

**PARTICIPATORY PROJECT MANAGEMENT  
PROCESSES, SOCIAL SUPPORT STRUCTURES AND  
SUSTAINABILITY OF GHANA ADOLESCENT  
REPRODUCTIVE HEALTH PROJECT**

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Management of the University of Nairobi**

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## DECLARATION

This doctoral thesis is my original work and has not been presented for an academic award in any other University.

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## **DEDICATION**

This doctoral research is dedicated to my late father Mr Lurimuah Hor, my beloved mother Fatimah Hor, my dear wife; Felicia Kuupol and my children; Fortune Lurimuah, Favour Lurimuah, FortitudeLurimuah; and other well-meaning friends and loved ones.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>ADHD</b>	Adolescent Health and Development
<b>ADB</b>	Asian Development Bank
<b>ARH</b>	Adolescent Reproductive Health
<b>BAR</b>	Brong- Ahafo Region
<b>CIPD</b>	International Conference on Population and Development
<b>CDD</b>	Community-DrivenDevelopment
<b>CDD</b>	Centre for Democratic Development
<b>DFID</b>	Department for International Development
<b>DOVVSU</b>	Domestic Violence and Victims Support Unit
<b>FAO</b>	Food and Agriculture Organizations
<b>GES</b>	Ghana Education Service
<b>GHARHp</b>	Ghana adolescent reproductive health programme
<b>GHS</b>	Ghana Health Service
<b>GIPC</b>	Ghana Investment Promotion Centre
<b>GPRS</b>	Ghana Poverty Reduction Strategy
<b>GSGADA</b>	Ghana Shared Growth and Development Agenda
<b>GSS</b>	Ghana Statistical Service
<b>HIV</b>	Acquired Immune Virus
<b>IFAD</b>	International Fund for Agricultural Development
<b>IMF</b>	International Monetary Fund
<b>LDCs</b>	Least Developed Countries
<b>MDGs</b>	Millennium Development Goals
<b>MDAs</b>	Municipal and District Assemblies
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MOH</b>	Ministry of Health
<b>NDPC</b>	National Development Planning Commission
<b>NPC</b>	National Population Council
<b>NYA</b>	National Youth Authority
<b>O&amp;M</b>	Operation and Maintenance
<b>PHC</b>	Population and Housing Census
<b>PD</b>	Participatory Development
<b>PMBOK</b>	Project Management Body of Knowledge
<b>PMI</b>	Project Management Institute
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SDGs</b>	Sustainable Development Goals
<b>SRH</b>	Sexual and Reproductive Health
<b>SSS</b>	Social Support Structures
<b>ToC</b>	Theory of Change
<b>UN</b>	United Nation
<b>UNDP</b>	United Nation Development Program
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>UNIDO</b>	United Nations Industrial Development Organization
<b>WFD</b>	Water Framework Directive
<b>WHO</b>	World Health Organization
<b>WFP</b>	World Food Programme

## ABSTRACT

A systematic approach to engaging stakeholders in the project management processes is one of the strategic drivers for stimulating sustainable project solutions to diverse public objectives. Yet achieving projects sustainability through effective participatory project management perspectives is still an emerging challenge for several developing nations like Ghana. Drawing on the global sustainable development goals and protocols, this study focused on examining the extent to which participatory project management processes and social support structures influence the sustainability of Ghana adolescent's reproductive health programme's (GHARHp) in Ghana. The study intended to achieve the following objectives: to determine the extent to which participatory project; initiation process, planning process, execution process, and closure process, as well as the extent to which a combined participatory project management processes adding to social support structures, influence the sustainability of the GHARHp. Considering the recent paradigm shift in global thinking on sustainable youth health and well-fare, the study focuses on developing practical tools for understanding the implications of stakeholder engagement on the sustainability of ARH programming. This study adopted a descriptive cross-sectional survey and correlational designs, underpinned by mixed-method research methods to investigate its purpose and objectives. The target population of the study was composed of 359 stakeholders, out of which a sample size of 189 was drawn through multi-stage sampling techniques. The study used Five-Point Likert questionnaires and key informant interview schedules to obtain data from the sampled population in Ghana. Quantitative data was analysed into descriptive statistics; frequencies, percentages, means and standard deviations and regression analysis to obtain inferential statistics using SPSS v.21 data processing software, while the phenomenological approach was used to analyse the qualitative data according to themes to generate meaning. Pearson's Product Moment Correlation, linear, and multiple regression were adopted for inferential analysis and Fisher (F) were used to test the hypothesis of the study. It was found that all the variables of the participatory project management process; including participatory project initiation process, planning process, execution process, closure process as well as social support structures recorded strong relationships and significant influence on the sustainability of the GHARHp. This gives a breadth of evidence that participatory project management processes individually and collectively present (s) positive outcomes on the sustainability of ARH projects and the array of social and cultural factors. It was concluded that the study adds to the evidence base supporting the effectiveness of participatory project management processes in yielding positive outcomes at community, policy and practical levels of sustainable implementation of ARH projects. It was therefore recommended that for project management professionals to ensure the sustainability of ARH programmes and initiatives there is a need for realistic stakeholders' consultation and engagement at the relevant project management processes. Finally, there is need to conduct reproductive health policy with a special focus on these findings as useful insights and benchmarks to complement to the global Sustainable Development Goals 3 and 5 that aimed to improve the health of young people.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

