MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF COMMUNITY DEVELOPMENT PROJECTS AMONG FAITH-BASED ORGANISATIONS IN KAMPALA-UGANDA: A CASE OF WATOTO MINISTRIES UGANDA.

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A research Thesis Submitted in Partial Fulfillment of Requirements for the Award of the Degree of Master of Arts in Monitoring and Evaluation in the School of Business of African Nazarene University

2025

DECLARATION

I declare that this document and the research proposal are my original works and that they have not been submitted to any university for academic work.

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DEDICATION

I would like to dedicate my work to my father, Mr. Edmund Kyagaba, my mother, Ms. Nakiganda Getrude, and my brother, Mr. Bayega James, who have been very supportive and prayerful for me through this journey. To my sisters Stella Kajjumba, Catherine Kalungi, Janet Birungi, Maria Kakooza, Carol Nakyagaba am very grateful. I also thank my daughters, Paise Ayebare, Prosper Anyine, Mercy Nakayigi, Mia B. Alaba, Jasmine Lukwago, Summer Natuhwera, Hannah Nakatudde, Nadia A. Kabagenyi, Hellen Raja, Rohana Malual and colleagues at Voithos-William Kuol, Beatrice Aiya, and my friends for their prayers and encouragement, which has kept me going in this whole process of working on this research.

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ABSTRACT

This research inquiry intended to assess the influence of Monitoring and Evaluation practices on the performance of the community development projects in Kampala Uganda. This study had three objectives namely; to assess the influence of planning on the performance of community development projects among faith-based organizations in Kampala district, to determine whether capacity building affects the performance of community development projects among faith-based organizations in Kampala district, and to examine the influence of the stakeholders' participation on the performance of community development projects. The theoretical frameworks adopted include; Theory of Change and Empowerment Evaluation Theory. This research used a cross sectional descriptive research design, using a quantitative research methodology because this will allow the researcher to collect and evaluate relevant quantitative data to fulfill the objectives of the study and provide recommendations based on its findings. The research site was Watoto Ministries Uganda, and the research location was Kampala-Mpigi districts, Uganda. The study involved a target population of 710 project staff members from 6 departments which include; Education, Neighbourhood, Medical, Homes Administration, Child Welfare, and Pastoral and Discipleship. A stratified random sampling approach was used and a sample of 20% of the target population, which is 142 respondents, was used for this research. A closed-ended questionnaire was administered both online through smart-survey and hard copy to give participants the flexibility to respond at their convenience time. Authorization and consent was requested from Africa Nazarene University, Uganda National Council for Science and Technology, Watoto Ministries Uganda and all other participants of the study. For data analysis, the researcher used SPSS version 29. The study concluded that planning plays a significant role in enhancing the performance of community development projects. The study also found that capacity building significantly influences the performance of community development projects in Watoto Ministries Uganda, with most respondents reporting a satisfactory impact. The study also established that stakeholder participation significantly influences the performance of community development projects, with most respondents indicating a satisfactory impact. Lastly, the study recommends that organisations should strengthen practical planning mechanisms through regular reviews and updating planning frameworks. They should also always refine capacity building strategies by refining them to the actual skills gaps, and routinely assess and document what works and what doesn't work during project implementation.

DEFINITION OF TERMS

Capacity Building – The process where instincts, abilities, skills, and resources needed by individuals, institutions, and communities are strengthened, developed, and enhanced so that they can adapt and thrive within the world.

Community Development Projects – These are projects that deliver development through collaboration with members of the community to take action in identifying community problems and good solutions to those problems. They address the needs at the heart of the community.

Evaluation – An approach of engaging in focused systematic assessments of the project design and how it has been implemented.

Monitoring – The process of collecting data to assess project progress and be able to achieve the set objectives.

Monitoring and Evaluation – This is a tool used in project management. It helps the project teams to plan, design, track, and evaluate project implementation and outcomes against the desired targets.

Planning – This is the process of defining goals, strategies, and developing implementation guidelines and portioning resources needed to achieve project goals.

Stakeholders – Refers to any individual or group of people or institutions who play a part in any project implementation and make decisions based on information gathered before, during, and after project implementation.

Stakeholders' Participation – This is the process of engaging with various actors or partners involved in the project right from the start of the planning phase until project completion and handover.

ABBREVIATIONS ACRONYMS

AUDA – African Union Development Agency

CBO – Community Based Organization

EAC – East African Community

FBO – Faith-Based Organization

GDRC – The Global Development Research Center

IMF – International Monetary Fund

M & E – Monitoring and Evaluation

MFPED – Ministry of Finance Planning and Economic Development

NGO – Non-Governmental Organization

OECD – Organization for Economic Cooperation and Development

SDG – Sustainable Development Goals

UBOS – Uganda Bureau of Statistics

UN – United Nations

UNCTAD – United Nations Conference on Trade and Development

UNECA – United Nations Economic Commission for Africa

WASH – Water Sanitation and Hygiene

CHAPTER ONE

INTRODUCTION

This chapter entails a background that introduces practices within the monitoring and evaluation discipline, as well as how these practices relate to the performance of community development projects among faith-based organizations. M&E practices that this study will focus on assessing include planning, capacity building, and stakeholder participation. This chapter further provides details of the research background, problem statement, objectives, research questions, and hypotheses that are relevant to the research. In addition, the chapter provides details of both the conceptual and theoretical frameworks, plus study limitations and delimitations.

1.1 Background of the study

Monitoring and Evaluation facilitates accountability, transparency, and legitimacy that contribute to project success if the desired project impact is to be achieved. Therefore, M&E is critical to the performance of community development projects. Community Development is defined as the development that brings all members of the community to take action in identifying community problems and good solutions to those problems (Rebekka, 2021). The performance of community development projects can only be evaluated through a system for tracking and monitoring all project activities. At the global level, The United Nations Development Program has provided guidance on action areas for community development within the SDG 17 Goals Agenda 2030, aiming to leave no one behind (United Nations 2020). This underscores the significance of monitoring and evaluation in tracking progress toward achieving these goals and ensuring that growth is inclusive. In addition UNCTAD, (2020) states that the UN estimated 4.5 trillion dollars equivalent of 17,221,068,000,000,000 Ugandan shillings in developing countries are needed annually for development projects.

Regionally, in Africa, both governments and regional organizations understand the value of monitoring and evaluation in community development projects. The African Union has committed to community development through its "Agenda 2063: The Africa We Want" and has allocated 800 million euros, equivalent to 3,321,599,595,200 Ugandan shillings towards development projects (Africa Union, 2023). However, the effectiveness of these initiatives is threatened by poor or ineffective M&E systems at the different national levels. According to AUDA (2022), to address

this challenge, the AU has emphasized the need for strengthening M&E mechanisms to ensure the effective implementation of community projects and to promote accountability and transparency. By prioritizing M&E, African countries can better track progress, evaluate project outcomes, and ultimately drive sustainable development and positive community impact, contributing to the realization of the AU's vision for a prosperous and integrated Africa (AfDB, 2021; UNECA, 2020).

In East Africa, the importance of Monitoring and Evaluation in community development projects is underscored by the regional focus on achieving sustainable growth and addressing socio-economic challenges (Rwigema, 2022). Countries in East Africa, including Uganda, recognize the pivotal role of M&E in ensuring accountability, transparency, and effectiveness in project implementation (Anami, 2023). By aligning with regional initiatives such as the EAC Agenda 2050, countries in East Africa aim to harmonize their development efforts and leverage M&E practices to track progress towards shared goals (EAC, 2021). Strengthening M&E systems at the regional level can enhance collaboration, knowledge sharing, and the overall impact of community projects, contributing to the socio-economic advancement and well-being of East African nations.

At the national level, Uganda has taken positive steps in embracing monitoring and evaluation (Government of Uganda, 2022). According to the Government of Uganda (2020), The Ugandan Government has adopted the National Policy on Monitoring and Evaluation to achieve sustainable development, aligning with regional and global trends such as EAC Agenda 2050 (EAC, 2021), Africa Agenda 2063 (Africa Union, 2023), and UN Agenda 2030 (United Nations, 2020). In addition, it has received significant financial support of $200 million from the World Bank (World Bank, 2021) and $1 billion from the IMF for economic transformation projects (June 2021) toward economic transformation projects as the country aims to achieve its vision 2040.

Notably, the Ugandan government has as well allocated $300 million for parish model development and $26 million for Emyooga initiatives in the 2023/24 budget (MFPED, 2023). However, concerns have been raised about the country's struggle with collecting accurate and quality data, resulting in wasted efforts and funds (UN and Prime Minister, 2022). This highlights the critical need for effective monitoring and evaluation (M&E) mechanisms to ensure the success of community projects. M&E involves collecting data to assess project progress and achieve set objectives, as well as engaging in focused systematic assessments of project design and implementation (UNDP, 2021; WHO, 2020). It is a crucial aspect of project implementation,

helping teams understand progress and ensure the country moves towards middle-income status (World Bank, 2022).

At Watoto Ministries Uganda, a faith-based organization that has been implementing community projects at the core of communities within the Kampala and Mpigi districts since the 1990s (Watoto, 2023), M&E is a crucial component for guiding all phases from planning to project handover. It provides program relevance, efficiency, and effectiveness to be able to provide accountability to donors and sponsors. However, UBOS and UN (2022) report that Faith-based organizations and other NGOs often have semi-trained professionals with limited knowledge of M&E mechanisms. This results in weakly implemented M&E practices and a lack of support at all levels. Eremugo and Okoche (2021) emphasize the importance of M&E as a major component of the performance of community development projects among NGOs, stating that it guides all phases, right from planning, setting the goals, baselines, objectives, budget utilization, stakeholder engagement, and handover. Therefore, it needs to be prioritized by leaders in organizations so that project performance and accountability are improved. This research aims to assess the influence of M&E practices on community development projects at Watoto Ministries Uganda and motivate other faith-based organizations to adopt M&E mechanisms to improve project performance and accountability.

1.1.1 Performance of Community Development Projects

According to the World Bank (2021), community development is the process of strengthening relationships between all parties involved to determine what aspects of the community need to be improved. Implementing community development initiatives has a significant impact on Uganda Vision 2040's success, which in turn helps Africa Agenda 2063 and the Sustainable Development Goals Agenda 2030. Increasing household incomes and enhancing Ugandans' quality of life are the main goals of the Third National Development Plan, which the Ugandan government has taken a step further to develop (Government of Uganda, 2020). This national plan will serve as a guide for all community interventions because it includes projects that are central to the community and meet the very particular needs at the household level.

To assess the performance of community projects there has to be effective monitoring and evaluation systems. Various studies carried out within Uganda, Kenya, and Tanzania have indicated that project performance is greatly impacted by monitoring and evaluation practices

(Bbosa et al, 2023; Masawe and Isanzu, 2020; Mayanja, 2020; Ngowi and Mwakaje, 2020). Monitoring and evaluation help project teams to ascertain whether projects are implemented efficiently and effectively and still relevant and coherent within the context and addressing the needs of the beneficiaries, as well as achieving the desired impact and remaining sustainable for future generations (OECD, 2019).

1.1.2 Monitoring and Evaluation Practices.

According to Kusek and Rist (2019) Practices of monitoring and evaluation involve all steps and actions taken by the project teams to ensure that projects are monitored, and tracked during the implementation to ensure that all is done according to the expected plan. In addition, Kaula (2020) highlights that these practices also aid the project teams in evaluating the project to determine if the desired outcome and impact have been achieved. Effective monitoring and Evaluation systems play a great role in the achievement of project goals, these systems can help the project teams to identify if there are any gaps in the implementation and solutions can be devised before the gaps negatively affect the project outcomes. Within community development, Kiori and Karanja (2019) assert that an effective M&E system can provide transparency and accountability for the donor(s) to have confidence that the funds are being used as required. Letsolo (2022) stated without effective M&E systems, it becomes a challenge to measure progress, and without measuring progress, it becomes difficult to track whether there is success or failure. This study will focus on how practices including; planning, capacity building, and stakeholders' participation influence the performance of community development projects among faith-based organizations

1.1.2.1 Planning for Monitoring and Evaluation

Planning is the process of defining goals, strategies, and developing implementation guidelines and portioning resources needed to achieve project goals (World Bank Open Knowledge Repository, 2022). A successful project requires planning that includes developing a project plan, resource plan, financial plan, and risk plan (Course Hero, 2022). For any project to attain success within the schedule and scope and on the allocated budget, there is a need to have planning conducted by the team (Ahoranayeze and Nyambane, 2021). Project teams ought to engage in planning because it provides room for the creation of project indicators, targets, and objectives in line with the vision (Gaibo, 2019). In addition, Gaibo (2019) emphasizes that through planning, communication across all project teams is done effectively because there is clarity of vision and mission for the project and everyone is kept focused on achieving that project goal.

Claude and Didace (2020) reported that most times when projects fail, it is a result of poor planning that was done at the start of the project. When targets, goals, and indicators are poorly developed at the start this leaves little room for project success. However, planning within project implementation has left mixed thoughts from various project stakeholders, some have views that too much planning can be a hindrance to the project while others proposed that planning should be focused on milestones, not activities (UBOS, 2022). Regardless of the approach it still remains that planning plays a great role in guiding project execution across all phases of the project. This study seeks to understand the role planning has on the performance of community development projects among faith-based organizations.

1.1.2.2 Capacity building

Capacity building is the process where instincts, abilities, skills, and resources needed by individuals, institutions, and communities are strengthened, developed, and enhanced so that they can be able to adapt and thrive within the world (Ministry of Public Service, 2021). United Nations further asserts that capacity-building is critical if attitudes and minds are to be changed. UNDP (2021) emphasized that effective capacity building should go beyond just training, it should include institutional legal frameworks, management structures, and relationships with other actors within the private and public spheres. In addition, the OECD (2021) asserted that it is of high importance that effective capacity building is done at the grassroots to be able to address project challenges at the grassroots and promote project success that is sustainable, resilient, and inclusive.

Project success and service delivery depend heavily on the competence and skill of the project team (Smith et al 2019). Project teams must have the necessary abilities to perform their duties efficiently (Smith et al, 2019). The team must possess monitoring and evaluation capabilities as well as the knowledge of what to track, when to track it, and how to track it in order to properly monitor and track project progress. The quality of the data will be degraded without these capabilities, which will impact decision-making and the reports that are generated. According to Johnson et al (2022), the project team must be given an opportunity to improve their skills and talents through ongoing capacity building, as this is essential to the project's success. This study seeks to understand the effect of capacity building on the performance of community developments.

1.1.2.3 Stakeholders participation

Stakeholders can be defined as any individual or group of people who play a part in any project implementation and make decisions based on information gathered before, during, and after project implementation (PMI, 2019). Stakeholders' participation creates room to provide for accountability about the progress of the project. Stakeholders' participation is having an environment where all project stakeholders get to collaborate and discuss objectively and set targets that define project success and track the implementation process (Matu, 2020). An effective monitoring and evaluation system always has a strong and clear stakeholder participation plan that is clearly followed (Claude and Didace, 2020).

PMI (2019) asserts that an in-depth analysis of various stakeholders involved in the project is critical in identifying the roles and needs of the different stakeholders and how they affect the project's success. According to Hounmenou, (2023) through these engagements, project indicators, goals, objectives, and measuring instruments are agreed upon collectively by all stakeholders and this allows buy-in and ownership of the project's success and failure. Kimberly (2021), affirms to this by stating that all stakeholders collectively define what success looks like at the end of the project. Therefore, this study seeks to understand how stakeholders' participation influences the performance of community development projects among faith-based organizations.

1.1.2.4 Faith-Based Organization: Watoto Ministries Uganda

Engaging in community development activities is one of the numerous activities that faith-based organizations handle with the community's members (The World Bank, n.d.). Since 80% of people worldwide identify as religious, faith-based organizations are widely present and have grown to be significant and effective partners in the cause of sustainable development (The World Bank, n.d). In Africa, faith-based groups have emerged as important drivers of development (Manobo, 2023). They participate in community-based initiatives addressing issues such as education, fostering peace, providing vocational training, promoting the arts and music, and many more.

Particularly in Uganda, Faith-based organizations play a critical role in engagement with the community hence they take the front seat in pursuing community transformation. Hategekimana (2017) claims that faith-based organizations for years have taken on the mandate of meeting the social, spiritual, and cultural needs of their members. Since the outbreak of COVID-19, faith-based organization especially in Kampala increased their participation in the community with many engaging in projects to help the people cope with the effects of the pandemic and build resilience

to build back better and stronger. To track and measure the success of these projects, monitoring and evaluation practices need to be adopted.

