

Monitoring and evaluation, stakeholder engagement and implementation of service-learning projects within public secondary schools, Homabay County, Kenya

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Abstract – Service learning, an innovative learning technique that guarantees all learners are prepared for the labor market, has been trialed. Such a project needs continuous process monitoring and assessment, which has not occurred. The research has not only revealed the amount of transformation, the rates, the outcomes, and the problems faced by such a program. This study was taken purposefully to look at the influence of monitoring and evaluation, stakeholder involvement, and the implementation of service-learning pilot projects in public secondary schools in Homa Bay, Kenya. The guiding objectives was to investigate the influence of context, input, process and product monitoring on implementation of service-learning pilot projects; to determine the extent to which stakeholder participation moderates the link between monitoring and evaluation and the execution of service-learning pilot projects. The study employed an Ex post facto design, targeted a population of 17, 113, including: Board of managers, PTA, teachers, school administrators and learners within the secondary schools. Through the use of the CIPP model, a stratified random sampling technique with a sample size of 376 of the total population was reached. Semi-structured questionnaires and KII were used to collect primary data. The descriptive statistics and thematic analyses were done and the findings showed that the CIPP Model was found to influence implementation of service learning pilot projects. Where the context ($= 0.266 < 1$); Input monitoring ($= 1.196 > 1$), while process and product evaluation were ($= 0.295 < 1$) and ($= 9.621 > 1$). Stakeholders engagement contributed immensely towards implementation, ($p 0.00 < 0.05$). In conclusion, CIPP model is application in monitoring and evaluation during project implementation. This study recommends integration of CIPP model in the project implementation.

Keywords – influence, monitoring and evaluation, stakeholder engagement, implementation of service learning

I. Introduction

In Kenya, service learning was implemented to promote the learner-centred approach to learning design. The program has faced various hurdles over the last decade, including instructional development, community perception, sponsors, and students. According to a global study, it improves learners' personal values, critical thinking, problem-solving abilities, imagination, and creativity. It also helps students

improve their group's organizational and interpersonal skills via collaboration with community members. The difficulties encountered by teachers during the implementation of service learning at the Midwestern University in the United States are similar to those encountered in public colleges in Kenya and Nigeria.

The integration of service learning with course material is critical, as most lecturers are afraid that including this program into the curriculum may reduce the amount of academic information taught. Learning control is extremely tough since the program needs students to leave the classroom and be far away from the teacher, making it less predictable; as a result, having control over learning activities offered outside of the classroom environment is extremely challenging. Furthermore, experts believe that assessing learners whose learning environment is outside of the classroom setting and without monitoring by the program instructor is extremely challenging. It's also noted that it's very difficult to assess learners whose learning environment is outside of the classroom setting and minus the supervision by the programme instructor.

Monitoring and evaluation is a non-traditional procedure in which stakeholders participate in monitoring and assessment before sharing ownership of the content and doing or categorizing corrective actions. This is a technique of self-evaluation, information creation, and cause corrections in which participants in a project or intervention cooperate to articulate evaluation issues, acquire and analyze data, and take appropriate measures based on what has been learnt via the process. During the recording and exploration of data, it includes both internal and external stakeholders. This method brings together people who are implementing, funders, supervisors, and, at times, external assessors with the aim of sharing knowledge and mutual ownership.

According to research, M&E intends to actively include key stakeholders in reflecting on and analyzing project progress, particularly results. Individuals who are immediately impacted and highly appreciated participate. As they provide new ideas for assessing and learning from more inclusive and adaptable needs and goals. With its ability to examine more than simply project effectiveness, as well as discussion in goal setting, capacity development, ownership, and empowerment, in addition to establishing responsibility, while captivating counteractive actions to improve implementation and outcomes quality. Many academics believe monitoring and evaluation is the most effective strategy to overcome these implementation issues. This study aimed to investigate the impact of monitoring and evaluation and stakeholder participation on the implementation of service learning pilot

projects in Homa Bay County public secondary schools.

Monitoring and evaluation systems are particularly important in service learning systems because they contribute to changing the necessary concepts of education activities into reality for delivering service learning services to the public and ensuring project sustainability. Given the significance of demand and the challenges of service learning. Monitoring and evaluation systems are linked to improve service learning activities and achieve the MOE's goal of providing effective services. However, financial challenges, socially generated challenges, a lack of implementation knowledge, time constraints, extremely negative attitudes among students, and organizational shortcomings, as well as the development of effective monitoring and evaluation systems, are critical to ensuring that service learning activities are effectively implemented to meet public demand. This necessitates using the CIIP model to monitor and separate a project's context monitoring, input monitoring, process evaluation, and outcome assessment concerns.

