively with performance.

According to Abeti (2012) the differences between schools and teachers have little influence on academic achievement as compared to the differences between parents. If this view point is valid, as it is assumed to be, then it may follow that the differences between homesteads could have greater influence on variation between the student's academic performance and the difference between schools. This is so because there are many conditions existing in the home environment which could shape the academic abilities of children. The home environment is thus an important factor that this study will address. The social influence which communities have on schools performance of a girl at school was dependent upon many factors. They asserted that the girls were not only educated in school and that the school only provided moderate influence as compared to the kind of learning that went on from early years within the family or the community within which the girls' lived. This was an indication that how a girl was brought up has a lot of influence on how he/ she would perform in school. If the home and community environment was conducive to the girls' mental development and the parents were able to provide the social needs, the girl would have a good background for better learning in school.

Kombo (2012) in his study found out that parental level of education, occupation and encouragement with respect to paying school fees on time had important effects on students' academic performance. Cooksey (2013) observed that studies carried out in Yaoundé, Cameroon on the effect of parental education on girls' performance established that performance improved with father's education in all occupation groups. Girls of uneducated farmers, who come from geographically most remote part, indicated lower level of performance in examination. This according to Cooksey was a common scenario in third world countries where people consider education in terms of socio- economic gains associated with it. Individual level of education was major criteria for lifestyle, career opportunities and life style one can lead.

Supporting this view, Gould (2013) described those who were wealthy and had secured well-paying jobs; and lived a high quality life, by most objective measured to those with same education. From our own practical experience, the higher the level of education the better the live hood of the family both in wealth and in education. Parents who were educated ensure availability of conducive environment at home in terms of provision such as books, study rooms, discipline and assistance through assignment. Regarding gender equity at home, the home environment could be gender biased in terms of providing equal opportunities to both boys and girls.

Household Chores and Performance of Girls' Education Projects

There exists a variety of appropriate household chores which girls participate in while at home. Pantley (2006) points out to some of the chores identified for children aged six to eight years. These include; - watering the garden and indoor plants, cleaning utensils such as cups, cutlery and plates, helping to carry garden refuse, cleaning the bathroom sink, wiping kitchen benches, helping to wash and hang out clothes, mopping floors, putting away crockery and cutlery, dusting, taking out rubbish, helping with meal preparation and serving, caring for a family pet, setting the table, folding and putting away clothes, clearing and cleaning the table after meals, among many others.

In Kenya, children from poor family settings combine schooling and other activities such as household chores, farm work, work outside homes, and family business (Moyi, 2011). He points out that most of the students who work and attend school may be at a disadvantage because this constitutes educational inequality; learners who combine schooling and work and those who do not. Studies have shown that learners in Kenya are engaged in domestic chores, often to the detriment of their education (Kadenyi and Kamunyu, 2006: FAWE, 2003; Ayoo, 2002). Working prevents learners from attending schools, reduces study time or leads to fatigue thereby reducing children's concentration and learning.

The growing body of literature regarding the relationship between girls doing house hold chores and their education has demonstrated mostly a negative effect on school examination performance, although different measures of education enrollment, attendance, days absent,

lateness to school), grade repetition, years of schooling attained, and reading competence have been used. Thus, scholars have consistently noted a trade-off between household chores and human capital measures. The general consensus is that household chores has a detrimental effect on the girls' education. For instance, student's time use has been found to have significantly reduced school attendance, and consequently reduces student's educational attainment (Beegle et al. 2005). An exception is the study by Buchmann (2000), who found that in Kenya, child labour does not significantly impede school enrollment or attendance because children could combine both working and schooling, simultaneously. These studies failed to show the relationship between household chores and the performance of girls' education projects.

Family Size and Performance of Girls' Education Projects

Family size factors have been seen to contribute considerably to poor performance of girls. In this case, a small family comprised of ten or less family members mostly from a monogamous set up. A large family, in most cases polygamous, comprised of more than ten family members. Most families might not support girls' education due to family size. They might prefer educating boys to girls hence girls would not be steady in school resulting to poor performance at school. Due to financial constraints, poor parents could only support education of boys and not girls, especially in a big and poor family. The sizes of families have greatly affected girls' education and performance. Parental attitude in most countries do not favour girl child education and subsequently their performance. Most families opt to support boys more than girls by offering all sorts of assistance that include financial, moral and material support. Large families decide on educating boys and leaving the girls or simply offer little support that cannot yield greater academic achievements.