Watoto Ministries is a faith-based organization that has been operating in Uganda and South Sudan for close to 40 years and has 16 worship centers across both countries. With its vision of "Celebrating Christ and Caring for Community", in this period it has been able to implement various community projects which include building homes for over 5,000 street and orphaned children. They have also engaged in Education, Livelihood, and Medical projects which have impacted more than 15,000 children, youth, and mothers since the 1990s. They currently implement a women empowerment program that has served over 5,000 women in both Uganda and South Sudan where they provide women with training in functional adult literacy, financial literacy and entrepreneurship, and Vocational skills (tailoring, hairdressing, catering). In addition, they also implement a Keep A Girl in School program that provides dignity kits to more than 7,000 girls in over 60 schools (both in Uganda and South Sudan) who are living in vulnerable conditions and cannot afford access to personal hygiene dignity kits.

1.2 Statement of the Problem

Uganda's Vision 2040 aspires to transform the country from a peasant to a modern and prosperous society within 30 years (Green Policy Platform, 2019). However, one of the critical barriers to achieving this ambition is the lack of timely, quality, and disaggregated data essential for guiding technocrats in project design, planning, and reviews, as the nation contributes toward Vision 2040 and the SDG Agenda 2030 (Prime Minister SDG Report, 2021). A joint report by the Uganda Bureau of Statistics and United Nations Uganda (2022) confirms persistent challenges in monitoring and evaluation (M&E), with the Prime Minister's report (2021) identifying M&E gaps as a major national weakness. Without effective M&E systems across all projects, Uganda risks inaccurate data and poor statistics, jeopardizing development plans (Green Policy Platform, 2019). Project failures stemming from ineffective M&E continue to hinder national progress.

The failure of initiatives such as the "Northern Uganda Social Action Fund project" phases I and II (2003–2015), along with other government-led community development efforts, has been largely attributed to incompetent project teams and low stakeholder involvement, preventing target beneficiaries from receiving intended project benefits (Oweyegha-Afunaduula, 2022).

Community development projects still struggle due to limited participation by local populations (Development Aid, 2023; The Daily Monitor, January 2014), while Uganda loses an estimated $300 million annually due to poor project execution (New Vision, July 2017; Oloo, 2023). Faith-based organizations, central to community development by reaching the most vulnerable, remain poorly regulated (New Vision, June 2023), raising concerns about their adoption and use of M&E as a management tool. The M&E gaps highlighted by the Prime Minister's SDG report (2021), UBOS and UN report (2022), and Oweyegha-Afunaduula (2022) indicate systemic institutional weaknesses that continue to affect project performance and impact.

Previous studies by Nasambu (2016), Bbosa et al. (2023), JB, T et al. (2022), and Ayebare (2019) have emphasized the role of M&E in sectors such as corporate, construction, agriculture, and private enterprises, while Katimbo and Okoche (2022) focused on the Church of Uganda. However, these works have not sufficiently explored how planning, capacity building, and stakeholder participation affect community development projects within faith-based organizations. Identified non-empirical gaps include poor coordination, inconsistent budgeting, inadequate non-government actor involvement, data quality challenges, weak integration of M&E into planning systems, and sustainability concerns all undermining M&E effectiveness in Uganda. This study seeks to address these gaps by examining the influence of M&E practices on the performance of community development projects among faith-based organizations.

1.3 Purpose of the study

The study's main objective was to assess Monitoring and Evaluation practices and performance of community development projects among faith-based organizations in Kampala-Uganda; A case of Watoto Ministries Uganda.

1.4 Specific objectives

i. To assess how planning influences the performance of community development projects among faith-based organizations in Kampala-Uganda.
ii. To determine whether capacity building affects the performance of community development projects among faith-based organizations in Kampala-Uganda.
iii. To examine how stakeholders' participation influences the performance of community development projects among faith-based organizations in Kampala-Uganda

1.5 Research questions

This study intends to generate answers to below questions;

i. How does planning influence the performance of community development projects among faith-based organizations in Kampala-Uganda?
ii. How does capacity building affect the performance of community development projects among faith-based organizations in Kampala-Uganda?
iii. How does stakeholders' participation affect the performance of community development projects among faith-based organizations in Kampala-Uganda?

1.6 Significance of the study

This research will add to the body of knowledge of the M&E community in Uganda, practitioners will use the findings of this research as a reference. The results from this study will bring to light and emphasize the critical part that M&E practices play in improving the performance of programs within faith-based organizations hence more funds can be allocated for monitoring and evaluation activities. Furthermore, the findings and recommendations from the study will be helpful to Watoto Ministries Uganda to assess how effective is their M&E system and identify what gaps exist that will need to be closed to improve project performance.

The findings of this study will also be useful and relevant to the wider community of faith-based organizations, assisting them in learning how to put in place efficient M&E systems so they may accomplish the intended goals and have the desired influence on the community. Furthermore, as Uganda moves toward achieving Uganda Vision 2040, UN Agenda 2030, and Africa Agenda 2063, these findings will be helpful to the prime minister's office, the Uganda Bureau of Statistics, the government as a whole, and the important stakeholders in regulating and supporting the adoption of M&E among faith-based organizations. Finally, this work will serve as a springboard for future research initiatives for other scholars and researchers to develop an interest in conducting further research on program implementation and performance among faith-based organizations and other non-governmental organizations in Uganda.

1.7 Scope of the study

This research will be carried out within a faith-based organization premises referred to as Watoto Ministries and the focus will be limited to community development projects which are implemented in the Kampala-Mpigi district. This research will focus on investigating three key independent variables; planning, capacity building, and stakeholders' participation and how they

affect the performance of community development projects. This inquiry will be confined to the adoption and use of monitoring and evaluation practices within projects implemented in departments that include; Education, Neighborhood, Medical, home administration, Child welfare, Pastoral and Discipleship.

1.8 Delimitation and Limitations of the Study

This research was confined community development projects implemented by Watoto Ministries in the Kampala-Mpigi districts, focusing specifically on three Monitoring and Evaluation (M&E) practices: planning, capacity building, and stakeholders' participation. This focus was deliberate, as assessing all possible M&E practices within the given timeframe and resource constraints would not have been realistic or cost-effective. The researcher assumed that Watoto Ministries, as an established faith-based organization with over 25 years of experience in implementing community development projects, provided a suitable context for examining the influence of M&E practices on project performance among faith-based organizations in Kampala, Uganda. However, the study faced some limitations. It heavily relied on access to Watoto project personnel for relevant data, yet arranging interviews with them posed a challenge due to their busy schedules and the continuous programs running in the Kampala-Mpigi locations throughout the year.

To address this, the researcher employed online self-administered surveys for participants unable to attend interviews and maintained flexible communication with the Watoto teams to accommodate their availability. Additionally, the use of questionnaires introduced the possibility of self-report and non-response biases, as some participants might have chosen not to answer certain items or misunderstood questions. To reduce these risks, the researcher conducted a pilot study to pre-test the questionnaire, ensuring clarity and simplicity of the items and enhancing the likelihood of accurate and complete responses. Follow-up procedures were also employed to minimize non-response bias.

1.9 Assumptions of the study

The researcher had assumptions that all participants selected for this study would be transparent and willing to give correct responses to the questions provided. The researcher also assumed that all selected participants would be available and accessible to participate in this survey. Another assumption was that the findings from this research would be warmly received and adopted within the faith-based community to improve project performance

1.10 Theoretical framework

This study mainly focused on two relevant theories that are applicable in programme management and implementation and as well very effective in the action of practices involved when monitoring and evaluating projects and programs. Theories in the study included the theory of change which is attributed to Weis after having been adopted in 1995, and the empowerment theory which was brought to light by David Fetterman in the 1990s. These theories were identified because they give insight to the researcher to understand how planning, capacity building, and stakeholders' participation influence the performance of community projects.

1.10.1 Theory of change:

This study is grounded in the Theory of Change, as articulated by Weis (1995), which provides a useful framework for understanding how planned interventions lead to desired outcomes in community development projects. The theory outlines the importance of systematically linking program inputs, activities, outputs, outcomes, and impacts to achieve long-term project goals (Weis, 1995; Mayne, 2011). Its relevance to this study lies in its ability to explain how monitoring and evaluation (M&E) planning contributes to the overall performance and effectiveness of community development initiatives.

In the context of this study, M&E planning is conceptualized as the deliberate process of defining clear objectives, identifying required resources, outlining specific activities, and establishing measurable indicators to track progress and assess outcomes. The Theory of Change provides a lens through which to examine how these planning efforts influence project implementation and success. Specifically, it supports the formulation of research questions aimed at assessing whether and how structured M&E planning processes impact the efficiency, adaptability, and sustainability of community development projects.

The theory also emphasizes the need to make explicit the assumptions that underlie program design and implementation, as well as to clarify the causal pathways expected to lead to intended results (Australian Institute of Family Studies, 2021). This emphasis aligns with the study's focus on evaluating how well-defined planning processes through M&E mechanisms affect project outcomes.

However, despite its strengths, the Theory of Change has limitations when applied to real-world community development contexts. Its structured and often linear assumptions may not fully capture the complex, dynamic, and unpredictable nature of community-based projects (Thompson, 2019). Community development environments frequently involve shifting local conditions, diverse stakeholder interests, and emergent challenges that cannot always be anticipated during initial planning phases. To address this limitation, the study acknowledges the potential value of integrating complementary frameworks such as the Logical Framework Approach and Adaptive Management models, which allow for greater flexibility and responsiveness in project planning and execution (Thompson, 2019).

By applying these theoretical perspectives, the study is well-positioned to investigate the influence of M&E planning on the performance of community development projects, while remaining attentive to the complexities and contextual realities inherent in such interventions.

1.10.2 Empowerment Evaluation Theory:

This study also applies the Empowerment Evaluation (EE) approach, developed by David Fetterman in the 1990s. The EE approach is grounded in the principles of stakeholder participation and capacity building, emphasizing that individuals and communities involved in a project should actively contribute to defining the project's vision, mission, and activities (Fetterman, 1998; Fetterman, 2017). By involving stakeholders directly in these processes, the approach aims to build local capacity, foster ownership, and improve the sustainability and effectiveness of community-based projects (Better Evaluation, n.d.).

In the context of this study, the Empowerment Evaluation approach is particularly relevant because it aligns with the goal of assessing how stakeholder participation and capacity building influence the performance of community development projects. The study focuses on examining whether and how involving community members in planning, decision-making, and evaluation processes affects the success and impact of development initiatives in the target area. The EE approach has been successfully applied in other community-based interventions within similar socio-economic settings (Fetterman, 2015), making it an appropriate theoretical lens for this research.

The core assumption of the Empowerment Evaluation approach that empowered and engaged stakeholders lead to more successful and sustainable project outcomes directly informs the formulation of the study's research questions. Specifically, the study investigates the role of stakeholder involvement and capacity development as critical determinants of project performance. By adopting this framework, the research seeks to explore whether stakeholders' ability to assess, reflect on, and adjust their own development efforts contributes to improved project outcomes, as posited by the theory (Fetterman, 2017).

Despite its strengths, the Empowerment Evaluation approach presents notable limitations when applied to real-world community development contexts. One significant concern is its assumption that all stakeholders possess or can easily develop equal power, influence, and access to resources (Kagan, 2021). In practice, community projects often involve participants with differing levels of authority, knowledge, and decision-making power, which may skew participation and reduce the effectiveness of the empowerment process. This imbalance can result in tokenistic involvement, where stakeholder engagement appears formal but lacks genuine influence over project direction or decisions (Williams et al., 2022).

Additionally, the approach may not fully account for external factors such as political interference, cultural hierarchies, or economic disparities that affect stakeholder participation and capacity development. These realities could limit the extent to which empowerment alone can lead to improved project performance an issue this study acknowledges in interpreting its findings.

In conclusion, the Empowerment Evaluation approach offers valuable insights for this study by highlighting the importance of stakeholder participation and capacity building in shaping community development outcomes. It provides a useful framework for assessing how these factors contribute to project success. However, the study remains mindful of the approach's limitations, particularly the risks related to unequal power dynamics and superficial participation, which may affect the practical realization of empowerment in community-based interventions.

1.11 Conceptual framework

Within the conceptual framework, independent variables include; planning, capacity building, and stakeholders' participation. Then the dependent variable is the performance of community development projects among faith-based organizations. The relationship flow and hypotheses between the independent and dependent variables are illustrated below:

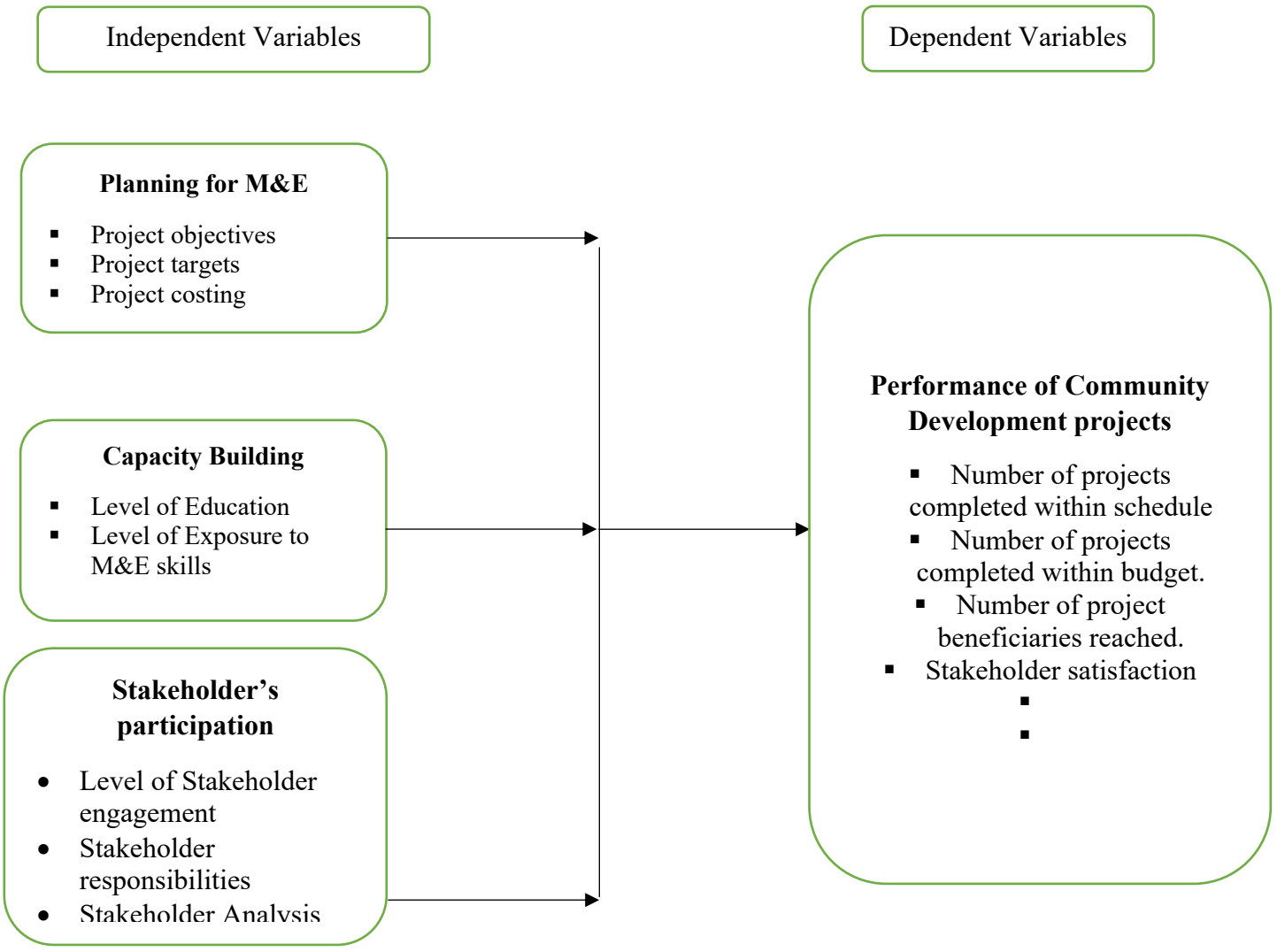


Figure 1.1 .The Conceptual Framework

Source: Researcher (2024)

CHAPTER TWO

LITERATURE REVIEW

2.0 Empirical literature review

This chapter entails Empirical reviews from earlier scholars on related projects. The studies that are selected will depend on how pertinent they are to the one being done. The objective of this chapter is to identify the M&E practices that have an impact on the program performance of community development projects based on empirical studies of planning, capacity building, and stakeholders' participation. The examined literature and studies will reveal individual M and E aspects. The impact of M and E approaches on other projects and programs will be illustrated in the literature review. There will be citations to publications such as journals and books of other academics at international, regional, and national levels. Thus, the research will pinpoint and close the context-specific knowledge gap in community development projects among faith-based organizations.