The government's commitment to support public institutions to guarantee that the planned programming objectives of effective service learning are offered to the general public are met since it adds to Kenyan residents' academic, socioeconomic well-being. Numerous studies confirm that the most significant issues include a lack of time for trainers to develop and implement service-learning, overburdened material, and a failure to connect service-learning with faculty activities, incentives, and institutional commitments. Teamwork, a vital skill with the potential for conflict and student free-riding, as well as challenges experienced by students and instructors in changing to pseudo-learning roles, are hurdles. According to one study, social confidence may aid in the development of effective social and political institutions that can help governments execute successfully, instilling trust in governmental institutions. Another source claims that the public lacks faith in public institutions owing to a lack of openness and accountability in conducting service learning programs, resulting in financial capital misuse. Cited (Newton Norris, 2000 and David, 1999). (Newton Norris, 2000 and David, 1999). This research aims to investigate the impact of monitoring and evaluation, as well as stakeholder participation, on the implementation of service-learning pilot programs in Homa Bay County public high schools.

II. Objectives and hypotheses

This study was guided by the following goals: 1) to investigate the impact of context monitoring on service-learning pilot project implementation; 2) to investigate the impact of input monitoring on service-learning pilot project implementation; 3) to investigate the impact of process evaluation on service-learning pilot project implementation; and 4) to investigate the impact of product evaluation on service-learning pilot project implementation. 5) To ascertain the extent to which stakeholder involvement moderates the relationship between monitoring and evaluation and the implementation of service-learning pilot projects in Homa Bay County public secondary schools. The following study questions were included:

1. How much effect does context monitoring have on the implementation of service-learning pilot projects?
2. How much effect does input monitoring have on the implementation of service-learning pilot projects?
3. How much effect does process assessment have on the execution of service-learning pilot projects?
4. How much effect does product evaluation have on the execution of service-learning pilot projects?
5. To what extent does stakeholder engagement mediate the relationship between monitoring and evaluation and the implementation of service-learning pilot projects in Homa Bay County public secondary schools?

The hypotheses of the study were as follows:

1. H01: There is no statistically significant relationship between context monitoring and service-learning pilot project execution.
2. H02: There is no statistically significant connection between input monitoring and service-learning pilot project execution.
3. H03: There is no statistically significant relationship between process assessment and the deployment of service-learning pilot projects.
4. H04: There is no statistically significant relationship between product/outcome evaluation and service-learning pilot project execution.
5. H05: There is no moderating relationship between monitoring and evaluation and the execution of service-learning pilot projects in Homa Bay County public secondary schools due to stakeholder engagement.

The study focused on schools that were utilized for piloting and exercise. It was intended to add to the corpus of knowledge in monitoring and evaluation.

III. Literature review

A. Implementation of service learning initiatives

Service learning initiatives are defined as the implementation of an educational method in which students volunteer with an organization after studying concepts in the classroom and participate in reflection on what they have learned in the classroom to broaden their grasp. According to Gerholz (Liszt Klingsieck, 2018), utilizing surveys and interviews, the impacts of learning design patterns in a service learning course indicated strong influences on students' identity, self-concept, and attitudes toward engagement. However, little research has been conducted on the relationship between learning design patterns and the timeliness with which service learning is applied. (Ahmad, Khata, and Shuaibu, 2021), investigated how to strengthen service-learning goals for TVE in Nigeria using a descriptive survey utilizing structural equation modeling study. The data revealed eight service-learning objectives that were deemed important for TVE service learning implementation. The study was centered on TVET, which differs from the service learning environment in Kenyan secondary schools, however it lacked cost effectiveness and timeliness for project completion.

B. The monitoring and evaluation concept

The notion of monitoring and evaluation is extremely useful in the execution of service learning programs. M&E are techniques that enable legislators and managers to inspect: how such an initiative progresses over time as monitoring; how well a program was executed and if there were gaps between the designed and achieved results as evaluation; and if variations in well-being are solely due to the program as influence evaluation. M&E focuses on facts and research to improve service learning development outcomes and ensure accountability for the money invested. It is limited by a variety of issues, including time and finances; technical skill; culture and attitudes; and the people involved's lack of concentration. (World Bank 2010a, Muñoz et al (2022) and Manjarrés Riesco, et al., 2020).

C. Context monitoring and implementation of service-learning projects

This may be defined as the completion of the active scanning and assessment of service learning aspects in order to obtain a better knowledge and accurate awareness of the projects in which the monitoring and evaluation team is working. According to (Zhong, and Xu, 2019), proposes a contextual creative act as an instructional design model as a method for accommodating individual differences in problem-solving competence teaching. The suggested situational design technique adds to research and practice by providing a new lens through which to investigate problem-solving abilities, and it supports in instructional design focused at enhancing students' competency in dealing with real-world circumstances. The study did not only show how beneficiary identification and need analysis may help with teaching problem-solving skills.