Prazak (2007) observes that the psycho-socio status of the girl is radically transformed after the initiation ritual while Messi- Mathei (2008) reveals that tradition dictates and outweighs academic demands. The Maasai girl easily opts for her cultural ways at the expense of educational opportunities. The girls have been encultured with an attitude that formal education through the school system belongs to the little uncircumcised ones not her. Philips and Bhavnagri (2002) noted that parents favor boys' education because they depend on them during old age. This perception may negatively impact on girls' academic achievements.

Schneider (2006) argues that culture is a major aspect of what the human brain does and is dynamic and keeps changing with time. Just as human beings evolve; the culture too evolves. Culture is also innate and directly linked to the human brain. Therefore culture affects ones behaviour and perception. It is from this aspect of culture that this study seeks to explore the influence of Maasai culture on girls learning outcomes.

Bass and Bass (2008) says a lot of African traditional practices often favour boys since most African societies today are patriarchal and subsequently, an African girl, who is exposed to western culture , often ends up suffering from societal resistance and rejection. The study by

Herera (2003) found out that girls tend to drop out of school earlier than boys due to cultural practices. The study argues that parents are reluctant to educate girls because they may drop from school due to pregnancy and being married away from their community.

Forum of Africa Women Education (FAWE) indicates that over 14000 girls drop out of schools in Africa every year due to Pregnancy. It argues that pregnancy among girls discourage the parents and creates negative self- image and withdrawal among the girls. The study conducted by United State Agency International Development (USAID) in 2005 shows concern on traditional gender socialization and stereotypes factors and its impact on low educational experiences and learning outcomes for girls. The gender stereotyping in society limit girls' expectations and reinforces negative self-perceptions. The study recommends the need for targeted interventions to address the gender disparities in education. Some of the ways suggested for enhancing participation of girls in education are; sensitizing parents and the communities on the value of girls‟ education, enforcing the government policies and laws for ensuring that all girls attend school, female teachers and leadership positions be distributed equitably to ensure that the girls in schools have appropriate models.

Cultural Practices and Performance of Girls' Education Projects

UNESCO (2010) indicates that Sub-Saharan Africa accounts for 47 percent of out- ofschool children worldwide and 54 percent of those children are girls. In 2006, 35 million children were not enrolled in schools accounting for 33 percent of the total school-age population. In 2008 Sub-Saharan Africa, gender disparities were the largest among the poorest households with only 25 percent girls enrolled. Nearly three in every 10 girls are having babies and disrupting their schooling(UN's global education report, cited in Nation Newspaper,2012).Among the 25 countries selected for the survey based on mothers under 18 years, Kenya is ranked sixth. According to the report, cases of early marriages are seen as part of a strategy to generate income and assets. Though the policy allows mother girls back to school after delivery, social barriers such as abuse by teachers and stigmatization reduce self-confidence thus forcing them out of school.

Tarayia (2004) says that despite the progress that has been made to rectify gender disparities in Sub-Saharan Africa cultural practices remain barriers to girls' access to quality education in the region. UNICEF (2012) says that as long as girls do not have equal access to education, equality is far from being achieved. Communities should have sensitive cultural environments that promote equal participation and empowerment. Gender equality requires adapting to the needs and interests of girls and creating school environment that is friendly and ensuring that women are equally represented and achieving justice in the society (Levine et al,2008).

Republic of Kenya (2007) in its Poverty Reduction Strategy Paper 2001-2004 revealed that individual households cannot afford basic necessities due to poverty and differences in income. Poverty which hampers access to education opportunities has spillover effect on the quality of

education in Kenya. Despite high investment in education, not all the Kenyan children have been able to access quality education because of persisted poverty among the families. A report from the Poverty Reduction Strategy paper and Republic of Kenya (2005) indicate that 44% of the Kenyan population lived below poverty line. This has created far reaching implications on school enrolment and quality of education for children from poor households who cannot afford to pay school fees.