There is a growing global pressure on the health sector to act sustainably towards achieving participatory solutions to the specific needs of society. Among the earlier global response towards health sector reforms for enhancing universal access to integrated and sustainable reproductive health was through the Cairo International Conference on Population and Development in the early 90s (UN, 2002). The issues of adolescent's reproductive health were further captured in September 2015 under the Sustainable Development Goals (SDGs) 3 & 5 with an intended to promote healthy lives for all ages, especially through targets 3.7 & 5.6 (UNICEF, 2016).

Such global efforts are being justified by the fact that over one billion of the world's population is made up of adolescents, with over 70% living in developing nations like Ghana (Ayalew, Mengistie & Semahegn, 2014). In the sub-Saharan Africa for example, the adolescent's population constitute about 33% of the entire population and are reported to have serious life-threatening challenges regarding sexual education and reproductive health services (Kabiru, Izugbara, & Beguy, (2013) & World Bank, 2015). In Ghana and the Brong Ahafo Region for that matter, it is found that the adolescents between 10 and 24 years represents 22.4% and 10% of the national population and the regional population respectively (GSS, 2012).

In the components of ARH programming, sustainable information and services are critical to the adolescents. However, despite a considerable global development effort, access to safe reproductive health services remained problematic in most LDCs including Ghana (UNFPA & WHO, 2017). The need for effective collaborating with project gatekeepers (project implementers and community and national duty bearers) might be good entry points to engaging communities and the adolescents. However, evidence suggests that these adolescents experience very critical and life-defining challenges, including; premature pregnancies, unsafe abortions leading death and disabilities, as well as HIV (GHS, ICF, (2017; GHS, (2015). On this note, the UK government in conjunction with DFID allocated £11.3 million for adolescents' reproductive health development in Ghana between 2010-2014 (GHARHp Document, 2014).

This amount was disbursed as official development assistance to the government of Ghana for ARH infrastructure delivery in the Brong-Ahafo Region of Ghana. However, established model for community involvement in ASRH initiatives in the perspectives, and priorities of young people remains a global challenge (UNICEF, 2007). Ideally, programmes should be built on substantive of involvement primary stakeholders including the adolescent, with underlying issues of gender equality, and effective approaches to ASRH themes and culturally sensitive to local communities change and sustainable themes. However, community participation in ARH programmes, lack empirical evidence of community involvement in implementation and measuring service outcomes, although participation processes came to fore with the 1978 Alma Ata declaration on the role of stakeholders and communities in planning, organizing, and control of primary healthcare interventions (WHO, 2016), following the rapid worldwide increases in the failure of development programmes due to lack of social integration, accountability and transparency, from the 1960s to the early 1980s (UN, 2012; and Fatusi, & Michelle, (2010).

The SDGs typically advocates people-centred health services to achieving universal health coverage (Marston, Kean, Baral, Ahuja, & Costello, 2016). However, many challenges to successful and sustainable community involvement remain, especially in developing regions including sub-Saharan Africa. Reinhard of IPMA, (2019) further maintained that the seventeen SDGs provide the theoretical call for citizens' engagement in the project management to ensure the attainment of difference projects goals. In Ghana, however, the strategies of project management have few provisions for effective participation, beyond the consultation of a few select groups in the country (Eyiah-Botwe, Aigbavboa, and Thwala, 2016; Ofori, 2013).