During the covid19 pandemic, a survey form was delivered to ten randomly selected healthcare practitioners from a group of 21 purposefully selected pharmacists linked with the University of Nairobi, with the survey spanning the time from the onset of the epidemic through the end of May 2020. Two-thirds of pharmacists observed a rise in demand for antimalarials and antibiotics, according to the poll. Analgesics and vitamins were more commonly utilized. Price rises of 50-100% were noted for hydroxychloroquine, vitamins, and zinc; nevertheless, no shortages were detected. The study lacked the assumptions of resource availability and issue identification. Stated (Opanga, et al 2021).

D. Input monitoring and implementation of service learning projects

It might be defined as the execution of the establishment of monitoring strategies and procedures to guarantee that resources are handled more efficiently and that service learning programs are successful and measurable. Barteit et al. (2020) conducted a thorough review study of e-learning systems for medical education in low- and middle-income countries, with a focus on evaluation and assessment approaches. According to the study's findings, the designs, monitoring and evaluation techniques, as well as study quality, assessment intervals, and outcome and efficiency indicators, all differed significantly. MERSQI and NOS ratings, on the other hand, discovered that the studies'

explanation for consistency, assessment instrument validity, study findings, and respondent confidentiality were of poor quality. Understanding how infrastructure and volunteering contribute to the success of e-learning is a key first step in determining its usefulness, but it was overlooked.

According to (Madani, 2019) in his systematic review study, the ultimate goal of many nations is to provide optimal educational access rates to increase quality. According to the research, in order to assure ultimate quality in education across all programs, every investment should be scrutinized to see if it meets such criteria. Establishing the perfect education indicators and conditions across nations, particularly in emerging countries striving to design a quality evaluation issue, is a substantial challenge.

E. Process evaluation and implementation of service learning projects

This refers to the implementation of the logical framework, brief, program assessment work plan, and design to guarantee that project activities are carried out as intended. To evaluate the research aims, (Inhestern et al; 2019) conducted a randomized limited preliminary investigation with three components (face-to-face training versus web-based instruction against waiting controls group). The study looked at two types of outcomes: The key outcome is the capacity to address child and family-related issues via extensive case vignettes. The results were assessed before, throughout, and three months after the program. The data was analyzed descriptively using group comparisons and ordinal mixed models. The investigation's findings revealed feasibility; training improved communication regarding child and family issues. The study did not only fail to illustrate how training might enhance project assessment concerns, but it also failed to reveal the impact of decision making and curriculum building processes.

(Madden et al., 2020) used a descriptive pilot research approach to assess the impact of a strengths-based training course on the levels of engagement and optimism in male primary school students. Using the adolescent concepts in action research, individuals were coached on defining personally relevant aims, being consistent in academic accomplishment, and developing inventive ways to deploy their distinctive attributes. The pilot research for competence training was related with considerable increases in learners' self-reported levels of participation and optimism, according to the study's findings. The study did not include other components of monitoring, such as the logical framework, brief, program assessment work plan, and design, and their function in assuring effective service learning implementation.

F. Product or Outcome monitoring and implementation of service learning projects

The establishment of working groups, the assessment audience, and the selection of outcomes to be measured are all examples of this. So that the service learning implementation outcomes may be quantified, outcome assessment designs and data gathering mechanisms must be developed. (Ardoïn, Bowers, Gaillard, 2020) used a mixed-methods approach to conduct a systematic review study to gain a better understanding of the research-implementation areas

in which robust data documenting changes in environmental education outcomes occurs, is quantified, and is published in order to comprehend improvements to sustainability and environmental protection outcomes. According to chi-square research, initiatives with direct benefits differed in terms of the main issue addressed from those with indirect consequences. The research yielded ideas for action plans and design papers, as well as the prospect of more advantageous study-execution areas. This study did not adequately capture other factors to outcome monitoring difficulties.

According to a cross-sectional study done by (Tuma et al., 2021), even during the COVID-19 epidemic, staff and learners witnessed the outcomes of remote medical practice training at a financially limited institution. The challenges and outcomes of a newly implemented remote training program were studied in order to share findings and provide recommendations. The study protocols were created and implemented for a separate distance education program that included online materials and live tutorials for a total of 636 students and 81 teachers. Almost 70% of students and 52% of instructors reported increasing problems with online learning, owing mostly to technological challenges such as unreliable internet access and stated weariness when listening to virtual lectures. The study could not demonstrate thoroughly how appropriate preparation and result monitoring may significantly increase educational quality.