Tobik (2009) states that 60% of the maasai children in rural areas do not attend formal schools and only 8% of all girls in rural areas of Maasai land have had a chance to complete secondary school education. The Maasai Association argues that the greatest hindrance to girls receiving an education is that they are being sold into early marriage after undergoing FGM. The parents neglect the education of the girl child so that she drops from school and get married.

Omoraka (2001) notes that children whose parents are poor lack personal effects, thus making them not to concentrate and stable in school. The physical and psychological behaviour of the girl must change to reflect her new status. Her communication skills become those of a person with a wider view of life in the community and at home. Gilbert (2003) describe the Maasai people as predominantly warrior tribe whose lives revolve around herding cattle. The Maasai are speakers of the Maa language which is spoken by the Samburu and Chamus. The origins of Maasai have been traced to the east of the present day Juba in Southern Sudan. The Maasai refer their language as olmaa as there are over twenty variants of olmaa. The Maasai legends and folktales tell much about the origin of the present day Maasai beliefs. The stories include their ascent from a crater, the emergence of the first Maasai prophet or magician called Laibon.

Anderson and Broche-Due (2003) found that a typical Maasai warrior is that of a tall and slender man and ditching a spear in one hand with his red cloth wrapped around his waist or over his shoulders and state of jumping in a uniform motion around a spot for hours. The Maasai people take their rites and traditional ceremonies very seriously and it is not common to allow outsiders to attend. The Maasai live in small settlements of 8-15 houses per village and they are called Kraal or Manyatta (traditional house or hut).The manyatta is surrounded by thorn bush fence that provide protection against enemies. The huts are built using branches, twigs and grass with a cement of cow dung and urine.

Bishop (2007) said that Maasai belief that there is one high God called Enkai who created the world and entrusted them cattle and that wealth is measured by the number of cattle. Since the cattle were given to them, they believe other tribes should not have the cattle hence it is a right to steal from them. The Maasai people belief that cattle provide them with food, clothing and shelter while other things are not important. This suggests that cultural beliefs affect the self-perceptions and esteem.

Kiluva (2001) notes that as far as the Maasai are concerned, no matter how educated or wealthy or married to or how many children one has, as long as one is uncircumcised, she still remain an "uncircumcised girl" (entitonememurata). Parents will not let their sons associate with

uncircumcised girls, let alone marry them. The risk of isolation is much more tormenting than the age-old practice of circumcision. Today, in the eyes of all and sundry, an educated Maasai girl is not only one of the most attractive of the women in Africa, but also the envy of many women for various reasons. The Maasai girl has proven qualities such as being a lasting marriage partner and their character is seen as consistent, responsible, loving, and Organization.

According to Benedek and Brown, in their study on children's sexual behavior in U.S.A, there are several negative effects of pornography on young people. They include imitation of inappropriate behavior, interference with normal sexual development, emotional side effects such as nightmares and residual feeling of shame, guilt, anxiety and confusion and stimulation of early sexual behavior and a development of misleading and potentially harmful attitudes towards sex. All these effects lead to absenteeism by the concerned pupils. Some are physically absent while others are mentally absent (Mutungi, 2011).

In Kenya, it has been reported by KVACS that, if the health outcomes of sexual abuse of girls involves a dreaded unwanted pregnancy, the attack may result in physical injuries and sexually transmitted diseases, also the girl will continue to suffer psychologically from the trauma of the abuse throughout her life in different measure, depending on the support she receives after the abuse. The girls may also run away from home, perform poorly in school, practice school absenteeism, and be chronically ill, critically depressed and, in worst cases, may decide that her life is not worth living and plan suicide.

This study seeks to find out whether engagement in sexual behavior has an influence on the performance of girls' education projects in Narok East Sub County.