2.1 Performance of Community Development Projects among faith-based organizations

Community development projects that are effective enable some of the most vulnerable members of society by fostering resilience and independence (Dhavaleshwar, 2016). Furthermore, the Community development model has increasingly become key for national development, it contributes to various aspects of the development in the country; starting from household income at the grassroots level, to social justice, and economic advancements at the national level (Green, 2021). These projects help community members to gain confidence and a sense of independence because they are empowered with various skills to make their lives better (Alamanos, 2021)

In Africa, Community development projects among faith-based organisations greatly contribute to needs of the people at the household level. Most especially in sub-Saharan Africa where communities are battling with limited access to education services, nutrition, access to water, food insecurity (Nkegbe & Mumin, 2022). Various studies (Mnisi & Ramonoka, 2020, Adeyemo & Kayode, 2020, Wambugu et al, 2022, Abukari & Mwalyosi, 2020) in South Africa, Nigeria, Kenya, Tanzania, and Uganda assert that community development is a tool that drives nations towards sustainable development. Therefore, assessing the performance of these projects is critical to track the progress being achieved, hence using M and E practices right from the start of program design and planning through program closure and handover can help to address any issues that could arise during the intervention implementation and hamper the desired outcome.

2.2 Monitoring and Evaluation Practices

Effective monitoring and evaluation practices have a big impact on a project's success. By using these techniques, project teams can identify implementation gaps and address them before they negatively affect project outcomes. Kusek and Rist (2019) define practices of monitoring and evaluation as all actions and procedures taken by the project teams to ensure that projects are tracked and monitored during implementation to ensure that everything is finished in accordance with the planned schedule. This section summarizes the works of other academics that discuss the effects of stakeholder participation, planning, and capacity building on project performance across various sectors.

2.2.1 Planning and performance of Community Development projects.

The objective of this research is to evaluate the impact of planning on the performance of community development projects. Planning is widely recognized as a fundamental factor in the success of community development projects. Sudha et al. (2020) define planning as breaking down projects into clear, measurable tasks, while Wells et al. (2022) emphasize its role in selecting effective methods to meet objectives. Muhammad et al. (2021) and Berke and Conroy (2021) add that good planning leads to timely completion, budget adherence, and stakeholder satisfaction. While these studies firmly establish planning as essential, most tend to treat it as a straightforward technical process without critically engaging with the complexities of how planning adapts to varying community contexts or the challenges in implementing plans on the ground. This leaves a gap in understanding the delicate relationship between planning and actual project performance, particularly in faith-based community settings.

The importance of resource allocation within planning is highlighted by PMI (2019), noting the necessity to organize personnel, equipment, and supplies efficiently throughout the project cycle. Supporting this, Mtui and Mgonda (2019) show that project planning in Pentecostal church initiatives in Tanzania can significantly influence outcomes, positively or negatively. Oburu (2022) and Mgonda and Mbwambo (2021) reinforce that planning enhances effectiveness and efficiency, with a clear link to project delivery in religious settings. These studies contribute valuable insights but generally focus on project management processes, paying less attention to the participatory nature of planning or how stakeholder involvement shapes project trajectories.

This technical lens risks overlooking community agency and context-specific barriers that affect planning success.

Chengeno and Kwasira (2020) and Letsolo (2022) argue that structured work schedules resulting from planning are key to project success, while MacCallum (2021) notes growing institutional recognition of planning's role in upholding stakeholder rights and maximizing impact. Moulaert and Nussbaumer (2023) further observe that well-planned projects continue to benefit communities long after completion. Kusek and Rist (2019) empirically confirm the strong correlation between planning and performance management. These perspectives are important but often come from institutional or donor viewpoints, which may emphasize standardized planning frameworks over grassroots realities, potentially limiting responsiveness to local needs or informal community dynamics.

In African faith-based contexts, several studies highlight planning's critical role. Kamau and Wambui (2020) stress planning at the grassroots level in Kenya, while Zulu and Moyo (2019) connect project success to early-stage planning and community vision-sharing in South Africa. Muhayimana and Kamuhande (2020) argue that good planning prevents redundancy and duplication in community projects. Adekunle and Oladele (2020) highlight planning's role in defining tasks and responsibilities in Nigerian faith-based institutions. Molefe and Dlamini (2020) view planning as the foundation for performance measurement in South Africa, and Wambua (2021) associates planning with project sustainability in Kenya. Oyedepo (2021) reinforces that collaborative planning is essential for project success in Nigerian faith settings. While these studies collectively emphasize planning's importance, they tend to focus on descriptive or normative accounts without critically analyzing how challenges like power imbalances or resource limitations affect planning processes and outcomes. There is a tendency to assume that planning, once done, will naturally lead to success without addressing the conditions that may undermine it.

Research from Uganda and neighboring countries also affirms planning's significance. Katimbo et al. (2022), Bogere et al. (2021), and Faris and Subbo (2023) document planning's influence on community project success in Uganda. Uwimana and Nzabonimpa (2021) discuss planning in church-led initiatives in Rwanda, emphasizing goal-setting and guidance. Mubiana (2021) in Zambia stresses community understanding and resource prioritization, while Ongare (2020)

highlights community involvement in budgeting and resource management in Anglican church projects. Although these studies acknowledge community engagement, they often do not critically explore how participation is managed, whose voices dominate, or the extent to which planning reflects community priorities versus external agendas. This limits understanding of planning as a potentially contested or negotiated process rather than a fixed blueprint.

The negative effects of inadequate planning are documented by Khan (2019) and Gunduz and Almuajebh (2020), who warn that poor planning undermines project performance. Tusiime (2022) reinforces that community participation in planning improves sustainability by aligning projects with local needs and resources. This finding highlights the centrality of community involvement in effective planning. However, much of the literature remains silent on specific strategies or mechanisms to ensure genuine participation and accountability during planning phases, often glossing over persistent challenges like exclusion or tokenism in community development projects.

Overall, the literature from diverse contexts (USA, UK, Kenya, Rwanda, Lesotho, Nigeria, Zambia, Tanzania, South Africa) strongly supports the critical role of planning in faith-based community development projects. Yet, these findings cannot be automatically generalized to Uganda due to its unique socio-cultural, economic, and institutional context. Moreover, there is a distinct lack of research focusing specifically on faith-based organizations in Uganda, especially regarding planning as part of monitoring and evaluation frameworks. This study seeks to fill this gap by providing detailed insights into how planning influences project performance within faith-based community projects in Uganda, emphasizing contextual realities and stakeholder dynamics that existing literature often overlooks.

2.2.2 Capacity Building and performance of community development projects.

This research aims to examine the impact of capacity building on community development project performance. The OECD (2021) defines capacity building as enhancing an individual's or organization's ability to perform through strengthening knowledge, skills, and behaviors at both personal and institutional levels. Kerner (2020) supports this, showing that project teams with strong oversight and collaboration skills tend to succeed. Leclerc's (2021) study in France on

church projects similarly stresses that investing in capacity building for church teams is essential for effective project implementation. Schmidt (2022) reinforces that leadership capacity building is critical for success in faith-based initiatives. These studies establish capacity building as foundational, but most focus on general capacity without deeply analyzing how specific types of capacity, such as monitoring and evaluation (M&E), directly influence project results in complex community settings.

Mwangi (2020) reports from the Kitui Catholic Church in Kenya that capacity building is a significant factor in rural community initiatives. Kinyua and Nduta (2021) emphasize the importance of skilled project teams, particularly in M&E, to increase the likelihood of successful community development projects. Taffe (2019) in Tanzania highlights that capacity building strengthens project delivery, promotes organizational learning, and supports informed decision-making. Amponsah (2020) confirms a significant positive relationship between capacity building and ministry effectiveness in Ghanaian FBOs. Although these studies highlight capacity building's relevance, there is a general lack of critical discussion on how capacity development is sustained post-training or how resource constraints limit the depth and frequency of capacity-building interventions.

The human component is pivotal in organizational success. Simwaka (2020) in Zambia argues for assessing project teams' M&E efficiency before project initiation. Githinji (2022), working with Catholic church projects in Kenya, links M&E capacity directly to project success, stressing the necessity of teams knowledgeable enough to meet M&E standards and effectively report on performance (Kinyua & Nduta, 2021). Deng's (2019) South Sudan study with the Anglican Church found that M&E training enabled accurate data collection and analysis, improving project effectiveness. Githinji (2022) describes capacity building as a system-wide effort aimed at improving cooperative performance through deliberate planning. Mwale (2020) in Malawi notes that poor M&E capacity in church-led projects leads to underutilization of data, negatively affecting outcomes. These findings highlight that capacity building, particularly in M&E, is crucial but often neglected, resulting in missed opportunities for learning and adaptation during project implementation.

Further, Kinyua and Nduta (2021) confirm that effective M&E systems rely on trained personnel, a point reinforced by Kirori and Karanja (2019), who warn that ignoring team

capacity risks project failure. Muragwa and Njenga (2023) in Rwanda found a significant positive influence of employee capacity building on church project performance, recommending more support for career development. Rahman and Hossain's (2023) study in Bangladesh extends this by showing that capacity building encompassing environmental awareness, legal rights, livelihoods, and networking enhances community-based organizations' creativity and social value. Abrahams (2022) argues that nurturing capacity building within M&E systems is vital for better decision-making and project outcomes. These perspectives highlight the multi-dimensional benefits of capacity building but often overlook the contextual challenges such as cultural, economic, and institutional factors that shape its success.

However, capacity building is not without challenges. Mleke and Dida (2020) caution that although M&E capacity building brings significant benefits, it is costly, limiting many organizations' ability to adopt advanced tools. Morkel and Mangwiro (2019) add that capacity building alone does not guarantee improved M&E practice; other organizational and contextual factors also influence project success. This critique highlights a practical barrier often missing from overly optimistic literature and calls for a more realistic approach to capacity building investments, especially in resource-constrained faith-based organizations.

In summary, capacity building significantly influences project performance in faith-based organizations across diverse contexts including France, Germany, Ghana, Bangladesh, Rwanda, Tanzania, Kenya, and Malawi. Yet, these findings cannot be generalized to Uganda without caution due to its unique socio-cultural and institutional environment. Notably, capacity building has not been sufficiently isolated as a core component within monitoring and evaluation frameworks for community development projects implemented by faith-based organizations in Uganda. This study seeks to fill that gap, providing targeted insights on how capacity building affects project performance in this specific context.

2.2.3 Stakeholder Participation and performance of community development projects.

The goal of this study is to assess the influence of stakeholder participation on the performance of community development projects among faith-based organizations. Stakeholder participation is widely recognized as a critical factor in project success, encompassing all phases from planning to

completion (UNDP, 2020). Wells et al. (2020) underscore its role in sustainability by integrating economic, environmental, and social dimensions of community development. This is consistent with findings from Lithuania where Liutikas (2020) demonstrated that sustainable project management depends heavily on active stakeholder involvement. Mohamadian (2022) adds nuance by emphasizing the influence of stakeholder power dynamics on project outcomes, highlighting that not all stakeholder contributions are equal. Effective engagement demands trust, transparency, consistent communication, and managing diverse expectations (Liutikas, 2020), yet these components are often challenging to maintain in practice.

Empirical evidence from Africa supports these global conclusions. Haar (2024) reports from Cameroon that stakeholder participation fosters teamwork and confidence, essential for aligning interests and expectations. Karimi et al. (2020) further note that participatory processes significantly improve monitoring and evaluation (M&E) effectiveness, which is crucial for meeting project objectives. The Ethiopian context, studied by Endale (2021), reveals a direct correlation between limited stakeholder involvement and higher project failure rates, reinforcing that ownership is a key determinant of success. Similarly, Mutero et al. (2022) emphasize inclusivity through stakeholder participation in mental health projects in KwaZulu Natal, South Africa. Kimatu's (2020) research in Kenya highlights stakeholder inclusion in M&E as a pillar of accountability and transparency, although it raises the question of how power imbalances are managed in these participatory frameworks.

Beyond accountability, stakeholder engagement also enhances project performance by fostering local ownership and practical problem-solving. Masefield et al. (2020) found in Malawi that stakeholders hold implementors accountable and guide improvements, a finding echoed by Karimi et al. (2020) and Kariage (2020) in Kenyan NGOs, where engagement correlates with better performance metrics. Elepu et al. (2023) extend this to education in Uganda, showing that academic success depends on the collective involvement of all stakeholders in a child's life, not just teachers. This broad view of stakeholders challenges narrow approaches to participation that focus solely on direct project actors.

In Uganda, O'Donovan et al. (2020) affirm that stakeholder involvement is crucial for identifying community-specific solutions in rural WASH projects, while Mayanja (2020) argues that full stakeholder participation in M&E ensures quality education project success. Zarewa (2019)

generalizes this across disciplines, naming stakeholder involvement a vital requirement for project completion. Maijo's (2020) Tanzanian study confirms increased sustainability through stakeholder participation, and Letsolo (2020) stresses the necessity of thorough stakeholder analysis to ensure ownership and responsibility. Despite this consensus, operationalizing such analyses consistently remains underexplored.

Financial implications also appear tied to stakeholder engagement. Nsengiyumva and Ogbe (2022) find that good stakeholder participation reduces project costs and improves efficiency. Wanjue (2023) supports this, linking participation to ownership and trust, which underpin accountability and sustainability in Kenyan community projects. Jackson, Williams, and Fernandes (2022) further advise integrating stakeholders in all project phases to safeguard sustainability. Conversely, Matandi (2022) warns that excluding stakeholders leads to ineffective feedback and poor outcomes. Christensen and Phillips (2022) reinforce the importance of community participation for accountability in donor-funded projects in Kenya, implying that participation isn't just ethical but pragmatic.

However, managing diverse stakeholder interests is not without challenges. Kiplangat (2021) emphasizes the positive effect of participation on project performance in maternal health projects in Nairobi but calls for deeper stakeholder involvement across all project stages to ensure sustainability. Tumwesige et al. (2021) echo the importance of collaboration in adolescent mental health projects in Uganda, pointing to the need for commitment from all parties. Magassouba et al. (2019) highlight the necessity of stakeholder commitment to address implementation challenges. Halden et al. (2019) note that participation supports organizational goals through shared decision-making and design thinking, suggesting that methods like community advisory boards (McCarron et al., 2019) can enhance engagement. Yet, how these approaches handle conflicting stakeholder agendas remains unclear.

The literature also identifies risks when stakeholder participation is poorly managed. Karimi (2020) argues that disorganized participation contributes to project failure. Stone and Stone (2020) report that multi-stakeholder participation in Botswana tourism projects often falters due to conflicting goals, which hinder performance. O'Brien et al. (2021) point to power dynamics as a persistent barrier during evaluations. Zarewa (2019) again links inadequate participation to failure, underscoring that engagement plans alone are insufficient without active risk management, as

Mushori (2020) stresses. This indicates that while stakeholder participation is critical, its complexity requires deliberate, skilled facilitation to avoid unintended negative consequences.

In summary, the literature broadly affirms the positive influence of stakeholder participation on project performance, sustainability, accountability, and cost-efficiency. However, challenges such as power imbalances, conflicting agendas, and the need for structured engagement strategies are recurring issues. Despite extensive research across various sectors and countries, there is a notable gap regarding how stakeholder participation affects community development projects specifically within faith-based organizations in Uganda. This study aims to fill that gap by providing focused insight into this under-researched context, offering valuable implications for theory and practice.

2.3 Summary of Review of Literature Gap(s)

Table 2:1 Summary of Literature Gaps

Variable	Author & Year	Findings	Knowledge Gap	Type of Gap	How Proposed Study will close the Gap
Planning and Performance of Community development projects	Sudha et al. (2020), Wells et al. (2022), Muhammad et al. (2021) and Berke and Conroy (2021), Mtui and Mgonda (2019), Mgonda and Mbwambo (2021), Chengeno and Kwasira (2020), Letsolo (2022), Kamau and Wambui (2020), Zulu and Moyo (2019), Adekunle and Oladele (2020), Molefe and Dlamini (2020), Wambua (2021), Uwimana and Nzabonimpa (2021), Mubiana (2021)	• Project planning practices positively influence project success of community development projects among churches/FBOs in USA, UK, South Africa, Nigeria, Zambia, Tanzania, Rwanda Kenya, Lesotho. • M&E planning influenced the project performance of urban local governments and the Anglican church in Uganda.	• Literature focused on the influence of planning on community development projects in FBOs outside Uganda and the findings cant be generalized for Uganda since it's a different context. There is need for local context literature • The literature limited to projects implemented under Namirembe Diocese Anglican church and this cannot be generalized to other projects outside the Anglican section.	Contextual Gap	Focus will be on how planning directly influences performance of projects implemented among faith based organizations in Kampala-Uganda using a case of Watoto Ministries Uganda. This will bridge the gap and provide reference material in the local context for other researchers.