G. Stakeholder engagement and implementation of service learning projects

This is a group of persons who are interested in a certain program and are influential in ensuring that monitoring and evaluation tools such as context, process, input, and product are used successfully to guarantee appropriate service learning project execution. (Byrne; 2019) conducted research using a comprehensive study and a user-centered "reverse translation" strategy that increased the likelihood that behavior management treatments are much more appropriate to the requirements of users, better organized, more likely to be carried out, and, ultimately, more efficacious. The research introduced and critically explored the key ideas of stakeholder participation. Three studies provided examples of stakeholder involvement that were addressed and critically examined. The study demonstrated that stakeholder participation was critical to making considerable improvements in project implementation. However, while stakeholder participation appears to be a promising strategy for boosting the impact of behavior modification research, data is sparse, and more direction, resources, and learning are needed.

Through content validation, (Goodman et al., 2019) employed a five-round modified Delphi approach to gain agreement on items in a systematic review study. For rounds 1-3 and 5, web-based surveys were employed. Round 4 consisted of a two-day in-person meeting. The investigation discovered that components were added, removed, changed, and transferred from one to another over the five-round process. The number of items was reduced from 48 to 32, with three to five representing each of the eight engagement criteria. The studies showed that research into the advancement of standards compliant, coherent, and accurate of stakeholder

engagement is critical to understanding the influence of participation on new advances and the peer review process. Valid quantifiable indicators of stakeholders' participation in the study are required to assess the links between involvement and key findings.

H. Summary of Literature and Knowledge Gaps

As the bulk of the literature studied agreed, the implementation and completion timeliness of service learning projects significantly impacted monitoring and assessment. Despite the fact that empirical assessments validated timeliness and stakeholder satisfaction, cost-effectiveness and project sustainability must be taken carefully. The availability of resources, issue identification, and the context in which the service is provided are all as significant as empirical investigations indicate. However, the research reviewed have not conclusively shown how beneficiary screening and need analysis methodologies might improve service learning. Input monitoring in service learning implementation necessitates the involvement of project funders, financing sources, and budgetary allocation to ensure the evaluation's success. Understanding how infrastructure and volunteering contribute to the success of e-learning is a key first step in determining its usefulness, but it has been addressed only partially or not at all. Due to a lack of feedback mechanisms and learning monitoring activities, the studies were unable to make major changes in executed initiatives for residents. The studies did not show how the practicality of training may enhance project assessment concerns, nor did they reveal the effect of decision-making and curriculum-building processes, resulting in a research gap.

IV. Theoretical framework

A. The CIPP Model

The CIPP model, developed by Stufflebeam (1983), was the primary technique employed in this investigation. This research employed the management-oriented evaluation approach, which emphasizes that assessment must be used prospectively to help create a project and postmortem to assess its utilization. The CIPP model posits that assessment is a prognostic phenomenon that happens gradually as a project progresses, which is critical to our study.

B. Theory of Change

The Theory of Change underpins all monitoring and evaluation aspects, influence assessment, and communication (ToC). As a result, Weiss's (1997) theory relates research efforts to the expected changes in the participants that a program or initiative aims to improve. It implies that the mini-steps that lead to the long-term goal and the linkages that occur along the way between project activities and outcomes contribute to effective implementation, which is critical for this research because M&E is a process.

C. Stakeholders Theory

According to Freeman (1984), organizations often handle the relationships of their multiple stakeholders clearly. Stakeholder Theory is the most effective method for comprehending many organizations within an area. It is based

on the idea that a service can only be successful if it helps most of its stakeholders, which is an important aspect of M&E.

V. Methodology

This inquiry utilized an ex post facto design, which evaluates the consequences first and then seeks to uncover the reasons. This design was appropriate for this study because it could be used to perform probabilistic reasoning concerning cause-and-effect linkages or inferential links, of how the service learning project implementation occurred without the researcher's prior interference, and where a truly experimental or quasi-experimental investigation is neither feasible nor ethical according to Simon and Goes (2013). This study included 17,113 students from nine schools in Homabay County where service learning was piloted. There were 16,169 pupils, 556 teachers, 153 board members, and 235 parent and teacher associations involved. To establish an appropriate sample for this investigation, stratified purposive sampling was used. The researcher had a well-balanced sample of 376 people, which included 332 kids, 26 instructors, 8 BOM, and 8 PTA. The majority of the data was collected using structured questionnaires and KII guidelines. Kisii County was chosen for the pilot testing because the service learning pilot projects were executed there and the target had comparable qualities required for the pilot and data gathering. A sample size of 38 people was targeted, and 36 were reached. The researcher used face, content, and construct validity to assess validity. Cronbach Alpha method was used using SPSS software version 26 to test reliability, and the pilot findings yielded an Alpha value (0.935) the correlation Alpha Coefficient of $0.935 > 0.7$ was achieved.