THEORETICAL FRAMEWORK

The proposed study was based on input output theory which was postulated by Leontief in 1951 (Jhingan, 2007 39th Edition). However, this theory has been reviewed by Psacharopoulos and Woodhall (1985) as education production function, which refers to the relationship between inputs and outputs. Therefore, according to Psacharopoulos and Woodhall (1985), education is a process, which incorporates inputs and produces output. Below is an education production function equation:

$$Ait = f [Fit , Sit, Pi(t), lit]$$

Where: i refers to ith student, t refers to time and (t) refers to an input cumulative to t. A denotes education output which will be an academic achievement, F family background characteristics, S school inputs like school environment, activities of the organizations and educational policies, P peer group influence and I represents re-pre-school age abilities performance and the input categories F, S, P and I represent school inputs.

Education is a process that produces graduate or learners with desirable knowledge, skills and attitude, nevertheless, there must be some inputs exerted in the learning environment include;

physical facilities, curriculum, guidance and counseling and educational policies as vital factors the girls' education projects.

RESEARCH METHODOLOGY

Research Design

The study used a descriptive survey study research design which aimed at examining the factors influencing performance of the girls' education projects in Narok East Sub County. A descriptive survey is usually concerned with describing a population with respect to important variables with the major emphasis being establishing the relationship between the variables. According to Mugenda and Mugenda (2008), the descriptive research design as utilized in this study aims at fact finding through streamlining a cross-sectional research that was ideal for this case as it was a direct resource of significant knowledge concerning human capital, organizational conflicts, and shareholder outcomes. The descriptive approach availed questions of whom to study, what and when to observe, and how the data was collected and analyzed. The advantage of this type of research design is that it is easy to understand (Gakuu & Kidombo, 2015).This design attempts to collect data from members of the population and describes existing phenomenon with reference to budgetary goal characteristics. This study considered the factors influencing performance of girls' education projects as the independent variables. However, moderating variables like political environment, and intervening variables like the culture of people on the project team girls' education project performance. The survey allowed gathering of self-reported data from study participants. The survey focused on information about a phenomenon, or aimed to collect the opinions about what has been observed.

Target Population

Mugenda and Mugenda, (2003) defines the target population as the population the researcher studies, and whose findings are used to generalize the entire population. The researcher conducted interviews in all institutions that were involved in the girls' education projects. According to the Narok East women fund records, there are 18 projects that were funded in 2017/2018 financial year in Narok East sub-county (KNBS, 2018). The groups are composed of averagely 15 girls. Therefore, the target population was 270 girls of these groups.

Sampling Procedure and Sample Size

According to the arguments presented by different researchers, to generate "a sample size in which the respondents are less than 10,000 (Baya, 2015, Mugenda & Mugenda, 2003), this research used a sample size of 159 respondents. The study used Krejcie & Morgan (1950) formulae (Appendix VI) to determine the sample size. The sample size for the research was therefore be 159girls calculated from the accessible population of 270girls in the education

projects. This is a relatively large sample size and therefore enhances the representativeness of the sample, thus potentially increasing the accuracy and validity of the research findings (Kothari, 2004). Sampling procedure refers to the part of the research plan that indicates how cases are to be selected for analysis. Collins and Hussey (2006) define a sampling technique as the method of selecting elements from the population that represents the population. This study used a simple random sampling method, since the target population is homogeneous. The simple random sampling method was used to get the interview the respondents.

Data Collection Instruments

The questionnaires focused on the factors influencing performance of girls' education projects. Section A of the questionnaire gathered general information about the education projects groups. This included the name and nature of the group, and contact information for possible follow up. Section B collected brief information about the project, such as when the project was implemented, what the objective was and the role the group played. Section C of the questionnaire gathers information on the factors influencing performance of the girls' education projects. This being the main part of the guide surveyed the possible role home based and school based factors in performance. Section D of the questionnaire, on the other hand gathered information on girls' education project performance.

Data Collection Procedure

Data was collected by use of questionnaires. Questionnaires were used as they had potential in reaching out to a large number of respondents within a short time; given the respondents' adequate time to respond to the items, offer a sense of security (confidentiality) to the respondents and were an objective method since there was no bias resulting from the personal characteristics. The questionnaires had both open and closed ended questions which facilitated easier analysis as was in immediately usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information.