The field of project management is still developing its roots in many countries hence, there is little concrete evidence on the effectiveness of participatory approaches on programmes, including involvement in health service planning, implementation, monitoring, and evaluation of outcomes (Rifkin, 2014). This study sought to address these knowledge gaps, by examining participatory project management processes, social support structures vis-a-vis the sustainability of Ghana adolescents' reproductive health project.



### **1.1.1 Sustainability of Adolescent Reproductive Health Projects**

The concept sustainability remains a key benchmark in measuring the performance of development programmes and projects; moving beyond cost, time, and quality satisfaction. It is one of the most important development issues of time and an influential concept for policy and society since the 1990s. Broadly, the World Commission on Environment and Development (WCED) of the United Nations in 1987, defined sustainable to mean a type of development that satisfies the development needs of the present without compromising the ability of future generations to meet same. Sustainable development should be both conceptual and practical, encompassing broader issues of human welfare (Kates, 2001; WCED, 1987). Projects or programmes are key milestones for determining sustainable development (PMI, 2013).

Sustaining reproductive in this study refers to the extent to which ARH projects produce programme and benefits that are consistent with eco-friendly, cost-effective and social goals. The essence of the project management profession must be to promote the goals of sustainable development by developing objectives, plans and setting them into practice in a given context (PMI, 2016). Furthermore, Murray and Cotgrave, (2007), believed that sustainable development is kind of development that should address existing and future needs of society.

This implies that the concept of needs simply goes beyond material necessities to include social values, decision-making ability, the power to act and participate in all relevant matters of life. Meaning that sustainable development is paramount for the continued existence of the world. In terms of access to, and utilization of ARH project, the sustainability of adolescent reproductive health (ARH) programme (dependent variable) was defined in this study as the extent to which ARH intervention are managed to satisfy the sustained needs of the adolescents. According to WHO, (2016), the sustainability of the ARH projects or interventions is determined on how such interventions address the continuum of physical, cognitive, behavioural and psychosocial change of individual autonomy, identity, self-esteem and progressive independence. However, Ogunbiyi, (2014), saw sustainable development as a matter of attitudinal and judgmental measure to ensure that the long-term ecological, social and economic resources are efficient allocated to achieve short-term and long-term

project aims. A viable SRH programme is required to foster positive and flexible needs of the youth.

WHO, (2016), indicated that measures to secure the welfare global population of 1.8 billion adolescents, with the majority living in many developing countries, improving the adolescents development must be critical. Adolescents have a right to be provided with reproductive health information and programme, adequate financial and logistical support, however, the needs and rights of the adolescents are not being fully met by the existing programme (Scott and David, 2000). Fatusi and Hindin, (2010) further contended that “the adolescent’s health initiatives amount to nothing if they fail to address the critical biological, psychological/social changes of adolescents”. It means that adolescence (age 10-24) is the most critical, fascinating and complex stage of human life and within which some specific health needs must be provided to adolescents.

This implies that the sustainability of the ARH programme is critical and should be sought in the collective efforts to improving service access, quality, and efficiency of service delivery. The relevance of sustainable adolescent’s reproductive health has been emphasized a major global development concern since 2015 when the SDGs demanded policy coherence across development policy domains and innovative partnerships to advance universal health needs. Improving reproductive health was seen as a right step to achieve the SDG 3, and 5, through promoting good health, well-being, and gender equality, by 2030 (UNFPA, 2015). A clear connection between reproductive health, human rights were identified as part of the global efforts to enhance the adolescents sexual and reproductive health (ASRH) needs (WHO, 2016).

The study believes that sustainable ARH programming has to be approached from participatory models and perspectives, particularly in developing countries. In developing countries where large proportion of adolescents are already exposed to higher rates of HIV with repercussions on maternal mortality, comprehensive ARH interventions ought to be critical. Building a comprehensive adolescents reproductive health intervention, it is significant to focus on the biological, psychological and social transform needs of about 1.8 billion adolescents between 10–24 years; with over 80% of whom live in LCDs (UNICEF 2012b; WHO, 2015; Onokerhorayem,

2016); and more so 1.3m of the adolescents end up losing their lives in sub-Saharan Africa due to preventable causes- (WHO, 2014; WHO, 2015; UNICEF, 2016; WHO, 2017). In Ghana's efforts to improve access and use of adolescent healthcare, the government of Ghana collaborated with relevant sector CSOs to launch health-focused programme the Ghana Adolescents' reproductive Health (GHARHp) programme in 2013. As noted before, the GHARHp paved the way for revamping of reproductive health infrastructure, to promote access to adolescents' health care in the country (GHS, 2015). However, despite these efforts, anecdotal evidence shows that youth health complications; illegal abortions, HIV infection, and substance abuse, are among public health problems, particularly among the Ghanaian adolescents' age cohort. (GHS, 2015, and GSS, 2014). Therefore, sustainability should be sought in the implementation of the development programme or projects, since projects are the cutting edges for addressing the social growth and development of the adolescents (IISD, 2010).