	Bogere et al. (2022) Katimbo et al. (2022) Muhammad et al (2021), Oburu (2022) Letsolo (2022)				
Capacity Building and Performance of Community development projects	OECD (2021), Kerner (2020), Leclerc (2021), Schimdt (2022), Kinyua & Nduta (2021) Taffe (2019) Simwaka (2020) (Githinji (2022), Mwangi (2020), Kinyua and Nduta (2021), Amponsah (2020), Deng (2019), Mwale (2020), Muragwa and Njenga (2023), Abrahams (2022)	• Technical skills of the project team influenced project performance through effective collaboration and management globally. • Capacity building breeds innovation which leads to project success. • Project teams with adequate M&E skills increase likelihood of success of projects in Kitui Catholic church . • Building capacity of project teams improved decision making which strengthens project delivery hence leading to project success in Tanzania. • It was critical to assess project team capacity in handling M&E activities before starting any project. Because gaps in handling M&E activities	• Literature focused on the influence of project team capacity to project performance among church led initiatives in France, Germany, Ghana, Kenya, Tanzania, Rwanda, Malawi, therefore the findings cant be generalized to Uganda since it's a unique context. There is need for local context literature	Contextual Gap	Focus will be on how Capacity Building directly influences performance of projects implemented among faith based organizations in Kampala-Uganda using a case of Watoto Ministries Uganda. This will bridge the gap and provide reference material in the local context for other researchers.

		could negatively affect the project. • Staff performance improved after gaining M&E training to carry out their work effectively in Anglican church of South Sudan. •			
Stakeholders' Participation and performance of Community development projects	Wells et al. (2020), Liutikas (2020), Haar (2024), Karimi et al. (2020), Endale (2021), Mutero et al (2022), Masefield et al. (2020), Kariage (2020O'Donovan et al (2020), Mayanja (2020), Zarewa (2019), Maijo (2020), Kiplangat (2021), Tumwesige et al (2021) Miner et al. (2021), Mohamadian (2022) Kimatu (2020) Matu et al. (2020),	• Stakeholder involvement is a critical influence on project performance in Sweden, Switzerland and United States. • All M&E activities should be participatory to guarantee success at achieving project success in Kenya, Cameroon, Tanzania, Uganda. • Stakeholder participation promotes accountability and transparency in project implementation. • Stakeholder participation influences student performance in primary schools.	• Study settings in Lituania, Europe and USA, Kenya, Tanzania, Cameroon, South Africa, these have different dynamics to Uganda especially with faith based orga isation. There is need for local context literature	Contextual Gap	Focus will be on how stakeholders' Participation directly influences performance of projects implemented among faith based organizations in Kampala-Uganda using a case of Watoto Ministries. This will bridge the gap and provide reference material in the local context for other researchers.

Source: Researcher (2024)

The examined literature indicates that monitoring and evaluation practices have an impact on the performance of community development projects. The literature review emphasized how planning, capacity building, and stakeholder participation affect community development project performance. The review focused on studies conducted on community projects in Education, Health, Mental Health, Community Tourism, and socio-economic empowerment, from various contexts including; the United States, France, the UK, Germany, Lithuania, Cameroon, Nigeria, Malawi Ghana, Tanzania, Nigeria, Lesotho, Kenya, Rwanda, and Uganda. However, the literature available, cannot be generalized to all projects implemented in Uganda due to its unique context. Hence, there is as well scanty literature on whether in the Ugandan context performance of community development projects implemented among faith-based organizations is directly influenced by planning, capacity building, and stakeholder participation or not. Therefore, the researcher concludes this is a knowledge gap and the study seeks to close it and provide local literature that can be used as a reference by other researchers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an overview of collecting data techniques, data collection tools, and analytical approaches. The methodology for the investigation was quantitative. Questionnaires were the primary means of data collection for this project.

3.2 Research Design

According to Creswell and Creswell (2021), research design is a general framework or plan that directs the research activity. It is the framework of research procedures and methodologies that a researcher selected to carry out a study. For this study, a cross sectional descriptive research design was used concentrating on a quantitative approach that enabled statistical analysis to be conducted and provide guidance on the importance of the independent variables under study. Research can be conducted analytically with the help of quantitative research (Asenehabi, 2019). The advantage of using a cross sectional descriptive research design is that it boosts the validity of the findings by allowing the variables to be independent of the researcher's control (Ahmed, 2022). In addition to using primary sources, a survey questionnaire including relevant questions about the study topic was created and distributed to participants in order to gather information that may be used to address the issue under study. According to Bundi (2020), to gather comprehensive data relevant to the current study, a descriptive research survey design helped the researcher get specific context-specific information.

3.3. Research Site

The study was conducted in Watoto Ministries Uganda offices and project operations areas in the Kampala-Mpigi districts. This faith-based organization was chosen because its work is very close to the topic of study, and it is the biggest Pentecostal ministry in Kampala with over 17 branches in Uganda and South Sudan. Watoto Ministries has implemented community development projects that have impacted the community since the 1990s and has a monitoring and evaluation system in place.

The kampala-Mpigi operations site were selected for this research because the research locations are approximately 40km from the city center and easily accessible by the researcher, plus its where the project teams, and major influential decision makers sit. In addition, more access to program

documentation, data, and reports that are supposed to be used to assist the researcher will also be provided by the research locations.

3.4 Target Population

According to Karanja and Yusuf (2018), the term "population" refers to the collection of people, situations, or items that share common features and can be observed throughout a research study.

The population of study was 710 respondents, and these included staff from departments such us Education, Neighbourhood, Medical, Homes Administration, Child Welfare, Pastoral, and Discipleship (Watoto, 2023).

Table 3:2 Breakdown of population per department.

Description of respondents	Target Population
Education Department	271
Neighbourhood Department	36
Medical Department	30
Homes Admin Department	332
Child-welfare	15
Pastoral and Discipleship	26
TOTAL	**710**

3.5 Study Sample

A sample is a subgroup chosen for a research study from a broader population, the number of observations, instances, people, or units included in this subgroup for research or analysis is referred to as the sample size (Lakens, 2022). In research, samples are essential because they serve as a representation of the larger population, enabling researchers to infer and draw conclusions about the population as a whole from the features seen in the sample. According to Meyer and Mayrhofer (2022), sampling is the process of choosing a manageable subset of the population to examine particular attributes or features. This helps to ensure that the sample is representative and prevents biases in research projects. The study sample highlights the sampling approach used and the population size considered for this study.

3.5.1 Sampling procedure

To choose the study's sample, stratified random sampling was used. According to Wu and Thompson (2020), stratified sampling is a technique applied when comparing data between multiple subgroups is necessary due to a population that is too big to be represented by a single group. Therefore, when choosing individuals whose viewpoints are relevant to the topic of the research, a stratified sampling is always used.

The researcher opted for this approach because it enabled the researcher to be in a position to identify and select respondents who would provide useful information that is needed to generate findings for the study. In addition, Turner (2020) highlighted that stratified sampling is always utilized since it guarantees a highly precise sample selection.

3.5.2 Study Sample Size

To generate a representative sample from a large population, Gupta and Gupta (2021) and Kothari (2015) recommend selecting between 10% and 30% of the total population. For this study, the target population consisted of all staff of 710 across various departments of Watoto Ministries, including Education, Neighbourhood Medical, Child Welfare, Homes Administration, and Pastoral and Discipleship. A sample of 20% was chosen, totaling 142 respondents. This percentage was selected as a balanced middle ground within the recommended range, providing sufficient representation to ensure reliable findings while remaining feasible given the study's resources and timeframe. Sample size was calculated as below;

$X = N/n$

Here X is the sample size, N is the total population size and n is the element to be selected for the sample.

N= 710 respondents, n=20% population

$X = 20\% * N$

X= 142 respondents

A clear breakdown of the sample size per department is as below;

Table 3:2 Sample Distribution 1

Departments	Population	Sample size (20%)
Education	271	54
Neighbourhood	36	7
Medical	30	6
Homes Administration	332	67
Childwelfare	15	3
Pastoral and Discipleship	26	5
TOTAL	**710**	**142**

3.6 Data Collection

The process of collecting of data involved pilot testing the research instrument, data collection guidelines, and data collection instruments as well as instrument validity and reliability.

3.6.1 Data Collection Instruments

To gather primary data for the study, a closed-ended questionnaire was used. According to Taherdoost, (2018), in social science research, questionnaires are a common instrument for data collection. Lu et al. (2021) state that questionnaire-based surveys can quickly and directly gather data on the traits, tasks, attitudes, and perspectives of study participants, all of which can be used as primary data for empirical research. In addition to their primary benefits of affordability and ease of use, questionnaires protect respondents' privacy and confidentiality (Bundi, 2020).

3.6.2 Pilot Testing of Research Instruments

The researcher carried out a data-collection test before moving forward with the actual data collection for the study. Pilot testing aimed to evaluate the advantages and disadvantages of the research data collection tool. According to Bundi (2020), the instrument is refined through piloting, which gets rid of redundant questions and makes complex questions easier to understand. According to Brooks et al. (2016), a pilot study improves reliability and verifies the validity of the instruments, the accuracy of the questions set will be tested and improved. The researcher conducted a pilot study with 30 participants to identify any issues with the survey or data collection process without overcommitting resources. To do this, fellow M&E practitioners from the Uganda Evaluation Association and classmates from Africa Nazarene University, all familiar with M&E activities, were engaged to pilot test the instrument. Their feedback will help improve and refine the study tool before the main data collection.

3.6.3 Instrument Reliability

The researcher conducted a pilot test to assess the tool's strengths and weaknesses and to confirm its reliability. According to Karanja and Yusuf (2018), reliability refers to the consistency of a set of measurement items, while Surucu and Maslaki (2020) defined it as the stability and consistency of a measurement tool over time. To ensure reliability, a review meeting was held with selected M&E practitioners from the Uganda Evaluation Association and research assistants to discuss feedback from the pilot test, fostering learning and improvements. The pilot questionnaire responses were organized and analyzed to enhance the instrument's consistency and dependability. Following Nawi et al. (2020), reliability was quantified using Cronbach's Alpha coefficient during the pilot phase, with a threshold of 0.7 or higher considered acceptable for internal consistency.

3.6.4 Instrument Validity

To ensure validity, the researcher assessed the data collection tools to determine whether the research objectives are being addressed by the questions. According to Bundi (2020), validity is the precision and significance of the derivatives that can be derived from the study's results. Validity, according to Surucu and Maslaki (2020), is determined by the appropriate and timely interpretation of data obtained from measuring devices as a result of analyses. To further enhance the study instrument, the researcher will take into account the input from the pilot testing.

3.6.5 Data Collection Procedures

The Department of Monitoring and Evaluation at Africa Nazarene University granted approval and provided clearance for the researcher to proceed with data collection for the study. Following this, the researcher sought and obtained ethical approval from the Research Ethics Committee at the School of Social Sciences, Makerere University, to conduct research in Uganda. Additionally, a research permit was secured from the Uganda National Council for Science and Technology (UNCST). Finally, authorization was obtained from the leadership team at Watoto Ministries Uganda, allowing the organization to be included as part of the study.

To verify identity, the researcher introduced himself to the participants and presented the authorization letter obtained from Africa Nazarene University and Watoto leadership team. Before initiating the data collection process, the researcher sought informed consent from all participants and key stakeholders. The purpose and background of the study were clearly explained to the participants. Quantitative data were gathered both through online questionnaires administered via Smart Survey and hard copies. This method was chosen because some

participants preferred self-administration due to their busy schedules, while others preferred to be given hard copies and take through the whole process.

3.7 Data Processing and Analysis

The researcher followed the relevant standards of using, variables, and coding to be able to engage in data cleaning and analysis. In addition, the researcher as well intends to carry out a Data Quality Assessment as the initial step in the data analysis process. Then, to visualize data and make comparisons, and inferences, the researcher will make use of percentages and frequencies as well.

The data were analyzed by the researcher using quantitative statistical methods. To draw conclusions including frequencies and percentages the researcher used SPSS version 29 to conduct the analysis, make comparisons, and generate data visualizations. According to Claude and Didace, (2020) Data handling, statistical analysis, and delivery of descriptive statistics are all features of the SPSS 29 software. Letsolo (2022) further states that SPSS is easy to use, and the format in which the findings are displayed is quite easy to understand and makes presentations easy because data can be presented in tables, graphs, and chats. The researcher used descriptive statistics, including mean and standard deviation, to generate conclusions about whether the M&E practices affect the performance of community development projects.

3.8 Legal and Ethical Considerations

The researcher followed ethical guidelines in both the pilot project and the main study and obtained consent and necessary approvals from ANU, Research Ethics Committee, and UNCST, the pilot study participants, and the program staff. The proposal was sent to ANU for approval and authorization. After being approved, the researcher then got in touch with the Research Ethics Committee at the School of Social Sciences at Makerere University and UNCST and requested permission to begin data collecting. The Watoto Ministries Leadership and Project Staff were then presented with the ANU authorization letter and the UNCST approval so that the researcher could obtain their approval and consent to continue with the research.

CHAPTER FOUR

FINDINGS AND DATA ANALYSIS

4.0 Introduction

This chapter presents the findings and data analysis based on the data collected from the survey questionnaires. The purpose of this study was to assess the influence of monitoring and evaluation practices on the performance of community development projects among faith-based organizations. The study was guided by the following research objectives: to assess the influence of planning on the performance of community development projects among faith-based organizations; to determine the influence of capacity building on the performance of community development projects among faith-based organizations; and to examine the influence of stakeholder participation on the performance of community development projects among faith-based organizations.

4.1 Response Rate

In this study, the sample size consisted of 142 staff members from Watoto Ministries who are involved in community development projects.

Table 4:1 Response rate of the respondents

Response Rate	Frequency	Percentage
Responded	142	100
Not Responded	0	0
Total	**142**	**100.0**

According to table 4.1, all 142 questionnaires distributed during the data collection process were fully completed and returned, resulting in a 100% response rate. This high response rate indicates that the study had sufficient data to proceed with analysis, draw valid conclusions, and make recommendations for further research.

4.2 Background Information

The respondents' personal information was collected to understand their background in relation to the study and to help assess the quality and trustworthiness of the data provided. Specifically, the researcher gathered information on their gender, age, level of education, departmental affiliation, duration of service at Watoto Ministries, and their level of leadership within the organization's hierarchy.

4.2.1 Gender of the respondents

Table 4:2 Gender of the respondents

Gender	Frequency	Percentage
Female	99	69.7
Male	43	30.3
Total	142	100.0

Table 4.2 shows that the respondents were required to highlight their gender. The findings reveal that 69.7% of the respondents were female while 30.3% were men.

4.2.2 Age groups of the respondents

Table 4.3 shows that the respondents were required to indicate their age group.

Table 4:3 Age Group of respondents

	Frequency	Percentage
Under 30 years	24	16.9
31-40 years	58	40.8
41-50 years	44	30.9
Above 50 years	16	11.2
Total	142	100.0

The findings reveal that 43.3% of the respondents were between 31 and 40 years old, while 31.7% fell within the 41 to 50-year age bracket. Additionally, 20.0% of the respondents were under 30 years, whereas 5.0% were above 50 years.

4.2.3 Respondents' level of education

Table 7 shows that the respondents were required to indicate their level of education.

Table 4:4 Respondents' level of education

Education level	Frequency	Percentage
Certificate	28	19.7
Diploma	24	16.9
Degree	59	41.5
Masters/PgD	7	4.9
Phd	0	0
Other (Primary/Secondary droput, etc)	24	16.9
Total	142	100.0

The findings reveal that 28 respondents (19.7%) had certificates, 24 respondents (16.9%) had diplomas, 59 respondents (41.5%) had bachelors degrees, 7 respondents (4.9%) had Masters/PGD, 24 respondents (16.9%) selected other (such as primary or secondary school dropout or even having never attended school at all), and No respondent had a PhD.

4.2.4 Department of the respondents

Table 4.5 shows that the respondents were required to indicate the department they belong to.

Table 4:5 Department of the respondents

Department	Frequency	Percentage
Child Welfare	3	2.1
Education	54	38.0
Homes Administration	67	47.2
Medical	6	4.2
Neighbourhood	7	4.9
Pastoral and Discipleship	5	3.5
Total	142	100.0

The findings revealed that 3 respondents (2.1%) belong to child welfare, 54 respondents (38.0%) belonged to the education department, 67 (47.2%) were from homes administration, 6 respondents (4.2%) were from the medical department, 7 respondents (4.9%) were from Neighbourhood and 5 respondents (3.5%) belonged to the Pastoral and Discipleship department.

4.2.5 Respondent engagement on project activities from Inception

Table 4:6 Respondent engagement on project activities from Inception

Involved in projects from start	Frequency	Percentage
Yes	63	44.4
No	79	55.6
Total	142	100.0

Findings in Table 4.6 indicate that 44.4% of the respondents indicated that they had been involved in the project activities from inception phase, while 55.6% indicated that they had not been involved in the project activities from inception phase.