Data Analysis Techniques

Checking the questionnaires for consistency and culmination of data at the end of each day of field data collection will be done as well as before storage. Excel programming was employed during data capturing and the SPSS (Statistical Packages for Social Sciences) was utilized to enter, clean and re-code finished questionnaires' information into the PC. Graphs, pie charts, frequency tables and the applicable measures of variances was obtained using the SPSS program for interpretation purpose. Data analysis and the findings will be accounted for in section four. Descriptive statistics (that is recurrence examination) was processed for introducing and breaking down the information. Descriptive statistics aidin depicting the conglomeration of crude

information in numerical terms (Neuman, 2000). The study employed various descriptive statistics, including the multivariate, bivariate and univariate examinations. These strategies consolidated the utilization of measures of central tendency, percentage tables, and frequency distributions and additionally fuse the utilization of measures of variation, for example, standard deviations, percentiles and ranges for univariate examination.

RESEARCH RESULTS

The study focused on determining the factors influencing performance of girls' education projects in Narok East Sub County. On the demographic section: The study showed that most organizations were established between 10- 15 years. It was also evident from the findings that their Organization had participated in the girls' education projects for a period of 5 to 10 years. The study thus noted from the demographic statistics that the respondents were well distributed to provide information on the factors influencing performance of girls' education projects in Narok East Sub County.

School Environment and Performance of Girls' Education Projects

The study sought to determine the influence of school environment and performance of girls' education projects. The study established that the respondents agreed that financial constraint in the home environment could be a factor affecting girls' participation and performance; girls living in good home conditions had pass rates over twice that of other children; Students in secondary schools need a lot of financial support; Poverty is one major cause of schools' poor performance in the Kenyan society; Availability and adequacy of food at home and in school affects children's learning. The findings imply that school environment has a significant influence on the performance of girls' education projects.

Parent's Level of Education and Performance of Girls' Education Projects

The study sought to investigate the influence of parents' level of education and occupation on the performance of the girls education projects. The findings revealed that parental education is an important and significant unique predictor of child achievement; Education exerts direct effects on parents' achievement-fostering behaviors, and subsequently children's achievement; Behavioral problems affect young children's opportunities to learn; Parental educational levels could lead to lowered academic and achievement-oriented attitudes over time; family interaction patterns during childhood are directly linked to the child's developing academic success and achievement-oriented attitudes; a child exposed to parents who model achievement-oriented behavior develop the guiding belief that achievement is to be valued. This implies that parents' level of education influences performance of the girls' education projects.

Household Chores and Performance of Girls Education Projects

The study sought to establish the influence of household chores and performance of girls' education projects. The findings established that the respondents agreed that household chores influence the performance of girls and concurrently the girls education projects; Household chores influences the performance of girls and concurrently the girls education projects; Quality education requires strong support from the home of the learner; children from poor family settings combine schooling and other activities such as household chores; most of the students who work and attend school may be at a disadvantage because this constitutes educational inequality; Learners engaged in domestic chores, have detrimental effects to their education; Working prevents learners from attending schools, reduces study time or leads to fatigue. The findings thus imply that household chores play a significant role in ensuring performance of the girls' education projects.

Family Size and Performance of Girls Education Projects

The study sought to determine the influence of family size on the performance of the girls education projects. The study findings established that the respondents had agreed that family size factors have been seen to contribute considerably to poor performance of girls; most families might not support girls' education due to family size; Poor parents only support education of boys and not girls, especially in a big family. This implied that family size plays a significant role in ensuring performance of girls' education projects. Large families prioritize boys' education over girls' with the belief that boys are more productive compared to girls.

Cultural Practices and Performance of Girls Education Projects

The study sought to examine the influence of cultural practices on the performance of girls education projects. The findings revealed that majority of the respondents agreed that; Cultural factors have been seen to contribute considerably to poor performance of girls; Communities should have sensitive cultural environments that promote equal participation and empowerment: Most Maasai girls in rural areas do not attend formal schools. The belief that girls will eventually be married off makes the Maasai community to make boys' education a priority. They believe that boys will be of help to their respective families has contributed to girls being sidelined. It was evident from the findings that cultural practices play a significant role in ensuring performance of the girls' education projects.