These issues indicate an enormity of knowledge gaps and the margin of challenge, with dire consequences of sustainable outcomes of project. Hence, there is critical need for understanding on practical concepts in projects management, in which research is critical to establish appreciable understanding on the nature and causes of correlation for effective designing and programming of reproductive health interventions in Ghana.

### **1.1.2 Participatory Project Management Processes**

The project management was identified by this study as an important process that should be anchored on the assumption that 'successful project outcomes should necessitate a significant combination of people and process. Project management processes should cover the project administrative processes and procedures of project conceptualization; project planning; project execution and control; project closure.

PMI (2016), indicated that project management administration involved the analysis and assessment of project relevance to deliver project product that can help achieve project objectives. The evolution of project or programme administration as a unique concept was rooted in world war II where complex war-related operational complications have to be addressed with integrated skills (Venter, 2005). As a

process, it refers to the closely interrelated concepts and procedures that are to be taken throughout project management for the accomplishment of a pre-specified task. Process refers to the specific order in which projects activities must be conducted to attain a specific goal (PMI, 2015). Programmes or projects should not often be defined by technical of time, budget, scope and or quality constraints. However, in the past several decades and centuries the complexity of project management appeared to have been further aggravated by the organisational and cultural factors or impacts of projects, including the strategic role of projects portfolio management and need for an integrated solution (Brochta, 2008). However, the challenge is how should the influence of these factors be managed or combined to deliver sustainable project outcomes? The stakeholder management is contained in the project management body of knowledge, as a separate knowledge area, implying that stakeholders are the lifeblood of project success. PMI, (2013) reported that stakeholder(s) influence is critical for effective project results, as it defined project stakeholder as those individual, group, or organization who care, or have vested interest in your project.

It implies that giving premium to the varying interest of project stakeholders at all stages of project life-cycle-the projects needs identification, planning, organizing and project execution, and the project of or programmes closure points-is crucial. It has been argued that the participation of the citizenry appears a good complement of the bottom-up development approach and for which reason and therefore should be an important aspect of contemporary project management (Schouten and Moriarty, 2013), once it tends to facilitate proactive team input in the phases of the project cycle.

A programme is successful when it meets the expectation of its stakeholders. Schouten and Moriarty, (2013), reported that project managers must come with adequate strategies to determine and gauge the willingness of individuals to participate and manage their development programmes through personal contributions of time and resources, has understood and appreciated in developing countries. Hence the application of participatory project management process in this was to achieve two primary objectives. First, participation was envisaged as a product in which the act of participation was seen as an objective in itself; indicators of success and secondly, the situation whereby participation is seen as a process through which some established

objective such as enhancing public knowledge appropriate packaging of healthcare can be achieved.

It is important to acknowledge that participation is evolving in project management. Participatory project management is rooted in participatory development (PD) and basic needs development approaches, which tends to continuously seek stakeholder engagement in the corridors of development issues since the 1970s (Schouten and Moriarty, 2013). Meaning that the content of all development interventions should always reflect the interests and expectation of stakeholders. Due to the complex nature of projects and criteria for success, key stakeholders may be expected or entitled to exercise involvement in the formulation processes to completion processes.

This current study sought to demonstrate a synergic relationship between participatory project management processes (PPMP) and PD is that both concepts have the unique characteristic of advocacy for effective stakeholder interest and inclusion in development initiatives that are designed for their benefit, hence providing theoretical concerns for the study of participatory project management processes. Also, the PD approach is a unique attempt to attain sustainable projects development from the local perspective, in which participation is defined as the process of mobilizing people to eliminate unjust hierarchies of power (Bamberger, and Cheema, 1990).

It is against this background that this study sets out with an overriding objective to transform the traditional project management cycle into a participatory project management cycle (PPMC) that will allow for more effective citizens' involvement in the material process of development projects or programmes. This was to be achieved by identifying and combining the principles and methods of participatory approaches with the project management cycle.