4.2.6 Period Respondents have been at Watoto Ministries Uganda

Table 4.7 shows that the respondents were required to indicate how long they had been at Watoto Ministries Uganda.

Table 4:7 Period Respondents have been at Watoto Ministries, Uganda

Duration	Frequency	Percentage
1-4 years	47	33.1
5-9 years	38	26.8
10-14 years	46	32.4
15 years and above	11	7.7
Total	142	100.0

The findings reveal that 47 (33.1%) of the respondents have been at Watoto ministries for a period between 1 to 4 years, 38 (26.8%) of the respondents had been at Watoto ministries for a period between 5 to 9 years, 46 (32.4%) of respondents had been at Watoto ministries Uganda for a period between 10 and 14 years, 11 (7.7%) of respondents had been at Watoto ministries for a period of 15 years and more.

4.2.7 Level in Team Hierarchy

According to Table 4.8 shows that the respondents were required to indicate there hierarchy within their departments at Watoto Ministries Uganda.

Table 4:8 Level in team hierarchy

Team Hierachy	Frequency	Percentage
Top Management	3	2.1
Middle Management	19	13.4
Lower Management	49	34.5
Team member	71	50
Total	142	100.0

The findings reveal that 3 (2.1%) of respondents were in Top management, while 19 (13.4%) of respondents were in middle management, 49 (34.5%) of the respondents were in lower management roles, and 71 (50%) of the respondents were team members.

4.3 Presentation of the Analysis, Research Findings, and Interpretation

The study assessed the influence of Planning, Capacity Building and Stakeholder Participation on the performance of community development projects among faith-based organisations. The study asked respondents to evaluate the level of influence and indicate their level of agreement or disagreement using Likert scale-based questions. A detailed analysis of their responses is presented in the following sections.

4.3.1 The Influence Of Planning On the performance of Community Development Projects in Watoto Ministries Uganda.

According to table 4.9, Respondents were asked to share their opinions on whether planning influences the performance of community development projects within Watoto ministries Uganda.

Table 4:9 Influence of planning on the performance of community development projects

	Frequency	Cumulative Percentage
Yes	135	95.1
No	2	1.4
Don’t Know	5	3.5
Total	142	100.0

The majority, 135 respondents (95.1%), agreed with the statement, while 2 respondents (1.4%) indicated No. And 5 (3.5%) of respondents indicated don't know.

Table 4:10 Satisfaction Levels of Respondents

	Frequency	Cumulative Percent
Satisfactory	83	58.5
Neutral	44	30.9
Unsatisfactory	15	10.6
Total	142	100.0

Table 4.10 shows that Respondents were also asked to rate their satisfaction with the impact of planning on the performance of community development projects in Watoto Ministries, Uganda. A majority, 83 respondents (58.5%), agreed that it was satisfactory, while 44 respondents (30.9%) remained neutral. Notably, only 15 (10.6%) of respondents rated it as unsatisfactory.

Table 4.12 presents Seven (7) statements that were developed to measure the extent to which planning influences the performance of community development projects at Watoto Ministries Uganda.

Table 4:11 Analysis of the influence of planning on the performance of community development projects in Watoto Ministries Uganda

Statement	SD f(%)	D f(%)	N F(%)	A F(%)	SA F(%)	Mean	STD
B1. Within your project activities at Watoto, Planning plays a key role in tracking of project performance and success.	5(3.5)	4(2.8)	9(6.3)	60(42.3)	64(45.1)	4.23	0.948
B2. Planning is the most important aspect of project performance for the projects you implement at Watoto.	0(0)	4(2.8)	13(9.2)	63(44.4)	62(43.7)	4.29	0.749
B3. There is the existence of a project logic model that shows the inputs, outputs, activities, outputs, and project outcomes for the projects you are implementing at Watoto.	5(3.5)	5(3.5)	36(25.4)	61(43.0)	35(24.6)	3.82	0.965
B4. The project team in your department is well-equipped to develop and engage in effective planning and track project performance on all projects you are implementing.	5(3.5)	14(9.9)	32(22.5)	61(43.0)	30(21.1)	3.68	1.027
B5. Every month, Project reports within the department are developed and shared with all stakeholders.	6(4.2)	14(9.9)	32(22.5)	46(32.4)	44(31.0)	3.76	1.123
B6. The project scope of the work and timeline in your project activities are specified in an approved Annual work plan.	3(2.1)	7(4.9)	27(19.0)	57(40.1)	48(33.8)	3.99	0.960
B7. Project plans are essential for effectively managing the allocation of resources within your project activities at Watoto.	4(2.8)	4(2.8)	20(14.1)	57(40.1)	57(40.1)	4.12	0.949
Composite mean and STD						3.98	0.988

Statement B 1 Within your project activities at Watoto, Planning plays a key role in tracking of project performance and success. The study returned 5 (3.5%) respondent strongly disagreed, 4 (2.8%) of respondents disagreed, with 9 (6.3%) remaining neutral, 50 (42.3%) agreed, and 64 (45.1%) strongly agreed. This item had a mean of 4.23 and a standard deviation of 0.948 which is higher than the composite mean of 3.98 and standard deviation of 0.988. This implies that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement B 2 Planning is the most important aspect of project performance for the projects you implement at Watoto. This finding revealed that no respondents strongly disagreed with the statement, 4 (2.8%) disagreed, while 13 (43.7%) of the respondents strongly agreed. This item had a mean of 4.29 and a standard deviation of 0.749 which is higher than the composite mean of 3.98 with a standard deviation of 0.988, implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement B 3 There is the existence of a project logic model that shows the inputs, outputs, activities, outputs, and project outcomes for the projects you are implementing at Watoto. Out of 142 respondents who participated in the study, 5(3.5%) of the respondents strongly disagreed with the statement, whereas 5(3.5%) disagreed, 36 (25.4%) of respondents remained neutral, while 61 (43.0%) of respondents indicated agreed and 35(24.6%) respondents strongly agreed with the statement. This item had a mean score of 3.82 and a standard deviation of 0.965 which is lower than the composite mean of 3.98 with a standard deviation of 0.988, implying that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement B 4 The project team in your department is well-equipped to develop and engage in effective planning and track project performance on all projects you are implementing. Out of 142 respondents who participated in the study, 5(3.5%) strongly disagreed, 14(9.9%) disagreed, whereas 32 (22.5%) were neutral. While 61 (43.0%) of the respondents agreed, and 30 (21.1%) of the respondents strongly agreed. This statement had a mean score of 4.15 and a standard deviation of 1.027 which is lower than the composite mean of 3.98 with a standard

deviation of 0.988, implying that the statement does not positively influence the performance of community development projects in Watoto Ministries.

Statement B 5 Every month, Project reports within the department are developed and shared with all stakeholders. Out of 142 respondents who participated in the study, 6 (4.2%) of the respondents strongly disagreed, 14(9.9%) disagreed, whereas 32 (22.5%) were neutral. While 46 (32.4%) of the respondents agreed, and 44 (31.0%) of the respondents strongly agreed. This item had a mean score of 3.76 and a standard deviation of 1.123, which is lower than the composite mean of 3.98 with a standard deviation of 0.988, implying that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement B 6 The project scope of the work and timeline in your project activities are specified in an approved Annual work plan. Out of 142 respondents who participated in the study, 3 (2.1%) of the respondents strongly disagreed, 7(4.9%) of the respondents disagreed, whereas 27 (19.0%) remained neutral. While 57 (40.1%) of the respondents agreed, and 48 (33.8%) of the respondents strongly agreed. This item had a mean score of 3.99 and a standard deviation of 0.960, which is higher than the composite mean of 3.98 with a standard deviation of 0.988, implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement B 7 Project plans are essential for effectively managing the allocation of resources within your project activities at Watoto. Out of 142 respondents who participated in the study, 4 (2.8%) of the respondents strongly disagreed, 4(2.8%) disagreed, and 20 (14.1%) of the respondents were neutral. While 57 (40.1%) of the respondents agreed, and 57 (40.1%) of the respondents strongly agreed. This item had a mean score of 4.12 and a standard deviation of 0.949, which is higher than the composite mean of 3.98 with a standard deviation of 0.988, implying that the statement positively influences the performance of community development projects in Watoto Ministries, Uganda.

4.3.2 The Influence Of Capacity Building On the Performance of Community Development Projects in Watoto Ministries Uganda.

In table 4.12, Respondents were asked to share their opinions on whether capacity building influences the performance of community development projects in Watoto Ministries.

Table 4:12 Influence of capacity building on the performance of community development projects

	Frequency	Cumulative Percentage
Yes	119	83.8
No	9	6.3
Don't know	14	9.9
Total	142	100.0

The findings reveal that the majority, 119 (83.8%) of respondents agreed with the statement, while 9 (6.3%) of respondents said No and 14 (9.8%) respondents indicated don't know. Table 4.12 presents a summary of these responses.

In table 4.13, Respondents were then also asked to rate their satisfaction with the impact of capacity building on performance of community development projects in Watoto Ministries Uganda.

Table 4:13 Satisfaction Levels of Respondents

	Frequency	Cumulative Percent
Satisfactory	75	52.8
Neutral	61	43.0
Unsatisfactory	6	4.2
Total	142	100.0

The findings reveal that a majority, 75 (52.8%) of respondents found it satisfactory, while 61 respondents (43.0%) or respondents remained neutral and 6 (4.2%) of respondents rated it as unsatisfactory.

Table 4.14 presents Five (5) statements that were developed to measure the extent to which capacity building influences the performance of community development projects in Watoto Ministries Uganda.

Table 4:14 Analysis of the influence of capacity building on the performance of community development projects in Watoto Ministries Uganda

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	STD
C1 Watoto Ministries staff are equipped with technical skills to carry out M&E-related activities in their daily work. E.g drafting reports, data collection.	7(4.9)	5(3.5)	33(23.2)	56(39.4)	41(28.9)	3.84	1.043
C2 Watoto Ministries projects are designed effectively to be able to achieve the desired project outcomes and impact.	3(2.1)	5(3.5)	27(19.0)	77(54.2)	30(21.1)	3.89	0.851
C3 Watoto Ministries projects have personnel who have the technical skills to implement M&E roles and responsibilities.	3(2.1)	6(4.2)	24(16.9)	65(45.8)	44(31.0)	3.99	0.919
C4 Capacity Building for staff is a critical determinant of how effective M&E activities are carried out within your project activities.	2(1.4)	4(2.8)	21(14.8)	63(44.4)	52(36.6)	4.12	0.8633
C5 Regular training needs assessments for the department are done to ensure that staff have the skills to carry out M&E activities.	6(4.2)	10(7.0)	34(23.9)	58(40.8)	34(23.9)	3.73	1.038
Composite mean and STD						3.914	0.953

Statement C 1 Watoto Ministries staff are equipped with technical skills to carry out M&E-related activities in their daily work. E.g drafting reports, data collection. Out of the 142 respondents, 7 (4.9%) strongly disagreed, 5 (3.5%) disagreed, 33 (23.2%) remained neutral, 56 (39.4%), agreed and 41 (28.9%) strongly agreed to the statement. This item had a mean of 3.84 and a standard deviation of 1.043 which is lower than the composite mean of 3.914 with a

standard deviation of 0.953. This implies that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement C 2 Watoto Ministries projects are designed effectively to be able to achieve the desired project outcomes and impact. Out of 142 respondents, 3(2.1%) respondents strongly disagreed, 5 (3.5%) disagreed, 27 (19.0%) opted for neutral, 77 (54.2&) agreed and 30 (21.1%) of respondents strongly agreed. This item had a mean of 3.89 and a standard deviation of 0.851 which is lower than the composite mean of 3.914 with a standard deviation of 0.953. Implying that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement C 3 Watoto Ministries projects have personnel who have the technical skills to implement M&E roles and responsibilities. Out of 142 respondents, 3 (2.1%) respondents strongly disagreed, 6 (4.2) of respondents disagreed, 24 (16.9%) of respondents were neutral 65(45.8%) agreed and 44 (31.0%) strongly agreed to the statement. This item had a mean of 3.99 and a standard deviation of 0.919 which is higher than the composite mean of 3.914 with standard deviation of 0.953. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement C 4 Capacity Building for staff is a critical determinant of how effective M&E activities are carried out within your project activities. Out of 142 respondents, 2 (1.4%) strongly disagreed, 4 (2.8%) of respondents disagreed, 21 (14.8%) were neutral, 63 (44.4%) of respondents agreed and 52 (36.6%) of the respondents strongly agreed to the statement. This item had a mean of 4.12 and a standard deviation of 0.863 which is higher than the composite mean of 3.914 with a standard deviation of 0.953. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement C 5 Regular training needs assessments for the department are done to ensure that staff have the skills to carry out M&E activities. Out of 142 respondents, 6(4.2%) strongly disagreed, 10 (7.0%) disagreed, 34 (233.9%) respondents remained neutral, 58 (40.8%) agreed and 34 (23.9%) strongly agreed to the statement. This item had a mean of 3.73 and a standard deviation of 1.038 which is lower than the composite mean of 3.914 with a standard deviation of 0.953. Implying that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

4.3.3 The Influence of Stakeholder Participation on the Performance of Community Development Projects in Watoto Ministries Uganda.

In table 4.15 Respondents were asked to share their opinions on how stakeholder participation influences the performance of community development projects in Watoto Ministries Uganda.

Table 4:15 Influence of stakeholder participation on performance of community development projects

	Frequency	Cumulative Percentage
Yes	102	71.8
No	25	17.6
Don't Know	15	10.6
Total	142	100.0

The findings reveal that the majority, 102 respondents (71.8%) said Yes, while 25 (17.6%) respondents indicated No and 15 (10.6%) remained uncertain

In table 4.16, Respondents were then also asked to rate their satisfaction with how stakeholder participation influences the performance of community development projects in Watoto Ministries Uganda.

Table 4:16 Satisfaction Levels of Respondents

	Frequency	Cumulative Percent
Satisfactory	60	42.3
Neutral	71	50
Unsatisfactory	11	7.7
Total	142	100.0

A majority, 71 respondents (50%) indicated neutral, while 60 respondents (43.3%) of respondents found it satisfactory, and 11 (7.7%) rated it as unsatisfactory.

Table 4.17 presents Five (5) statements that were developed to measure the extent to which stakeholder participation influences the performance of community development projects ion Watoto Ministries Uganda.

Table 4:17 Analysis of the influence of stakeholder participation on the performance of community development projects in Watoto Ministries Uganda

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	STD
D1 All necessary stakeholders (both internal and external) participate in a stakeholder engagement plan for the projects you are implementing.	2(1.4)	12(8.5)	48(33.8)	51(35.9)	29(20.4)	3.65	0.946
D2 Stakeholder participation within your project activities leads to effective decision making needed in achieving project success.	0(0)	8(5.6)	24(16.9)	65(45.8)	45(31.7)	4.04	0.846
D3 Stakeholder participation in your project activities fosters a culture of accountability and transparency in managing project funds.	1(0.7)	2(1.4)	29(20.4)	70(49.3)	40(28.2)	4.03	0.780
D 4 Engaging with both internal and external stakeholders leads to increased innovation and creativity that is crucial for project success on the projects you are implementing.	0(0)	5(3.5)	23(16.2)	75(52.8)	39(27.5)	4.04	0.761
D 5 Stakeholder participation takes place at all levels right from top management to the lower levels within your departmental projects and entire Watoto organisation.	3(2.1)	10(7.0)	42(29.6)	48(33.8)	39(27.5)	3.72	0.999
Composite mean and STD						3.906	0.884

Statement D 1 All necessary stakeholders (both internal and external) participate in a stakeholder engagement plan for the projects you are implementing. Out of 142 respondents, 2 (1.4%) strongly disagreed, 12 (8.5%) of respondents disagreed, 48 (33.8%) respondents stated neutral, 51 (35.9%) agreed, and 29 (20.4%) of respondents strongly agreed to the statement. This item had a mean of 3.65 and a standard deviation of 0.946 which is lower than the composite

mean of 3.906 with a standard deviation of 0.884. This implies that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement D 2 Stakeholder participation within your project activities leads to effective decision making needed in achieving project success. Out of 142 respondents, 8 (5.6%) disagreed, 24 (16.9%) of respondents remained neutral, 65 (45.8%) agreed and 45 (31.7%) strongly agreed to the statement. This item had a mean of 4.04 and a standard deviation of 0.846, which is higher than the composite mean of 3.906 with a standard deviation of 0.884. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda

Statement D 3 Stakeholder participation in your project activities fosters a culture of accountability and transparency in managing project funds. Out of 142 respondents, 1 (0.7%) strongly disagreed, 2 (1.4%) disagreed, 29 (20.4%) of respondents reported neutral, 70 (49.3%) agreed, and 40(28.2%) strongly agreed to the statement. This item had a mean of 4.03 and a standard deviation of 0.780 which is higher than the composite mean of 3.906 with a standard deviation of 0.884. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement D 4 Engaging with both internal and external stakeholders leads to increased innovation and creativity that is crucial for project success on the projects you are implementing. Out of 142 respondents, 5 (3.5%) disagreed, 23 (16.2%) of respondents reported neutral, 75 (52.8%) agreed and 39 (27.5%) of respondents strongly agreed to the statement. This item had a mean of 4.04 and a standard deviation of 0.761 which is higher than the composite mean of 3.906 with a standard deviation of 0.884. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement D 5 Stakeholder participation takes place at all levels right from top management to the lower levels within your departmental projects and entire Watoto organisation. Out of 142 respondents, 3 (2.1%) strongly disagreed, 10 (7.0%) disagreed, 42 (29.6%) of respondents reported neutral, 48 (33.8%) agreed, and 39 (27.5%) of respondents strongly agreed to this statement. This item had a mean of 3.77 and a standard deviation of 0.999 which is lower than the composite mean of 3.906 with a standard deviation of 0.884. Implying

that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda

4.3.4. Performance of Community Development Projects In Watoto Ministries Uganda

Table 4.18 presents Five (5) statements were developed to gauge the performance of Community development Projects.