Ethical approval and research permit applications were submitted to the National Commission for Science, Technology, and Innovation and the University of Nairobi prior to the start of data collection. The researcher self-administered the surveys, and in other circumstances, research assistants were employed to provide or gather quantitative data. Data analysis aimed to achieve research objectives and answer research questions (Bryman and Cramer, 1997). Research assistants were trained before being deployed. Where respondents were hesitant to engage, the researcher stressed voluntary involvement and obtained informed consent before conducting the questionnaire.

VI. Results

Thematic and statistical analyses including descriptive, correlation and regressions were taken to show how Context monitoring Input monitoring, process evaluation, product/ outcome evaluation and Stakeholder engagement and implementation of service-learning pilot projects in Homabay county public secondary schools were related and whether there were statistically significant influence between these variables. A total of 376 people were randomly selected and given questionnaires; 340 completed them and returned them, for a return rate of 91.4%.

On the demographic information front, the study sorted to investigate the various features of all study participants in order to aid in data analysis and interpretation of the findings.

Sub County, gender, age group, school classifications, and time spent working in those stations were all important factors.

A. Descriptive Statistics

This study used descriptive analysis to synthesize the data collected from the respondents. For each variable, a statement was offered for the respondents to score on a Likert scale of 1-5. The data is presented in tables with means, percentages, and standard deviations.

B. Analysis of service-learning pilot projects

The execution of service-learning pilot projects was the dependent variable. As a result, the study sought the participants' viewpoints on the application of service learning. The results were summarized, as shown in Table II below.

C. Analysis of context monitoring and implementation of service-learning projects

The first goal was to investigate the impact of context monitoring on the execution of service-learning pilot projects in public secondary schools in Homa Bay County. The study's indicators comprised the following: beneficiary identification, needs analysis, resource availability, problem identification, and service providing environment. Respondents were asked to provide their thoughts on context monitoring and the implementation of service-learning pilot projects in public secondary schools in Homa Bay County. The results were summarized, as shown in Table III below.

The association between context monitoring and the implementation of service learning pilot projects was investigated using Spearman rank correlation. Its value of 0.980, which is 1, indicates that as context monitoring grows, so does the deployment of service learning pilot projects. This is shown in Table I below.

TABLE I
Spearman rank correlation of context monitoring

Spearman's rho		CM	IMSL
Context Monitoring	Correlation Coefficient	1.000	.980
	Sig. (2-tailed)	.	.000
Implementation SL	Correlation Coefficient	.980	1.000
	Sig. (2-tailed)	.000	.

An ordinal regression model was used to determine whether context monitoring significantly predicted service-learning pilot project adoption. Context monitoring was found to be a substantial negative predictor of service learning adoption. The negative coefficient (the ratio) = -1.018 = .266 demonstrated that for every unit increase in context monitoring, there is a predicted fall of 1.018 in the long chances of being at a higher level on service learning implementation. As a result, the null hypothesis was confirmed to be correct.

TABLE II
Implementation of service-learning pilot projects

Statements	SA	A	N	D	SD	Mean	St.D
Relevance and usefulness are crucial success factors during SL Project implementation	58 (16.9%)	62 (18.1%)	77 (22.9%)	64 (18.7%)	76 (22.2%)	3.13	1.411
Budget costs are important for keeping focus on appropriate implementation of SL projects	62 (18.1%)	57 (16.6%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.17	1.455
On-schedule activities predict the direction and reduces conflicts during implementation of SL	62 (18.1%)	102 (29.9%)	60 (17.5%)	52 (15.4%)	49 (14.3%)	2.86	1.389
Timely results increase chances & risk mitigation for successful SL project implementation	58 (16.9%)	61 (17.8%)	77 (22.4%)	67 (19.5%)	75 (29.9%)		1.412
Efficient use of resources is an effective approach to promote successful implementation of SL	61 (17.8%)	58 (16.9%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.18	1.454
Composite mean & Composite standard deviation						3.10	1.404

Notes: 1. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree, St.D- Standard Deviation

TABLE III
Context monitoring and the implementation of service-learning pilot projects