It then became critical to build the study on the hypothesis that participatory project management processes are very critical to ensure the sustainable implementation of development projects or programmes; where experts facilitate the inclusion of project stakeholders at relevant stages (at initiation, planning, execution, and closure) of the Projects management cycle. According to Bisk (2018), the processes of project management are logically interrelated steps that include project initiation processes, project design processes, project execution processes, and project control processes.



Implying that projects management must be a sort of conscious process, involving concepts and procedures for delivering immediate and long-term benefits. This study sought a deeper understanding of the project management processes concerning ARH sustainable implementation in the following sections hereunder. Nonetheless, the participatory project management discourse is characterized by contrary views. Nyaguthii, (2013), noted with an emphasis in developing countries that participatory or people-centred project implementation is extensively a global problem. For instance, Nyaguthii, (2013), established that 78% of primary stakeholders are never involved in projects implementation in Kenya. Hansen, (2007), further observed that there is very minimal stakeholders' participation in development projects in Australia. In Ghana, Amponsah, (2012), has indicated that as any developing country Ghana is known with issues of project failure, attributable to poor stakeholder management and engagement. However, Lock, (2007), saw the early involvement of project stakeholders in the projects formulation or initiation as posing some disadvantages, due to bureaucratic decision-making processes which could sometimes be costly and undesirable with prevailing economic circumstance. Implying that an increase in the number of projects stakeholders at any point in time will mean low output, hence the concept of participatory project management is evolving with critical challenges across the globe.

Therefore, to ensure a successful implementation of GHARHp, stakeholder's engagement must be a basic requirement to measure its successful outcomes. This current study seeks to analyze participatory project management in terms of proper engagement of stakeholders through effective consultations and practical participative strategies in project implementation. The believed by this study is that each phase of the project management has its peculiar attributes that critical producing the intended project deliverables through a systematic but overlapping sequence. It is important to engage stakeholders through all the identifiable life cycle processes that involve; initiation, planning, execution and closure processes of the GHARHp to stimulate buy-in, commitment, ownership and motivated sustainable action.

#### **1.1.2.1 Participatory Project Initiation Process**

Project imitation process was very crucial and the entry variable of this study. It envisaged that for successful projects or programme selection and management

should be guided by a systematic rationale evaluation process of basic options, the feasibility of individual projects or programme options for attaining a purpose or a goal. According to Meredith & Mantel, (2006).

Projects are temporary structures set for the attainment of specific or an identifiable end-product for addressing specific concerns of segments of society. The answer to the specific question when a project or programme should commence can sometimes remain difficult because all projects ought to have an identifiable life cycle, (PMI, 2008).

In structured organizations, the decision to initiation development programme or projects necessitates a systematic stakeholder input into the project or programme project charter (project background, purpose, objectives, and business case), and opportunity for the participatory approval of the project. The project initiation process specifies project's objectives and the process of achieving same (PMI, 2014), and clarifying the project aims with stakeholders and their responsibilities to achieve them. Meaning that the stakeholder needs and expectations as initial requirements may be well accommodated since the project charter provides enough information on the project description, product characteristics of interventions and an outline of the stakeholder expectations about the project.

In this study, project initiation process (the first independent variable), and it was defined as the application of project management methods to establish project's purpose (identification, goals and objectives), determine the project's viability, feasibility, and the identification of key project's stakeholders. This view is confirmed by PMI (2019), that notes that 'project initiation process is a project management function performed at the foundation point of the project to obtain authorization on the decision to continue with the project or otherwise. Jordan, (2012) reported that project initiation, otherwise known as the commencement phases of the project ought to be treated like building a house that requires first laying a formidable and well-planned foundation.

It, therefore, implies that project initiation is an essential component of project management which requires that every new project must be broadly defined and submitted for formal approval before comprehensive planning. Ideally, projects should

be conceptualized with adequate inputs from project stakeholders. Thus, the stakeholders need to have a clear understanding of the project's aim and environment to align the project with development priorities. The outcome of the project must be identified or mobilized in the process. The interests and influence on the project have to be analysed and documented as part of the projects or programmes charter; objectives, purpose, and deliverables. This is where the support of project stakeholders become necessary in defining the project purpose through preliminary feasibility studies for planning (PMI, 2018). Such is more crucial when the greatest aim of project management is to produce an acceptable intervention within the original wishes and needs of the public and project beneficiaries. This implies that Project Initiation is an on-going process that does not stop until the proposed project is approved by its stakeholders.