Table 4:18 Analysis of the performance of community development projects in Watoto Ministries Uganda

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	STD
E 1 implementing projects according to the Strategic and Annual work plans of your department and entire Watoto contributes to project success.	3(2.1)	7(4.9)	18(12.7)	54(38.0)	60(42.3)	4.13	0.962
E 2 Delivering projects to the targeted Watoto project beneficiaries is critical to having successful projects in Watoto Ministries.	2(1.4)	6(4.2)	19(13.4)	68(47.9)	47(33.1)	4.07	0.872
E 3 Implementing projects within approved departmental budget is important to having successful projects within Watoto Ministries.	3(2.1)	1(0.7)	11(7.7)	75(52.8)	52(36.6)	4.21	0.788
E 4 Implementing projects within agreed departmental project timelines is key to the success of projects in Watoto Ministries.	2(1.4)	2(1.4)	22(15.5)	59(41.5)	57(40.1)	4.18	0.845
E 5 Adoption of effective M&E practices among staff of Watoto Ministries is key to project success.	2(1.4)	2(1.4)	31(21.8)	59(41.5)	48(33.8)	4.05	0.862
E 6 Implementing projects that meet the expectations of all stakeholders is important to success of projects in Watoto Ministries.	2(1.4)	3(2.1)	10(7.0)	67(47.2)	60(42.3)	4.27	0.798
Composite mean and STD						4.152	0.855

Statement E 1 Implementing projects according to the Strategic and Annual work plans of your department and entire Watoto contributes to project success. Out of 142 of respondents, 3 (2.1) strongly disagreed, 7 (4.9%) disagreed, 18 (12.7%) respondents reported neutral, 54 (338.0%) agreed and 60 (42.3%) strongly agreed to the statement. This item had a mean of 4.13 and a standard deviation of 0.962 which is lower than the composite mean of 4.152 with a standard deviation of 0.855. This implies that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement E 2 Delivering projects to the targeted Watoto project beneficiaries is critical to having successful projects in Watoto Ministries. Out of 142 respondents, 2 (1.4%) of respondents strongly disagreed, 6 (4.2%) disagreed, 19 (13.4%) of respondents were neutral, 68(47.9%) agreed and 47 (33.1%) of respondents strongly agreed to the statement. This item had a mean of 4.07 and a standard deviation of 0.872 which is lower than the composite mean of 4.152 with a standard deviation of 0.855. Implying that the statement does not positively influences the conservation initiatives in the MT Elgon forest reserve.

Statement E 3 Implementing projects within the approved departmental budget is important to having successful projects within Watoto Ministries. The study returned that 3 (2.1%) strongly disagreed, 1 (0.7%) disagreed, 11 (7.7%) of respondents were neutral, 75 (52.8%) agreed and 52 (36.6%%) of respondents strongly agreed to the statement. This item had a mean of 4.21 and a standard deviation of 0.788 which is higher than the composite mean of 4.152 with a standard deviation of 0.855. This implies that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement E 4 Implementing projects within agreed departmental project timelines is key to the success of projects in Watoto Ministries. Out of 142 respondents, 2 (1.4%) strongly disagreed, 2 (1.4%) disagreed, 22 (15.5%) of respondents were neutral, 59 (41.5%) agreed and 57 (40.1%) of respondents strongly agreed to the statement. This item had a mean of 4.18 and a standard deviation of 0.845, which is higher than the composite mean of 4.152 with a standard deviation of 0.855. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

Statement E 5 Adoption of effective M&E practices among staff of Watoto Ministries is key to project success. Out of 142 respondents, 2 (1.4%) strongly disagreed, 2 (1.4%) disagreed,

31 (21.8%) of respondents were neutral, 59 (41.5%) agreed and 48 (33.8%) of respondents strongly agreed to the statement. This item had a mean of 4.05 and a standard deviation of 0.862, which is lower than the composite mean of 4.152 with a standard deviation of 0.855. Implying that the statement does not positively influence the performance of community development projects in Watoto Ministries Uganda.

Statement E 6 Implementing projects that meet the expectations of all stakeholders is important to success of projects in Watoto Ministries. Out of 142 respondents, 2 (1.4%) strongly disagreed, 3 (2.1%) disagreed, 10 (7.0%) of respondents were neutral, 67 (47.2%) agreed and 60 (42.3%) of respondents strongly agreed to the statement. This item had a mean of 4.27 and a standard deviation of 0.798, which is higher than the composite mean of 4.152 with a standard deviation of 0.855. Implying that the statement positively influences the performance of community development projects in Watoto Ministries Uganda.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Introduction

Chapter 5 presents the aspects of discussions, conclusions, and recommendations of this study. The following research objectives are what guided the study; assessing how planning influences the performance of community development projects among faith based organization in Kampala; to determine how capacity building influences the performance of community development projects among faith based organization in Kampala and examining how stakeholder participation influences performance of community development projects among faith based organization in Kampala.

5.2. Discussion

The section further explains the results of the monitoring and evaluation practices on the performance of community development projects. The study specifically focused on how planning, capacity building, and stakeholder participation influence the performance of community development projects in Watoto Ministries Uganda. The subsections that follow are guided by specific research objectives, and they relate the findings with the previous studies and empirical studies.

5.2.1 The Influence of Planning on the Performance of Community Development Projects in Watoto Ministries Uganda

The first objective of the study was to establish how planning influences performance of community development projects. Majority of the respondents agreed that planning influences perormance of community development projects and that the impact of planning on the effectiveness of community development projects was satisfactory. The findings are supported by findings from Charles (2018). These findings also align with findings from a study done in Kenya by Omayo & Moronge(2018).

Within project activities at Watoto, planning played a key role in tracking project performance and success, this positively influences the performance of community development projects in Watoto Ministries Uganda. This finding aligns with Kerzner (2023), whose work

emphasized that planning involves engaging all stakeholders early to ensure that the chosen metrics align with project objectives, scope, and stakeholder expectations. This alignment is essential for effective tracking of project performance.

Planning is the most important aspect of project performance for the projects implemented at Watoto, this positively influences the performance of community development projects in Watoto Ministries Uganda. In their research, Irfan et al. (2021) highlighted that effective planning enhances the well-being of stakeholders from social, economic, and environmental perspectives, ensuring that projects deliver value beyond mere technical completion. Furthermore, another finding from Kerzner (2023) confirmed these results by asserting that planning also plays a crucial role in establishing benchmarks and performance targets. By comparing planned versus actual performance, project managers can identify variances early and take corrective action, thus improving project outcomes.

The existence of a project logic model that shows the inputs, outputs, activities, outputs, and project outcomes for the projects you are implementing at Watoto, did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding contradicts what Okinyi (2019) found that enhanced communication and accountability are achieved through the use of a logical framework. By clearly outlining project objectives, indicators, and responsibilities, the logical framework acts as an effective communication tool among stakeholders, promoting transparency, accountability, and ownership factors that are essential for securing donor trust and stakeholder engagement. In line with this, findings by Smith et al. (2020) contradict because they argue that using a logic model is essential for rigorous, transparent, and effective planning and execution of implementation projects, as it clarifies the relationships among project elements and supports systematic, evidence-based practice change.

Project teams in Watoto departments are well-equipped to develop and engage in effective planning and track project performance on all projects you are implementing, did not positively influence the performance of community development projects in Watoto Ministries Uganda. This result challenges the notion that projects are more likely to be finished effectively, on schedule, and within budget when businesses place a high priority on human resource management, which includes ongoing training and development of project team members in

planning, as discussed by Muute and James (2019). The finding also contradicts the conclusions of Duale and Kaumbulu (2023), who stated that project team competence in planning significantly influences project success. However, the researcher did not find any existing studies that align with this current finding.

Every month, project reports within the department are developed and shared with all stakeholders did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding does not align with research by Dorothy et al. (2024), who strongly emphasize that comprehensive project reports which detail objectives, goals, budgets, timelines, and resource allocation form a critical part of the project planning and control framework. These reports enable effective monitoring, enhance internal controls, and ensure efficient use of resources, all of which directly contribute to achieving expected project outcomes. Another study conducted in Rwanda by Musafiri et al. (2024) also disagreed with this finding, stating that effective reporting within teams facilitates alignment and timely interventions that improve project outcomes. The researcher did not find any studies that supported this finding.

Project scope of the work and timeline in watoto project activities are specified in an approved Annual work plan positively influences the performance of community development projects in Watoto Ministries Uganda. This finding strongly relates to what Mwangi & Yusuf (2024) discovered, that failures in scope management directly impact cost, timelines, and quality. The findings show that project timeframes are set during scope planning, which is essential for successful implementation. Poor project scope leads to delays and project failure. Furthermore, Umuhoza et al. (2023) agreed to this and highlighted that uncontrolled changes in project scope ("scope creep") significantly affect timelines, costs, and stakeholder satisfaction. Projects with frequent scope changes often experience cost overruns and delays, highlighting that effective management of scope and timelines is critical to overall project performance. The researcher didn't find studies that contradicted his findings.

Project plans are essential for effectively managing the allocation of resources within Watoto project activities positively influences the performance of community development projectsn in Watoto Ministries Uganda. This finding is supported by a study by Chepng'eno & Kimutai, (2021) who stated that effective project planning and resource allocation are critical to

project sustainability, as thorough planning and proper allocation of financial, human, and material resources ensure quality and long-term success. Additionally, Momeni & Martinsuo (2018) conclude that planning in dynamic project environments must be closely linked with flexible resource allocation strategies, particularly for human resources, to improve project adaptability and performance. Rigid, static planning models are less effective in such contexts, and integrated, adaptive approaches better support project success. No study contradicting the finding was found.

5.2.2 Influence Of Capacity Building On Performance of Community Development Projects in Watoto Ministries Uganda.

The second objective of the study was to determine how capacity building influences the performance of community development projects in Watoto Ministries, Uganda. Most respondents agreed that capacity building influences the performance of community development projects and that the impact of capacity building on the effectiveness of community development projects was satisfactory. Oh & Choi (2020) agreed with the findings by adding that capacity building of project teams-specifically enhancing their emotional, managerial, and intellectual competencies, is critical for driving project success.

Watoto Ministries staff are equipped with technical skills to carry out M&E-related activities in their daily work did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding is in contradiction with previous research, such as that by Chege & Bowa (2020) done among non-governmental organisations in Nairobi, who noted that strong M&E skills within project teams are key drivers of project performance, and recommend that organisations invest in building these competencies to achieve better project outcomes. Similarly, a study by Silas & Karimi (2023) emphasized that Skilled M&E staff improve project execution, service delivery, and project control by effectively collecting and analyzing data, which supports timely decision-making and corrective actions. The researcher did not find a study that supports the finding.

Watoto Ministries projects are designed effectively to be able to achieve the desired project outcomes and impact did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding is not consistent with research

by Meredith and Zwikael (2019) who concluded that effective project design is essential for achieving both immediate project goals and long-term success. Projects that are well-designed are more likely to meet stakeholder expectations, adapt to changes, and deliver lasting impact. A study that supports the finding was not found

Watoto Ministries projects have personnel who have the technical skills to implement M&E roles and responsibilities and this positively influences the performance of community development projects in Watoto Ministries Uganda. This finding is consistent with earlier research by Kaberia & Mburugu (2019) who argued that having personnel who are Competent with M&E skills enhances project success by providing accurate, timely information that supports evidence-based decision-making, accountability, transparency, and learning. Similarly, study by Tukei et al., (2021) found that personnel with M&E skills help ensure that projects are monitored accurately, lessons are learned, and necessary adjustments are made to achieve desired results.

Capacity Building for staff is a critical determinant of how effective M&E activities are carried out within watoto project activities, and this positively influences the performance of community development projects in Watoto Ministries Uganda. This finding aligns with previous studies, such as that by Sartorius (2018) who emphasized that proper training in M&E empowers staff to take ownership of monitoring processes and results, leading to more accurate data, improved analysis, and more effective use of findings for project improvement. Likewise, Rogito et al. (2020) highlight that staff capacity building is a key factor in project success and sustainability, as empowered and well-trained personnel are better equipped to achieve project goals and ensure long-term impact.

Regular training needs assessments for the department are done to ensure that staff have the skills to carry out M&E activities, this did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding contradicts Kaberia & Mburugu (2019) who highlighted that Project staff must receive regular training to ensure efficient planning and implementation, leading to desired results and impact. Ongoing capacity building keeps staff updated on new tools, best practices, and evolving approaches in project management, monitoring, and evaluation. In addition, a study by Tukei et al., (2021) as well disagrees with the finding, because it highlights that regular training promotes a culture of

continuous learning and improvement, which is essential for achieving long-term project sustainability and lasting impact. The researcher did not find a study that supports the finding.

5.2.3 The Influence of Stakeholder Participation on the Performance of Community Development Projects in Watoto Ministries Uganda

The third objective of the study was to examine how stakeholder participation influences the performance of community development projects in Watoto Ministries Uganda. Most respondents agreed that stakeholder participation influences the performance of community development projects and that the impact of stakeholder participation on the performance of community development projects was satisfactory. This finding is consistent with what Bazimya, (2023) discovered, that high stakeholder participation significantly enhances project performance by ensuring their needs are reflected in the design, increasing relevance, acceptance, and sustainability.

The statement that all necessary stakeholders (both internal and external) participate in a stakeholder engagement plan for the projects did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding contradicts earlier research by Omondi and Kinoti (2020), who concluded that stakeholder participation especially during project identification and planning, has a significant positive impact on project performance. However, it aligns with findings by Masika (2020), who cautioned that stakeholder engagement planning can be negatively affected when participation is passive or tokenistic, leading to inefficiencies, lack of accountability, and weaker project sustainability. This finding suggests the importance of moving beyond passive involvement to more meaningful, interactive participation to avoid these pitfalls.

Stakeholder participation within the Watoto project activities leads to effective decision-making needed in achieving project success. This positively influenced the performance of community development projects in Watoto Ministries Uganda. This finding is supported by Celestin (2019), who concluded that active and structured stakeholder participation is a key driver of effective decision-making, leading to improved performance and better project outcomes in Rwanda's public sector projects. Similarly, Nederhand and Klijn (2019) stated that stakeholder participation leads to more innovation and effective decision-making by broadening perspectives and fostering creativity. However, they also cautioned that stakeholder participation

is not a guaranteed driver of improved project performance outcomes. The researcher didn't find a study that contradicts the findings.

Stakeholder participation in Watoto project activities fostered a culture of accountability and transparency in managing project funds, and this positively influenced the performance of community development projects in Watoto Ministries Uganda. This finding aligns with research by Mambwe et al. (2020), who found that regular stakeholder meetings and transparent reporting mechanisms ensure that concerns are addressed promptly and any changes or challenges are openly discussed. This openness builds trust among stakeholders and fosters a culture of mutual responsibility, where actions and decisions are visible and can be scrutinized by all involved. Likewise, Shaukat et al. (2022) noted that active stakeholder participation enhances accountability by ensuring project teams are monitored and expected to meet agreed standards through regular feedback and updates. It also promotes transparency by facilitating open communication about project goals, progress, challenges, and decisions, thereby building trust and minimizing misunderstandings throughout the project timeline.