INFERENTIAL STATISTICS

The study sought to determine the factors influencing performance of girls' education projects in Narok East Sub County. The factors under investigation were: school environment, parents' level of education, household chores, family size and cultural practices. The regression model was:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where: α = Constant; Y = Performance of girls' education projects; X_1 = School environment; X_2 = Parent's level of education; X_3 = Household chores; X_4 = Family size; X_5 = Cultural Practices; ε = Stochastic disturbance error term

The study sought to determine the ANOVA used to present regression model significance. The findings are presented in Table 1. The study sought to investigate the multiple regression model whether it was valid or not. The F statistics was used to determine the model validity. The study found out that the model was valid $F_{(5, 134)} = 38.801$, $P<0.001$. Therefore, this implies that all the five predictor variables are good in explaining variation in performance of the girls education projects.

Table 1: Model Validity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.881	5	1.576	38.801	.000[b]
	Residual	5.494	134	.041		
	Total	13.375	139			

a. Dependent Variable: Performance of girls education projects
b. Predictors: (Constant), school environment, parents' level of education, household chores, family size, cultural practices

The study sought to determine the model's goodness of fit statistics. The finidngs are presented in Table 2. The coefficient of determination as measured by the R-square (R^2) (63.0%) shows that all the five predictor variables explain 63.0% of the total variation. This implies that the stochastic disturbance error term (ε) covers 37.0%.

Table 2: Model's Goodness of Fit Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794[a]	.630	.614	.202

The study sought to determine the multiple regression variable coefficients. The findings are presented in Table 3. The study established that when School environment, Parent's Level of Education, Household Chores, Family Size and Cultural Practices were held at zero, the performance of girls education projects would be 2.772. The study also established that holding other factors constant, a unit increase in the School environment would lead to a 0.225 increase in the performance of the girls education projects; a unit increase in the parent's level of education would yield a 0.832 increase in performance of the girls education projects, a unit increase in the household chores would yield a 0.910 unit increase in performance of the girls education projects, a unit increase in family size would yield a 0.733 unit increase in performance of the girls education projects, while a unit increase in the cultural practices

would result in a 0.374 increase in the performance of the girls education projects in Narok East Sub County.

Table 3: Multiple Regression Variable Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.772	.702		3.951	.000
School Environment (X_1)	.225	.106	.136	2.124	.036
Parents' level of education (X_2)	.162	.027	.134	2.305	.023
Household chores (X_3)	.262	.125	.192	2.089	.039
Family Size (X_4)	.594	.060	.953	9.940	.000
Cultural Practices (X_5)	.140	.034	.243	3.529	.001

a. Dependent Variable: Performance of girls' education projects (Y)

CONCLUSION

From the findings, the study concluded that the five variables on the factors influencing performance of girls education projects (School environment, parents' level of education, household chores, family size and cultural practices) have an effect on the performance of the girls education projects in Narok East Sub County. From the correlation analysis, the study established that family size had strongly positively influenced performance of the girls' education projects. This was followed by household chores which had a significantly positive influence on performance of girls education projects. Cultural practices also showed a moderately strong and positive influence on performance of girls' education projects. The study noted generally from the model summary in the regression analysis that predictor variables accounted for 63% of the changes in performance of the girls education projects.

RECOMMENDATIONS

1. The MOEST should ensure conducive school environments so as to improve performance of girls education projects
2. All stakeholders especially the parents, teachers, project coordinators and pupils should be educated on the importance of ensuring performance of the girls' education projects.
3. The NGO sponsored projects coordinators should be sensitized on considering school environment, Parents level of education, household chores, family size, cultural practices in ensuring performance of the girls education projects.

REFERENCES

Abeyrama, Tilakasena, Weber, & Karl, E. (2008). Monitoring in Retrospect: Reflections on Practical Experience ad Recommendations.“Studies on Human Settlements Development in Asia”. India: Bangkok: Division of Human Settlements Development,

Asian I. Acharya, B. Y., Kumar, V., Satyamurti, R., &Tandon.(2006). Reflections on Participatory Evaluation - the Private Voluntary Organization for Health-II (PVOH) Experience. Paper presented for the International Conference on Participatory Monitoring and Evaluation: Experience and Lessons. Cavite, Philippines.