However, effective participatory project initiation is an observe challenge in most developing countries including Ghana. Amponsah, (2012 and PIAC, (2018) noted that project formulation in many developing economies like Ghana, does not give sufficient room for participatory engagements in the project selection and prioritization; a situation that was labelled as the reason why fewer projects are being sustained in most developing countries. Project management is a skill that must begin with developing a project plan including project aims, objectives, a defined process for achieving the intended design deliverables (PMI, 2013).

Hence, project initiation procedures called for systematic mobilizing and defining project goals, objectives as well as identifying resources needed for the execution of a particular project over a defined period. Those strategies should also provide a unique stakeholder management formula, communication and risk control mechanisms (PMI, 2015). A project should not be regarded as successful if it fails to consider the needs and expectations of its stakeholders from inception (Bourne and Walker, 2005). It should be noticed that all the authors of these are highly passionate about project outcomes concerning stakeholders' expectations. It is highly relevant to consider participatory project initiation in the framework of indicators such as active stakeholders' participation in project goal or objective definition, needs analysis and feasibility studies are essential for selecting a desirable project. The study deemed this interface as crucial for understanding the comprehensive impact of the stakeholder in

project management, to ensure project ownership. Efforts to ensure a well-defined project outcome can only be achieved by engaging key stakeholders to make inputs in the process (PMI, 2019). However, most studies mainly solicit an all-encompassing responsibility of stakeholders in project initiation but without specific roles to be performed by those Projects stakeholders.

It then implies that the causation of project success and results from the perspective stakeholder engagement in the project's initiation process might not be known. These analyses confirmed the assertion that the concepts of sustainability are yet to be fully appreciated, particularly in the Ghanaian context. There are some knowledge gaps on sustainable project management, hence an emerging need for practically understanding on the concept in the projects management process. Research on participative project initiation process as an extension of the project management process is critical to understand the philosophical underpinning of the participatory causes and effects on sustainable outcomes of adolescent's reproductive health interventions.

This study sets off to demonstrate the essence of building stakeholders' consensus at projects initiation as an obvious step to ensuring that projects or programmes are aligned with the strategic needs of society. It is estimated that enhancing public participation in the early stages of defining project success criteria could engender project ownership, success and or sustainability.

#### **1.1.2.2 Participatory Project Planning Process**

In addition to effective participatory project initiation process, the effective participatory project planning process has also been identified by this study as the only way a project can be delivered successfully. The planning process may be seen as the critical precondition for the programmes or projects execution, where a project can be delivered on time, and within scope and budget. A project plan could be seen as a statement indicating how projects objectives are to be achieved, with a giving setof activities and resources (PMBOK/PMI, 2017).

Ideally, this study believed that as much as possible planning process should essentially be progressive and documentary approval on the scope, cost, and schedule baselines by its primary decision-makers. The participatory project planning process

was the second predictor variable of this study. It necessitates that an integrated project plan ought to outline the project costs, scope, and schedule baselines of deliverables, as the build-up to successful projects or programmes implementation or execution. Effective project management decisions towards monitoring internal and external conditions of projects managers' decisions should be constantly guided by plans planning processes and procedures (Luoma and USAID, 2010). This implies that the identification of a project is meaningless until a coherent planning process is put in place to guide the implementation or execution of development initiatives like the GHARH programme in Ghana. In particular, engaging project stakeholders are an important part of this planning process since every project is often implemented to meet the satisfaction of stakeholders.

The project planning, especially participatory planning is essential in the process of determining project success or failure. This particularly true if participative planning is defined as the active involvement of core project stakeholders in organizing, analyzing, forecasting and coordinating the principal project's activities. Several writers including Hague, Higgins, Jenkins, Smith, and Grimes, (2003), defined participatory planning as a planning procedure based on which interested individuals can engage to achieve consensus on a planned project and its implementation. This is where a common understanding of the scope, cost, scheduling, risks, strategy communication, and M&E components of the project become essential before implementation. The current study believed that if planning is essentially treated as participative, then it may be possible to achieve integrated and general "buy-in" to development programmes.