Engaging with both internal and external stakeholders leads to increased innovation and creativity that is crucial for project success on the projects, and this positively influenced the performance of community development projects in Watoto Ministries Uganda. This finding is consistent with research by Ndonye et al. (2021), who highlighted that stakeholder engagement fosters innovation and creativity by integrating diverse local knowledge and perspectives early and continuously, empowering communities, and enabling collaborative solutions to complex challenges, which ultimately enhances project effectiveness and sustainability. Furthermore, Lalam (2018) emphasized that by bringing together different viewpoints and promoting active collaboration, stakeholder engagement fosters innovation and creativity, which in turn helps generate new ideas and flexible solutions that better meet community needs and ultimately improve project sustainability. The researcher didn't find a study that contradicts the finding

Stakeholder participation taking place at all levels right from top management to the lower levels within your departmental projects and the entire Watoto organization did not positively influence the performance of community development projects at Watoto Ministries Uganda. This finding does not align with Ortas et al. (2019), who argued that comprehensive stakeholder engagement enhances project outcomes by integrating diverse perspectives, aligning

decisions with stakeholder expectations, and improving implementation effectiveness. This inclusive approach fosters transparency, accountability, and legitimacy in decision-making, thereby strengthening both project performance and corporate responsibility. In addition, Musesengwa et al. (2018) also disagreed with this finding, noting that engaging all stakeholders across all levels from the outset and throughout the project lifecycle builds mutual trust, strengthens communication, and ensures that local perspectives and ethical considerations are integrated into project design and implementation. This inclusive approach enhances project relevance and acceptability, helps identify and address challenges early, and leads to smoother execution and stronger community support. The researcher did not find any studies that support this finding.

5.2.4 Performance of Community Development Projects

Implementing projects according to the Strategic and Annual work plans of your department and the entire Watoto contributes to project success, but this did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding is not consistent with earlier research by Majumder et al. (2022), who found that strategic plans provide clear guidance and coordination among project stakeholders, which reduces delays, cost overruns, and inefficiencies. Overall, the presence of well-structured strategic and work plans enhances control over project activities, leading to improved quality, productivity, and successful project delivery. Similarly, an earlier study by Esfahani et al. (2018) disagreed with this finding, as it found that strategic planning enhances project success by providing a clear vision, aligning resources, and improving coordination, while annual work plans translate these strategies into actionable steps with defined targets and responsibilities, enabling systematic implementation and effective progress monitoring. The researcher did not find studies that support this finding.

Delivering projects to the targeted Watoto project beneficiaries is critical to having successful projects. This did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding contradicts the work of Katerengabo et al. (2023), who highlighted that a project is considered successful when its outputs are effectively delivered to the intended beneficiaries. Their study on the Tanzania Conditional Cash Transfer Project shows that direct involvement of beneficiaries in monitoring and evaluation ensures that the project meets their needs and expectations. Another study by

Rubanzana & Nyamboga (2025) disagreed with these findings, as the effective delivery of project outputs to the intended beneficiaries is identified as a crucial indicator of project success, demonstrating that the organization is meeting its objectives and creating real impact in the community. The researcher did not find any studies that support these findings.

Implementing projects within the approved departmental budget is important for achieving successful outcomes within Watoto Ministries, and this positively influences the performance of community development projects. This finding is consistent with the work of Murphy and Casanova (2023), who emphasized that adhering to budgets developed and approved through community participation increases the likelihood of effective project completion within financial constraints, while also fostering sustained community support all of which contribute to overall project success. Similarly, Sirisomboonsuk et al. (2018) found that when budgets are realistic, comprehensive, and properly aligned with project scope and available resources, projects are more likely to be delivered on time, within budget, and with the expected quality. Conversely, they noted that poor budgeting practices often result in cost overruns, schedule delays, and compromised project outcomes.

Implementing projects within agreed departmental project timelines is key to the success of projects in Watoto Ministries and positively influences the performance of community development projects in Watoto Ministries Uganda. This finding is supported by Tilahun (2018), who noted that adherence to project timelines yields significant benefits for community development initiatives by promoting well-organized activities, efficient resource allocation, and enhanced team accountability and focus on deliverables. It also aligns with the findings of Dodds et al. (2018), who observed that establishing clear timelines and structured implementation plans enables community-based projects to remain on course, deliver outputs as scheduled, and realize their intended social and economic impacts.

The adoption of effective Monitoring and Evaluation (M&E) practices among staff at Watoto Ministries is considered key to project success; however, this did not positively influence the performance of community development projects in Watoto Ministries Uganda. This finding contradicts the research by Okafor (2021), who found that M&E practices within project teams play a crucial role in tracking performance, identifying issues promptly, and supporting informed decision-making. According to Okafor, skilled staff in M&E ensure proper data management,

keeping projects aligned with set objectives and expected outcomes. The study concluded that M&E is not merely a donor compliance requirement but a critical management function that drives continuous improvement through feedback and corrective action. Similarly, Chege and Bowa (2020) disagreed with this finding, emphasizing that strong M&E systems enhance project performance by enabling effective progress tracking, early identification of implementation challenges, and timely interventions. Furthermore, robust M&E practices improve data collection, analysis, and reporting, thus strengthening decision-making processes and contributing significantly to overall project success. The researcher did not find any study that supports the findings

Implementing projects that meet the expectations of all stakeholders is essential for the success of projects within Watoto Ministries and positively influences the performance of community development initiatives. This finding is supported by Mugabo and Wanjiku (2023), who observed that projects are more likely to be sustainable and successful when stakeholders are meaningfully engaged at all stages, allowing their expectations to be clearly understood and effectively addressed. Similarly, Etheri (2020) emphasized that regular and meaningful stakeholder consultations accompanied by transparent and consistent communication help ensure that stakeholder expectations are met. This, in turn, fosters trust, minimizes resistance, and facilitates smoother and more effective project implementation.

5.3 Summary of Findings

The purpose of this study was to assess the influence of monitoring and evaluation practices on the performance of community development projects among faith-based organisations in Kampala. Specifically, the study determined the influence of planning on the performance of community development projects, capacity building on the performance of community development projects, and how stakeholder participation influence the performance of community development projects. The summary findings are detailed as follows.

The findings of this study highlight the significant role that effective planning plays in enhancing the performance of community development projects within Watoto Ministries Uganda. Most respondents agreed that planning positively influences project effectiveness, particularly in tracking performance, managing timelines, allocating resources, and aligning stakeholder expectations. These findings are supported by a wide range of literature (Charles,

2018; Omayo & Moronge, 2018; Kerzner, 2023; Irfan et al., 2021; Mugabo & Wanjiku, 2023; Etheri, 2020), which collectively emphasize that comprehensive planning supported by scope definition, reporting structures, and capable teams contributes to improved coordination, resource utilization, and project outcomes. However, contrary to this trend, the study also revealed that the presence of project logic models, the existence of capable planning teams, and the routine sharing of monthly project reports did not positively influence project performance, findings which challenge earlier studies by Okinyi (2019), Smith et al. (2020), Duale & Kaumbulu (2023), and Dorothy et al. (2024). These discrepancies suggest that while planning is broadly recognized as critical, its effectiveness may depend on the quality of implementation and contextual factors within specific organizational environments.

The study found that capacity building significantly influences the performance of community development projects in Watoto Ministries Uganda, with most respondents reporting a satisfactory impact. This aligns with literature by Oh & Choi (2020), Sartorius (2018), and Rogito et al. (2020), which emphasizes that strengthening the emotional, managerial, and technical capacities of project teams is crucial for effective Monitoring and Evaluation, improved decision-making, and overall project success. In particular, the presence of technically skilled personnel in M&E was found to positively influence project outcomes, supporting findings by Kaberia & Mburugu (2019) and Tukei et al. (2021), who highlighted that competent staff enhance project performance through better tracking, learning, and adaptation. However, the study also revealed contradictions to existing literature: technical M&E skills among Watoto staff, the effectiveness of project design, and the practice of regular training needs assessments did not positively influence project performance. These results diverge from research by Chege & Bowa (2020), Silas & Karimi (2023), Meredith & Zwikael (2019), and others, who argue that these factors are fundamental to ensuring project effectiveness and sustainability. These inconsistencies suggest that while capacity building is generally acknowledged as essential, its influence on performance may depend on the depth, quality, and practical application of skills within the specific organizational context.

The study established that stakeholder participation significantly influences the performance of community development projects at Watoto Ministries Uganda, with most

respondents indicating a satisfactory impact. This finding is supported by Bazimya (2023), who found that stakeholder involvement improves project relevance, acceptance, and sustainability. Specifically, active stakeholder participation within project activities was found to enhance effective decision-making and foster a culture of accountability and transparency. These outcomes align with the conclusions of Celestin (2019), Nederhand & Klijn (2019), Mambwe et al. (2020), Shaukat et al. (2022), and Ndonye et al. (2021), who emphasize the importance of stakeholder input in driving innovation, improving decision-making, and enhancing project success through openness and collaboration.

However, the study also revealed several instances where stakeholder participation did **not** positively influence project performance. For example, the involvement of all necessary internal and external stakeholders through a stakeholder engagement plan, and participation at all organizational levels, did not yield positive results in this context. These findings contradict prior research by Omondi & Kinoti (2020), Ortas et al. (2019), and Musesengwa et al. (2018), which argue that inclusive and well-structured stakeholder participation enhances project alignment, accountability, communication, and implementation. Interestingly, the negative influence of engagement planning aligns with Masika (2020), who cautioned that passive or tokenistic stakeholder participation can lead to inefficiencies and reduced sustainability. Overall, the results highlight a nuanced reality: while stakeholder participation is generally beneficial, its positive impact on project performance is contingent on **how** it is executed. Genuine, active, and inclusive engagement appears to be more influential than formal or superficial involvement. This suggests that organisations may benefit from reassessing the depth, structure, and quality of stakeholder engagement practices to ensure they translate into tangible performance outcomes.

The study examined how project implementation practices influence the performance of community development projects in Watoto Ministries Uganda, revealing both expected and unexpected outcomes. It found that implementing projects within approved departmental budgets and timelines, as well as meeting stakeholder expectations, positively influenced project performance. These findings align with previous studies by Murphy and Casanova (2023), Sirisomboonsuk et al. (2018), Tilahun (2018), Dodds et al. (2018), Mugabo and Wanjiku (2023), and Etheri (2020), who emphasized the importance of financial discipline, adherence to timelines, and meaningful stakeholder engagement in enhancing project success. However, the

study also revealed that implementing projects according to strategic and annual work plans, delivering outputs to the targeted beneficiaries, and adopting effective Monitoring and Evaluation practices did not positively influence performance. These findings contradict earlier research by Majumder et al. (2022), Esfahani et al. (2018), Katerengabo et al. (2023), Rubanzana and Nyamboga (2025), Okafor (2021), and Chege and Bowa (2020), who found that strategic planning, beneficiary-focused delivery, and robust M&E systems are critical to project success. The lack of positive influence in these areas may point to contextual challenges within Watoto Ministries, such as gaps in execution, limited beneficiary engagement, or underutilization of M&E data, suggesting the need for improved planning, implementation, and learning mechanisms to strengthen project outcomes.

5.4 Conclusion

The section outlines the conclusion of the study of the influence of monitoring and evaluation practices on the performance of community development projects among faith based organisations in Kampala Uganda: a case of Watoto Ministries Uganda. The independent variables were planning, capacity building and stakeholder participation while the dependent variable is the peformance of community development projects. The conclusions are detailed as follows;

Planning is generally recognized as vital to the success of community development projects, this study reveals that its impact depends heavily on the quality of implementation and organizational context. Although planning practices such as timeline management, resource allocation, and stakeholder alignment were found to enhance project performance, other commonly valued elements like logic models, capable planning teams, and regular reporting did not yield the expected positive influence. This suggests that planning alone is not sufficient; it must be contextually relevant, well-executed, and supported by strong organizational systems to drive meaningful project outcomes.

The study affirms that capacity building plays a significant role in enhancing the performance of community development projects, particularly when it strengthens the emotional,

managerial, and technical competencies of staff. However, the findings also indicate that not all aspects of capacity building yield positive outcomes, as certain elements such as technical M&E skills, project design effectiveness, and training needs assessments did not significantly influence project performance. This suggests that for capacity building to be truly effective, it must go beyond formal processes to ensure that skills are not only acquired but are also practically applied and tailored to the organization's unique operational context.

The study confirms that stakeholder participation has a significant impact on the performance of community development projects, particularly when it promotes active involvement, transparency, and shared decision-making. However, it also reveals that stakeholder engagement does not automatically guarantee improved outcomes, especially when it is poorly structured, or lacks genuine inclusivity. These findings highlight the importance of meaningful and well-executed engagement strategies that go beyond formal plans to foster real collaboration, thereby enhancing the relevance, ownership, and sustainability of project initiatives.

The study illustrates that while certain project implementation practices such as working within approved budgets and timelines and meeting stakeholder expectations positively influence project performance, others like strategic planning, beneficiary delivery, and Monitoring and Evaluation may fall short without effective execution. This suggests that success depends not only on having systems and plans in place but also on how well they are implemented and adapted to the specific organizational context. Strengthening execution, deepening beneficiary involvement, and improving the use of M&E data may be key to enhancing project performance in faith based organisation.

5.5 Recommendations

Based on the findings of the study, discussions and the conclusion reached in previous sections of the report, the study recommends the following;

Watoto Ministries should strengthen its organizational policy frameworks to improve project planning and stakeholder engagement. This includes reviewing and updating planning tools such as logic models to ensure they reflect practical realities, promoting flexibility, and aligning them

with available resources and timelines. Additionally, policies guiding stakeholder involvement should encourage inclusive and consistent engagement throughout the project cycle. Adopting co-creation strategies, feedback mechanisms, and empowerment of both internal and external actors will enhance the effectiveness and relevance of projects.

At the operational level, the organization should enhance capacity building, implementation, and learning practices. Capacity-building efforts must be tailored to actual skill gaps through practical, hands-on training, mentorship, and adaptive management approaches. Implementation should emphasize strong project management, alignment with work plans, and accountability for delivery. Lastly, institutionalizing continuous learning by integrating real-time M&E data, documenting lessons, and promoting reflective practices will support ongoing improvement and sustainability of project outcomes.

5.6 Suggestions for Further Studies

The researcher acknowledges the fact that the study was limited to the specific practices on M&E such as planning, capacity building and stakeholder participation, it is therefore recommended that further studies be conducted on other M&E practices and how they influence performance of community development projects.

A comparative study involving other faith-based organizations in Uganda could reveal broader patterns or contextual differences. This would help validate the generalizability of the current findings and identify best practices across institutions.

Further studies could adopt a longitudinal approach to track the long-term impact of planning, capacity building, and stakeholder engagement practices on project performance. This would be particularly useful in understanding the sustainability of development interventions over time.

Future research could examine the lived experiences of project staff, managers, and beneficiaries to understand how they perceive the planning, capacity building, and implementation processes. This approach could reveal mismatches between organizational intentions and on-the-ground realities.

APPENDIX I: Research Questionnaire

This questionnaire has been approved by African Nazarene University and is meant to collect information for scholarly research: **Monitoring and Evaluation practices and performance of Community development projects among faith-based organizations.**

Please reply by either choosing one of the available options or by writing a comment in the space provided. Every piece of information provided will be kept confidential and used exclusively for that reason. The respondent doesn't need to disclose their identity.

SECTION A: DEMOGRAPHIC AND BACKGROUND INFORMATION

This section aims to determine the research participants' demographic information as well as their involvement in the programs carried out by Watoto Ministries Uganda..

1. Gender of the Participant: Male (1) Female (2)

2. Age group of the Participant (Tick as applicable) a)

(1) Under 30 years

(2) 31 – 40 years

(3) 41 – 50 years

(4) Over 50 years

3. Level of education qualification for the participant

(1) PhD
(2) Masters/PgD
(3) Degree
(4) Diploma
(5) Certificate
(6) Other……..

4. In Which department of the ministry are you from?

(a) Neighborhood

(b) Medical

(c) Homes administration

(d) Child Welfare

(e) Education

(f) Pastoral and Discipleship

5. With the current projects in your department, Were you engaged from the inception phase?

(1) YES

(2) NO

6. No. of years of your engagement in the Watoto Ministries Uganda projects

(1) Over 15 years

(2) 10-14 years

(3) 5-9 years

7. Level in team hierarchy within the department

(1) Top Management

(2) Middle management

(3) Lower management

(4) Team member

SECTION B: THE INFLUENCE OF PLANNING ON THE PERFORMANCE OF COMMUNITY DEVELOPMENT PROJECTS IN WATOTO MINISTRIES UGANDA

9. In your opinion, does planning influence the performance of the projects/programs in Watoto Ministries?

(a) Yes [1]

(b) No [2]

(c) Don’t Know [99]

10. How would you rank the impact of planning on the effectiveness of the ongoing projects/programs in Watoto Ministries?

(a) Satisfactory [1]

(b) Neutral [2]

(c) Unsatisfactory [3]

11. On a scale of 1 to 5, please assess your agreement or disagreement with the following statement regarding Planning on the performance of the projects/programs in Watoto ministries.