Statements	SA	A	N	D	SD	Mean	St.D
Action planning and identification of beneficiaries are a crucial success factor during SL Project implementation	49 (14.3%)	63 (18.4%)	82 (23.9%)	64 (18.7%)	80 (23.3%)	3.2	1.382
A Needs oriented approach is important to keep focus towards appropriate implementation of SL projects	62 (18.1%)	57 (16.6%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.17	1.454
Defining Resources availability and project direction helps avoid conflicts during implementation of SL	78 (22.9%)	102 (29.9%)	60 (17.5%)	52 (15.4%)	49 (14.3%)	2.86	1.389
Collective problems identifications action increases chances risk mitigation for successful SL project implementation	58 (16.9%)	61 (17.8%)	77 (22.4%)	67 (19.5%)	75 (29.9%)	3.14	1.408
Comparison of ideas and service provision environment (teachers, students, and classroom) is an effective approach to promote successful implementation of SL	61 (17.8%)	58 (16.9%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.18	1.451
Composite mean & Composite standard deviation						3.11	1.416

Notes: 1. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree, St.D- Standard Deviation

D. Analysis of Input monitoring and implementation of service-learning pilot projects

The second purpose was to investigate the impact of input monitoring on the execution of service-learning pilot projects in public secondary schools in Homa Bay County. Donor engagement, funding sources, budgetary allocation, volunteer time, and the development of infrastructure structures were all research indicators. Respondents were asked to provide their thoughts on input monitoring and the execution of service-learning pilot projects in public secondary schools in Homa Bay County. This is shown in Table VII.

The association between input monitoring and the implementation of service learning pilot projects was demonstrated using Spearman rank correlation. The result was a p-value 0.934, which was 1; this suggests that as input monitoring grows, so does the execution of service learning pilot projects. This is shown in Table IV below

TABLE IV

Spearman rank correlation of input monitoring

Spearman's rho		IM	IMSL
Input Monitoring	Correlation	.928	.934
	Coefficient		
	Sig. (2-tailed)	.	.000
Implementation SL	Correlation	.928	.934
	Coefficient		
	Sig. (2-tailed)	.000	.

The ordinal regression coefficient was applied to the second null hypothesis. Input monitoring was found to be a substantial positive predictor of service learning adoption. For every unit increase in input monitoring, the log probabilities of being at a higher level on service learning implementation increased by (the ratio) p-value = 1.196 > 1. As a result, the null hypothesis was shown to be invalid.

E. Analysis of process evaluation and implementation of service-learning pilot projects

The third aim was to investigate the impact of process assessment on the execution of service-learning pilot projects in public secondary schools in Homa Bay County. Curriculum creation process; service learning implementation; service learning monitoring activities; feedback mechanisms on activities and decision making process were among the study indicators. Respondents were asked to provide their thoughts on process assessment and the execution of service-learning pilot projects in public secondary schools in Homa Bay County. The results was summarized, as shown in Table VIII below.

The relationship between process evaluation and implementation of service learning pilot projects is p-value = 0.913 which is < 1; which means that as process evaluation increases, it causes the implementation of service learning pilot projects to increase. Results are displayed on Table V.

TABLE V

Spearman rank correlation of process evaluation

Spearman's rho		PE	IMSL
Process evaluation	Correlation	.928	.913
	Coefficient		
	Sig. (2-tailed)	.	.000
Implementation SL	Correlation	.913	.1.000
	Coefficient		
	Sig. (2-tailed)	.000	.

The first null hypothesis was subjected to ordinal regression coefficient. Process evaluation was a significant positive predictor of implementation of service learning. For every one unit increase in process evaluation, there is a predicted decrease of (the ratio) p-value = .295 < 1 in the log odds of being at a higher level on implementation of service learning. Therefore, the null hypothesis proven to hold.

F. Analysis of product/outcome evaluation and implementation of service-learning pilot projects

The fourth goal was to investigate the impact of product/outcome assessment on the implementation of service-learning pilot projects in Homa Bay County public secondary schools. Outcome issues, project effectiveness, lessons gained, project sustainability, and improvements were among the research indicators. Respondents were asked to share their thoughts on product/outcome evaluation and the implementation of service-learning pilot projects in public secondary schools in Homa Bay County. The findings were summarized, as shown in Table IX.

The relationship between process evaluation and implementation of service learning pilot projects was p-value = 0.985 which was < 1; which means that as context monitoring increases, it causes the implementation of service learning pilot projects to increase. This is shown in Table VI.

TABLE VI

Spearman rank correlation of product/outcome evaluation

Spearman's rho		PE	IMSL
Product evaluation	Correlation	.912	.985
	Coefficient		
	Sig. (2-tailed)	.000	.000
Implementation SL	Correlation	.985	.1.000
	Coefficient		
	Sig. (2-tailed)	.000	.

To determine the impact of product/outcome evaluation on service learning pilot project execution. The ordinal regression coefficient was applied to the fourth null hypothesis. Product/outcome evaluation was a substantial positive predictor of service learning implementation. There was an anticipated increase of (the ratio) = 9.621 > 1 in the log probabilities of being at a higher level on service learning implementation for every unit increase in input monitoring. Therefore, the null hypothesis did not hold to be true.