Action Aid.(2008, June).Accountability, Learning and Planning System (with notes to accompany ALPS). Retrieved December 12, 2013, from London: Action Aid, UK, Hamlyn House, Macdonald Road, Archway, London N19 5P.

Amenyaet al., (2011).Development and Finalization of an Endorsed VuccnetPanAfrican Cancer Control Education and Training Harmonization Framework. Nairobi: Unpublished.

Alcock, P. (2009). Targets, Indicators and Milestones.Public Management Review, 6(2).

Armonia, Ricardo, C., Dindo, M., &Campilan. (2006). Participatory Monitoring and Evaluation: The Asian Experience, Regional Overview Paper Prepared for the International Workshop on Participatory Monitoring and Evaluation, Cavite Philippines. UPWARD.

Armstrong, M., & Baron, A. (2013). Performance Management: The New Realities. Chartered Institute of Personnel and Development.

Babbie, E., & Mouton, J. (2006).The Practice of Social Research. UK: Oxford University.

Bamberger, M. (2008).Enhancing the utilisation of evaluations for evidence-based policy-making.In M. Segone (Ed), Bridging the Gap.

Behn, (2003).Making accountability work: Dilemmas for evaluation and for audit.Comparative Policy Evaluation.Vol. 14.

Beynon-Davies, P. (2008). Database Systems (3rd ed.). Basingstoke, UK: Palgrave.

Brignall, S., & Modell, S. (2010, September).An Institutional Perspective on Performance Measurement and Management in the "New Public Sector".Management Accounting Research, 11.

Cheng, M.-I., Daint, A., & Moore, D. (2007).Implementing a new performance management system within a project-based organization. International Journal of Productivity and Performance Management., Vol. 56(1).

Cherry, K. (2015). What is a Survey?Carbana, Australia.:Capital Hill.

Cleland, D. I., & Ireland, L. R. (2007). Project Magment: Strategic Design and Implementation. (5th, Ed.) Singapore: McGaw-Hill.

Cohen, L., Manion, L., & Morison, K. (2008).Research Methods in Education. London: RoutledgeFalmer.

Cox, P. (2009).Evalaution for Improvement: A Seven-Step Empowerment Evaluation Approach for Violent Prevention Organizations .National Center for Injury Prevention.

Eisinga, R., TeGrotenhuis, M., & Pelzer, B. (2013). The reliability of a two-item scale: Pearson, Cronbach or Spearman-Brown. Radboud University Nijmegen, Department of

Social Science Research Methods. Nijmegen, The Netherlands: International Journal of Public Health 58 (4): 637–642.

Estrella, M., &Gaventa, J. (2010)."Who Counts Reality? Participatory Monitoring and Evaluation: A Literature Review". IDS Working Paper 70. Brighton: Institute of Development Studies.

Frankel, N., & Gage, A. (2007). M&E Fundamentals: A Self-Guided Minicourse. (Measure Evaluation) Retrieved February 24, 2014, from Measure Evaluation: http://www.cpc.unc.edu/measure/publications/ms-07-20

Fukuda-Parr, S., Lopes, C., & Malik, K. (2002). Capacity for Development: New Solutions to Old Problems. London, UK: Earth- scan Publications, Ltd.

Gosling, Lousia, & Edwards, M. (2009). Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation. London: Save the Children.

Gray, J. (2009). Evaluations for learning, A discussion paper for the UK not-for-profit sector. Retrieved January 15, 2014, from www.framework.org.uk.Greene,& Jennifer.(n.d.).Qualitative Program Evaluation: Practise and Promise, in Norman K. Denzin and Yvonna S. Lincoln (eds), A hand book of Qualitative Research . Thousand Oaks, Califonia: SAGE Publications Inc.

Hailey, J., &Sorgenfrei, M. (2009).Measuring Success: Issues in Performance Measurement.INTRAC Praxis Programme.Series No. 44.