1-Strongly Disagree (SD), 2-Disagreen (D), 3-Neutral (N), 4-Agree (A) and 5-Strongly Agree (SA)

STATEMENT	1(SD)	2 (SD)	3 (N)	4 (A)	5 (SA)
B 1 Planning plays a key role in tracking of project performance and success.					
B 2 Planning is the most important aspect of project performance.					
B 2 There is the existence of a project logic model that shows the inputs, outputs, activities, outputs, and project outcomes.					
B 3 The project team is well-equipped to develop and engage in effective planning and track project performance.					
B 4 Every month, Project reports are developed and shared with all stakeholders.					
B 5 The project scope of the work and timeline are specified in an approved Annual work plan.					
B 7 Project plans are essential for effectively managing the allocation of resources.					

SECTION C: THE INFLUENCE OF CAPACITY BUILDING ON THE PERFORMANCE OF COMMUNITY DEVELOPMENT PROJECTS IN WATOTO MINISTRIES UGANDA

12. In your opinion, does Capacity Building of project teams influence the performance of the projects/programs in Watoto Ministries?

(a) Yes [1]

(b) No [2]

(c) Don't Know [99]

13. How would you rank the impact of Capacity Building of project teams on the effectiveness of the ongoing projects/programs in Watoto Ministries?

(a) Satisfactory [1]

(b) Neutral [2]

(c) Unsatisfactory [3]

14. On a scale of 1 to 5, please assess your agreement or disagreement with the following statement regarding Capacity Building on the performance of the Watoto Ministries Projects/Programs. 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree

STATEMENT	1(SD)	2 (SD)	3 (N)	4 (A)	5 (SA)
C 1 Watoto Ministries staff are equipped with technical skills to carry out M&E-related activities in their daily work. E.g drafting reports, data collection.					
C 2 Watoto Ministries projects are designed effectively to be able to achieve the desired project outcomes and impact.					
C 3 Watoto Ministries identifies personnel who have the technical skills to implement M&E roles and responsibilities.					
C 4 Capacity Building is a critical determinant of how effective M&E activities are carried out.					

C 5 Regular training needs assessments are done to ensure that staff have the skills to carry out M&E activities.					

SECTION D: THE INFLUENCE OF STAKEHOLDER PARTICIPATION ON THE PERFORMANCE OF THE COMMUNITY DEVELOPMENT PROJECTS IN WATOTO MINISTRIES UGANDA.

15. In your opinion, does the stakeholder participation (every person who has direct or indirect influence to the project) influence the performance of the projects/programs implemented in the Watoto Ministries?

(a) Yes [1]

(b) No [2]

(c) Don't Know [99]

16. How do you rate the level of influence of stakeholder participation on the performance of the current projects/programs being implemented in Watoto Ministries?

(a) Satisfactory [1]

(b) Neutral [2]

(c) Unsatisfactory [3]

17. On a scale of 1 to 5, please assess your level of agreement or disagreement with the following statement about stakeholder participation in the success of the Watoto Ministries Projects/Programs.

1-Strongly Disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A) and 5-Strongly Agree (SA)

STATEMENT	1(SD)	2 (SD)	3 (N)	4 (A)	5 (SA)

D 1 All necessary stakeholders (both internal and external) participated in a stakeholder engagement plan.					
D 2 Stakeholder participation leads to effective decision making needed in achieving project success.					
D 3 Stakeholder participation fosters a culture of accountability and transparency in managing project funds.					
D 4 Engaging with both internal and external stakeholders leads to increased innovation and creativity that is crucial for project success.					
D 5 Stakeholder participation takes place at all levels right from top management to the lower levels					

SECTION E: THE PERFORMANCE OF COMMUNITY DEVELOPMENT PROJECTS AMONG FAITH-BASED ORGANISATIONS

19. On a scale of 1 to 5, please assess your level of agreement or disagreement with the following statement about factors that lead to successful projects implemented under Watoto Ministries Uganda.

1-Strongly Disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A) and 5-Strongly Agree (SA)

STATEMENT	1(SD)	2 (D)	3 (N)	4 (A)	5 (SA)
E 1 Implementing the projects according to the Strategic and Annual work plans.					

E 2 Delivering the projects to the targeted project beneficiaries.					
E 3 Implementing projects within approved budget.					
E 4 Implementing projects within agreed timelines.					
E 5 Adoption of effective M&E practices among staff of Watoto Ministries is key to project success.					
E 6 Regular training needs assessments are done to ensure that staff have the skills to carry out M&E activities.					
E 7 Implementing projects that meet the expectations of all stakeholders.					

THE END
THANK YOU FOR PARTICIPATION

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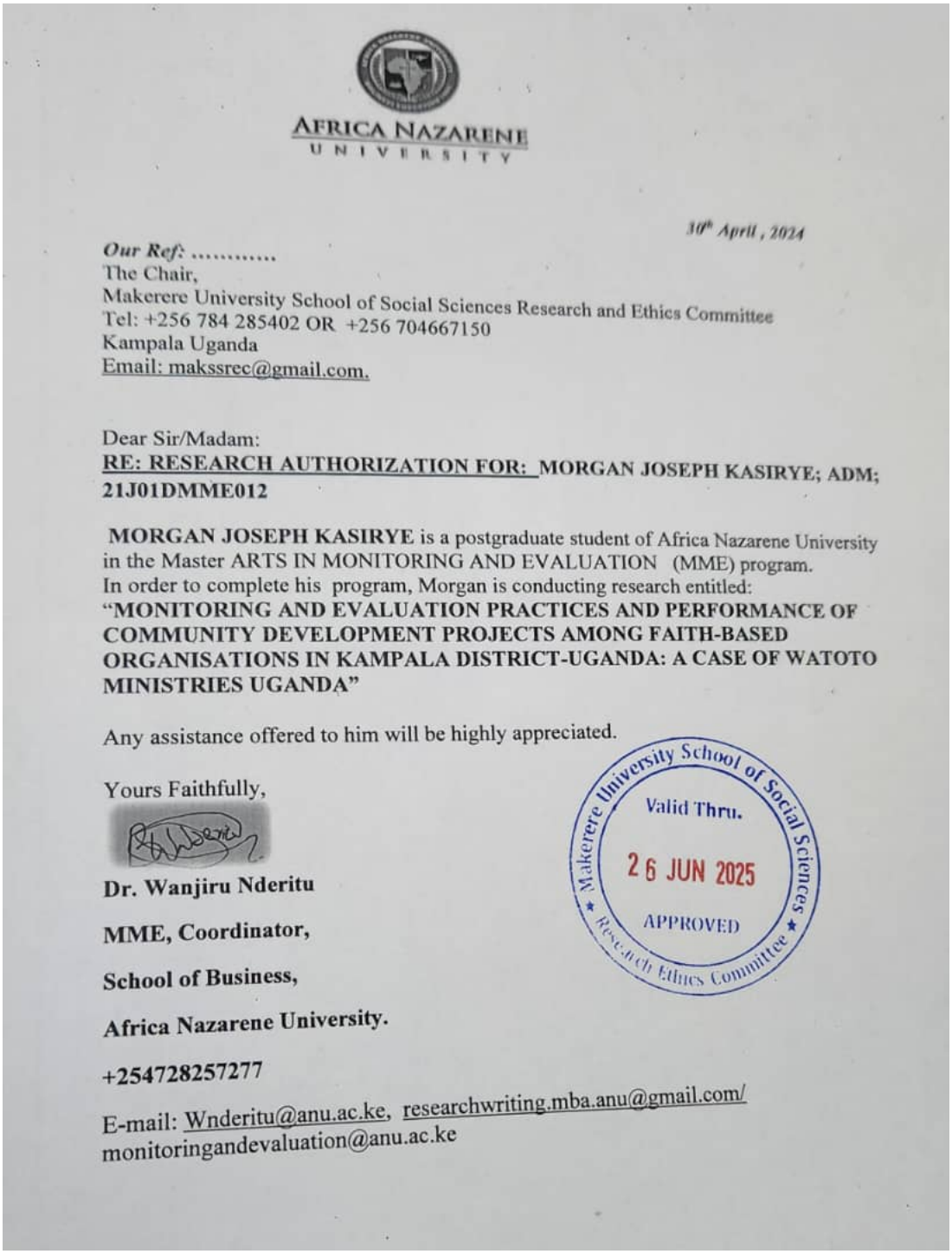
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ANU Research Letter



AFRICA NAZARENE
UNIVERSITY

30th April, 2024

Our Ref: .....
The Chair,
Makerere University School of Social Sciences Research and Ethics Committee
Tel: +256 784 285402 OR +256 704667150
Kampala Uganda
Email: makssrec@gmail.com.

Dear Sir/Madam:
RE: RESEARCH AUTHORIZATION FOR: MORGAN JOSEPH KASIRYE; ADM; 21J01DMME012

MORGAN JOSEPH KASIRYE is a postgraduate student of Africa Nazarene University in the Master ARTS IN MONITORING AND EVALUATION (MME) program.
In order to complete his program, Morgan is conducting research entitled:
"MONITORING AND EVALUATION PRACTICES AND PERFORMANCE OF COMMUNITY DEVELOPMENT PROJECTS AMONG FAITH-BASED ORGANISATIONS IN KAMPALA DISTRICT-UGANDA: A CASE OF WATOTO MINISTRIES UGANDA"

Any assistance offered to him will be highly appreciated.

Yours Faithfully,

Makerere University School of Social Sciences
Valid Thru.
26 JUN 2025
APPROVED
Research Ethics Committee

Dr. Wanjiru Nderitu

MME, Coordinator,

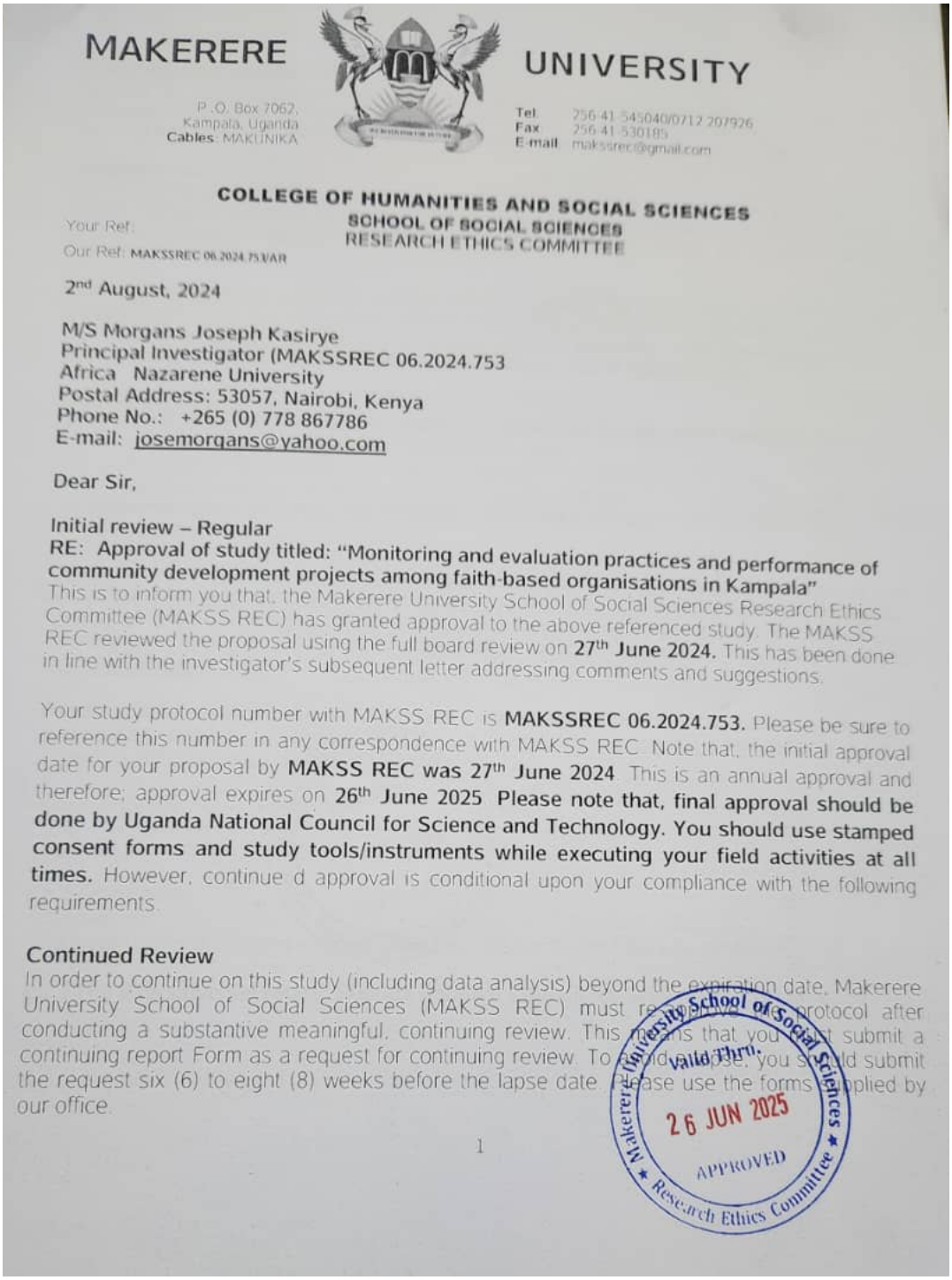
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National Research Ethics Committee Approval



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COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE

Your Ref:
Our Ref: MAKSSREC 06.2024.753/AR

2nd August, 2024

M/S Morgans Joseph Kasirye
Principal Investigator (MAKSSREC 06.2024.753
Africa Nazarene University
Postal Address: 53057, Nairobi, Kenya
Phone No.: +265 (0) 778 867786
E-mail: josemorgans@yahoo.com

Dear Sir,

Initial review – Regular
RE: Approval of study titled: "Monitoring and evaluation practices and performance of community development projects among faith-based organisations in Kampala"
This is to inform you that, the Makerere University School of Social Sciences Research Ethics Committee (MAKSS REC) has granted approval to the above referenced study. The MAKSS REC reviewed the proposal using the full board review on **27th June 2024.** This has been done in line with the investigator's subsequent letter addressing comments and suggestions.

Your study protocol number with MAKSS REC is **MAKSSREC 06.2024.753.** Please be sure to reference this number in any correspondence with MAKSS REC. Note that, the initial approval date for your proposal by **MAKSS REC was 27th June 2024**. This is an annual approval and therefore; approval expires on **26th June 2025 Please note that, final approval should be done by Uganda National Council for Science and Technology. You should use stamped consent forms and study tools/instruments while executing your field activities at all times.** However, continue d approval is conditional upon your compliance with the following requirements.

Continued Review
In order to continue on this study (including data analysis) beyond the expiration date, Makerere University School of Social Sciences (MAKSS REC) must re-approve the protocol after conducting a substantive meaningful, continuing review. This means that you must submit a continuing report Form as a request for continuing review. To avoid lapse, you should submit the request six (6) to eight (8) weeks before the lapse date. Please use the forms supplied by our office.

1

Makerere University School of Social Sciences
Valid Thru:
26 JUN 2025
APPROVED
Research Ethics Committee

Please also note the following:
No other consent form(s), questionnaires and or advertisement documents should be used. The Consent form(s) must be signed by each subject prior to initiation of my protocol procedures. In addition, each research participant should be given a copy of the signed consent form.

Amendments
During the approval period, if you propose any changes to the protocol such as its funding source, recruiting materials or consent documents, you must seek Makerere University School of Social Sciences Research and Ethics Committee (MAKSS REC) for approval before implementing it.

Please summarise the proposed change and the rationale for it in a letter to the Makerere University School of Social Sciences Research and Ethics Committee. In addition, submit three (3) copies of an updated version of your original protocol application- one showing all proposed changes in bold or "**track changes**" **and** the other without bold or track changes.

Reporting
Among other events which must be reported in writing to the Makerere University School of Social Sciences Research and Ethics Committee include:

i. Suspension or termination of the protocol by you or the grantor.
ii. Unexpected problems involving risk to participants or others.
iii. Adverse events, including unanticipated or anticipated but severe physical harm to participants.

Do not hesitate to contact us if you have any questions. Thank you for your cooperation and commitment to the protection of human subjects in research. The legal requirement in Uganda is that, all research activities must be registered with the National Council for Science and Technology. The forms for this registration can be obtained from their website https://nrims.uncst.ug.go

Please contact the Administrator of Makerere University School of Social Sciences Research and Ethics Committee at maksrec@gmail.com OR bijulied@yahoo.co.uk or telephone number +256 712 207926 if you could any problems.

Yours sincerely,

Dr. Stella Neema
Chairperson
Makerere University School of Social Sciences Research and Ethics Committee

Makerere University School of Social Sciences ★ Research Ethics Committee ★
Valid Thru:
26 JUN 2025
APPROVED

c.c.: The Executive Secretary, Uganda National Council for Science and Technology