TABLE VII

Input monitoring and the implementation of service-learning pilot projects

Statements	SA	A	N	D	SD	Mean	St.D
Develop donor engagement plans is a crucial approach to promote implementation of SL	78 (22.7%)	65 (19.0%)	76 (22.2%)	70 (20.4%)	49 (14.3%)	2.86	1.389
Sources of funds have important implications on project's overall success factor to the Implementation of SL.	59 (17.2%)	62 (18.2%)	77 (22.4%)	65 (19.0%)	75 (21.9%)	3.12	1.412
Reviewing the service learning pilot project budgetary allocation is a crucial step to successful implementation of SL.	62 (18.1%)	57 (16.6%)	69 (20.1%)	67 (19.5%)	82 (23.93%)	3.17	1.454
Data on implementation plans, methods and volunteerism time are key process to successful implementation of SL.	78 (22.7%)	66 (19.2%)	76 (22.2%)	69 (20.1%)	49 (14.3%)	2.86	1.389
Collecting data on Infrastructural structures development is an important success factor to the implementation of SL.	58 (16.9%)	58 (16.9%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.14	1.408
Composite mean & Composite standard deviation						3.03	1.410

Notes: 1. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree, St.D- Standard Deviation

TABLE VIII

Process evaluation and the implementation of service-learning pilot projects

Statements	SA	A	N	D	SD	Mean	St.D
Curriculum development processes is an effective approach to implementation of SL projects.	82 (23.9%)	63 (18.4%)	82 (23.9%)	64 (18.7%)	80 (23.3%)	3.2	1.382
Understanding the Implementation activities reduced conflict in the implementation of service learning projects	62 (18.1%)	57 (16.6%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.17	1.454
The effective and efficient Service learning Monitoring activities are very significance to successful implementation of service learning projects	78 (22.9%)	102 (29.9%)	60 (17.5%)	52 (15.4%)	49 (14.3%)	2.86	1.389
Use of appropriate channels of Feedback mechanisms increases chances of stakeholder engagement during implementation of SL project activities.	58 (16.9%)	61 (17.8%)	77 (22.4%)	67 (19.5%)	75 (21.9%)	3.14	1.408
Dissemination of appropriate information to relevant stakeholders helped in proper decision making process during implementation of SL.	81 (23.7%)	57 (16.9%)	68 (20.1%)	66 (19.5%)	67 (19.8%)	3.18	1.451
Composite mean & Composite standard deviation						3.09	1.417

Notes: 1. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree, St.D- Standard Deviation

TABLE IX
Product/outcome evaluation and the implementation of service-learning pilot projects

Statements	SA	A	N	D	SD	Mean	St.D
Identification of Outcome issues is an efficient approach to ensuring successful implementation of SL	58 (16.9%)	62 (18.1%)	78 (22.7%)	65 (19.0%)	75 (21.3%)	3.13	1.407
Effectiveness trainings of M&E and relevant stakeholders are a success factor to effective Implementation of SL projects	62 (18.1%)	57 (16.6%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.17	1.454
Shared responsibility of the Lessons learned during the project execution is very key to the sustainable implementation of SL projects	59 (17.2%)	62 (18.1%)	77 (22.4%)	65 (19.0%)	75 (21.9%)	3.12	1.412
Cost implications and proper laydown of M and E System is very significant to project Sustainability during and after implementation of SL projects	62 (18.1%)	57 (16.6%)	69 (20.1%)	67 (19.5%)	82 (23.9%)	3.07	1.453
Accountability is an effective method of promoting project Improvements during the implementation of SL projects	78 (22.7%)	66 (19.2%)	76 (22.2%)	69 (19.5%)	49 (23.9%)	2.85	1.389
Composite mean & Composite standard deviation						3.11	1.285

Notes: 1. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree, St.D- Standard Deviation

TABLE X
Stakeholders' engagement mediates the link between monitoring and evaluation

Statements	SA	A	N	D	SD	Mean	St.D
Dissemination of appropriate information to relevant stakeholders helped in proper decision making process during implementation of SL	78 (22.9%)	70 (20.6%)	78 (22.9%)	64 (18.8%)	48 (14.1%)	2.82	1.380
Identification of Outcome issues is an efficient approach to ensuring successful implementation of SL	52 (15.3%)	65 (19.1%)	78 (22.9%)	62 (18.2%)	81 (23.8%)	3.18	1.402
Level of stakeholders engagement played a vital role to timeliness of completion of SL	65 (19.1%)	60 (17.6%)	69 (20.3%)	63 (18.5%)	80 (24.8%)	3.12	1.462
Stakeholders' satisfaction can lead to sustainable implementation of SL projects	59 (17.4%)	62 (18.2%)	77 (22.6%)	65 (19.1%)	75 (22.1%)	3.12	1.412
Reviewing the service learning pilot project budgetary allocation is a crucial step to successful implementation of SL	62 (18.2%)	57 (16.8%)	69 (20.3%)	67 (19.7%)	82 (24.1%)	3.17	1.454
Composite mean & Composite standard deviation						3.08	1.422