Hogger, R., Kuchli, C., Zimmerman, A., Engler, M., &Vokra, E. (2011).Monitoring keeping in touch with reality. Berne: Swiss Agency for Development and Cooperation.

Jones, H. (2011). A guide to monitoring and evaluating policy influence, Overseas Development Institute Background Notes, ODI.

Kennerly, M., & Neely, A. (2003).Measuring Performance in a Changing Business Environment.International Journal of Operations & Production Management, 23(2).

Kerlinger, F. N., &Rint, N. (2004).Founddations of Behavioural Research. London: Winston Inc.

Khan, A. M. (2001). A Guidebook on Results Based Monitoring and Evaluation: Key Concepts, Issues and Applications. Sri Lanka: Monitoring and Progress Re- view Division, Ministry of Plan Implementation.

Kohli, U. T., &Chitkara, K. K. (2008).Kohli, U. Project management Handbook. New Delhi, India: Tata McGraw-Hill Publishing company Limited.

Krzysztof, J., Potkańsk, T., &Stanisław, A. (2011).Internal Project M&E System and Development of Evaluation Capacity – Experience of the World Bank-funded Rural Development.World Bank.

Kimenyi, (2005).Project Mangement Actions to Improve Design.Journal of Management in Engineering.

Kusek, J. Z., &Rist, R. C. (2004).Ten Steps to a Results-Based Monitoring and Evaluation System. Washington DC, United States of America: The International Bank for Reconstruction and Development / The World Bank.

Mackay, K. (2007). How to Build Monitoring and Evaluation Systems to Support Better Government. Washington DC, Washington DC, United States of America: World Bank. Marsden,

David, & Oakley, P. (2001).Evaluating Social Development Projects: Development Guidelines.Oxfarm. Oxford.

Msila, V., &Setlhako, A. (2013). Evaluation of Programs: Reading Carol H. Weiss. University of South Africa, College of Education, Department of Education Leadership and Management. Pretoria, South Africa: Horizon Research Publishing.

Naidoo, I. A. (2011). The role of monitoring and evaluation in promoting good governance in South Africa: A case study of the Department of Social Development. University of Witwatersrand. Johannesburg: WIReDSpace.

Narayan-Parker, D., & Nagel. (2009). Participatory Monitoring and Evaluation: Tools for managing Change in Education. . World Bank. Washington DC: World Bank.

Nyonje, R. O., Ndunge, K. D., &Mulwa, A. S. (2012).Monitoring and Evaluation of Projects and Programs - A Handbook for Students and Practitioners. Nairobi, Kenya: Aura Publishers.

Ogula, P. A. (2002). Monitoring and Evaluation of Educational Projects and Progrmas. Nairobi, Kenya: New Kemit Publishers.

Olive, B. (2002). Planning for Monitoring and Evaluations.OlivePublication.

PAMFORK.(2007). Report of Workshop on Using Participatory Methodologies for Monitoring and Evaluation. Nairobi, Kenya: Participatory Methodologies for Monitoring and Evaluation, South-South Sharing Forum.

Parks, W., Felder, G. D., Hunt, & Byrne, A. (2012). Who Measures Change: An introduction to participatory monitoring and evaluation for communication for social change.

Pawson, R., & Tilley, N. (2004).Realistic Evaluation. London: SAGE Publications.

Pfohl,& Jacob. (2009). Participatory Evaluation: A User's Guide. New York: Private Agencies Collaborating Together (PACT). PMI. (2006). Project Management Body of Knowledge (3rd ed.). USA: PMI.

Preskill, H. (2004). The transformational power of evaluation: Passion, purpose and practice, In Alkin, M.C. (Ed) Evaluation Roots, Tracing Theories, Views and Influences. SAGE.

Reviere, R., Berkowitz, S., Carter, C., &Gergusan, C. (1996).Needs Assessment: Acreative and Prasctical Guide for Social.

Roper, L., &Petitt, J. (2002).Development and learning organisation; an introduction.

Schwandt, T. A., &Burgon, H. (2006).Evaluation and the study of live experience. In In Shaw, I.F., Greene, J.C. and Mark, M.M. (Eds) The SAGE Handbook of Evaluation. London: Sage Publishers.