Notes: 1. SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree, St.D- Standard Deviation

G. Stakeholders' engagement mediates the link between monitoring and evaluation and implementation of service-learning pilot project

The goal of this aim was to investigate the extent to which stakeholder engagement mediates the relationship between monitoring and evaluation and the implementation of service-learning pilot projects in Homa Bay county public secondary schools. Among the study's indicators were: Identification of stakeholders; participation of stakeholders; empowerment of stakeholders; information exchange among stakeholders; and collaboration of stakeholders. This is shown in Table X.

VII. Conclusions

Some discussion points from the findings emerge. On evaluating the context monitoring and implementation of service-learning pilot projects, we find that $p\text{-value} = 0.266 < 1$ indicating that for every one unit increase in context monitoring, there is a predicted decrease of 1.018 in the long odds of being at a higher level on implementation of service learning. Therefore there is a need for project planners to factor in context monitoring. More studies are also recommended to ascertain this fact.

On input monitoring and implementation of service-learning pilot projects, the findings show that for every one unit increase in input monitoring, there is a predicted increase of (the ratio) $p\text{-value} = 1.196 > 1$ in the log odds of being at a higher level on implementation of service learning. This indicates that it's important to include input monitoring in programming and more research is suggested to ensure other input indicators are explored.

On the process evaluation and implementation of service-learning pilot projects, the corresponding statistical test was guided by the following variable indicators: Curriculum development process, implementation of service learning, service learning monitoring activities, feedback mechanisms on activities and decision-making process, were evaluated statistically and the findings were that process evaluation was a significant positive predictor of implementation of service learning. For every one unit increase in process evaluation, there is a predicted decrease of (the ratio) $p\text{-value} = .295 < 1$ in the log odds of being at a higher level on implementation of service learning. This implies that process evaluation is a key component of programming and more studies should be done to validate its application.

Fourth, product/outcome evaluation was found to be a significant positive predictor of the implementation of service learning. It indicated that for every one unit increase in product evaluation, there is a predicted increase of (the ratio) $p\text{-value} = 9.621 > 1$ in the log odds of being at a higher level on implementation of service learning.

Lastly, on stakeholders' engagement moderates the link between monitoring and evaluation and implementation of the service-learning pilot project, findings showed that the computed $p\text{-value}$ of these composite means was $0.00 < 0.05$. At this significance level ($p\text{-value} < 0.05$), this implies that for successful project implementation, stakeholders must be involved fully. More studies should be done on stakeholders' roles in project implementation.

VIII. Recommendations

The overall objective of this study was to ascertain the influence of monitoring and evaluation and stakeholder engagement on the implementation of service learning pilot projects in Homabay County. The issue is guided by the question; to what extent does the use of the CIPP model in Monitoring and evaluation and stakeholders' engagement influence the implementation of service learning? The study hypothesis stated that there is no statistically significant relationship between the CIPP model and the stakeholders' engagement and the implementation of service learning. The study found that the CIPP model was statistically significant to the implementation of service learning pilot projects, this pitted out the Null hypothesis. The findings were in tandem with the literature reviewed which majorly agreed that there was a link between monitoring and evaluation and the implementation of service learning. The study was limited to Homabay County, Expo facto design and descriptive statistics, limiting wider views.

The researcher postulates that if a descriptive research design could be used then more monitoring and evaluation knowledge and implementation gap would be identified. Even though the study exposes more knowledge gaps that could allow for more empirical studies. Therefore, the study suggested further research to assess the influence of context, input, process and product evaluation on implementing service-learning pilot projects in Homa Bay County public secondary schools and beyond. Secondly, to determine the extent to which stakeholder participation moderates the link between monitoring and evaluation and the implementation of service-learning pilot projects in Homa Bay County public secondary schools and beyond.

On this account, the study fronted the following key recommendations. It recommends that there is a need for integrated monitoring and evaluation efforts, involving the donor, project owners, relevant government sectors and project managers. Secondly, the programme should be scaled beyond public secondary schools. This will enable the learners transiting from high school without completing their projects to continue running them. Finally, there is a need to fully integrated service learning into the curriculum. As part of this recommendation, the trainers should be properly trained to implement beyond the current curriculum as this has barred innovative advances.

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