The project planning stage allows the necessary stakeholders to further discuss, design project and cost of activities, budget, mobilize resource, plan implementation, schedule, determine expected date of completion, and agree on an evaluation plan (Barasa and Jelagat, 2013). However, Carlos and Stefan (2015), and Pedro, (2013), both reported that effective participatory project planning is difficult to effect, despite its importance in determining project ownership, success and pre-conditions for sustainability. This is particularly true in Ghana where project planning appears to be often done by technical consultants with no involvement of primary stakeholders. It implies that effective participatory project planning may be necessary

conditions for project sustainability. This is particularly true when the participative planning process is viewed as a tool for attaining stakeholder commitment, to enhance better understanding of project objectives and a good appreciation of the basic elements of the project in terms of scope, cost and above all the need to sustain development interventions. In the current study, participative project planning will be sought as one of the important strategies to achieve GHARHp sustainability. The study has devoted maximum attention to documented project planning process constraints.

This study believed that effective engagement of stakeholder is a necessary condition for better planning and more knowledgeable strategies for projects, programs and service implementation. Typical participatory planning should cover areas such as scope management, schedule management, resource management, as well as communication and risk management. Yet, lack integrated project planning is creating obvious problems in most developing countries, where project team are mostly disillusioned with the seeming lack of direction (PMI, 2013). The question is how do we involve stakeholders or streamline the planning processes to attain sustainable adolescents' reproductive health care provision?

### **1.1.2.3 Participatory Project Execution Process**

Apart from the integrated project process planning, a thorough and participatory process of executing the project plan whereby project stakeholders deeply engaged at all levels of the plan implementation, backed by effective communication strategy and process monitoring are yet important determinants of successful project delivery. The project execution phase where the project vision and plans become reality must of critical concern to all stakeholders (PMI, 2013), since the basic aim for undertaking a project is to produce some deliverables for societal Short and long terms benefits based on a pre-existing project plan. The execution stage of the project cycle is where the indented project deliverables are produced according to the plan and effective monitoring process. Project execution it marks the point where the actual works are performed and the project terms must be reported to key stakeholders on ways of delivering projects or programme content.

In this study, participatory project execution which happened to be the third predictor variable is identified as a critical success factor in project management. Barron and

Barron, (2013) define participatory project execution as the proportionate engagement of stakeholders, project staff, and the beneficiaries in the implementation and resources allocation levels of project execution, to achieve successful project outcomes. Implying the involvement of projects or programme stakeholders in all processes of converting the plan activities of the project plan into desired deliverables. Stakeholder participation at this stage is therefore crucial to enhance the popular understanding of the components of a programme.

This phase is typical in the project management process because the project is expected to be launch by its stakeholders for its execution. It is often characterised by kick-off meetings or the introduction of key tasks and milestones to the project implementation teams. At this time monitoring, using KPIs defined in the project plan is conducted as an independent project activity to measure progress and performance and to avoid scope creep. According to Buerthey, Amofa, & Atsrin, (2016), most projects fail to accomplish their objective after implementation not as a result of poor implementation but rather due to improper stakeholder consultation, identification, and engagement at implementation.

In practice, successful implementation of the sensitive interventions of like GHARHp should require careful adoption of standard project management strategies and methodologies. Managing human-resources must be essential for effective programme implementation. Incorporating ARH programmes into a functional project management processes poses challenges regarding new functions from programme staff (Fikree, 2017). The programmes managers must execute plans with mutual understanding from key stakeholders.

Active stakeholder participation allows project actors to play different roles during the implementation and the post-implementation management phases of intervention (Jacobs, 2016). The engagement of stakeholders in the project decision enhances effective decision making. Buerthey et al (2016), observed that most projects fail to accomplish their objective after implementation not as a result of poor implementation but rather a result of improper stakeholder management, identification, and engagement at implementation. coordinating the entire project team. However, it is an observed challenge particularly in the developing countries

that active project stakeholder participation, via steering committee, task teamwork, and necessary project meetings or workshops is undervalued.

A key element of project management is to produce products according to existing benchmarks. The primary purpose of project management is to work with plans and processes to execute tasks effectively and control all aspects of the project management process for the overall obtainment of intended objectives (Renolds, 2017). Deducing from the various views shows that what constitutes participatory projects execution is a very complex aspect of project management. This current study, therefore, sought to establish the effectiveness of stakeholder involvement or consultation, and consistency of stakeholders support/influence-the guided variable indicators- in the implementation of projects. Exploring these anomalies were critical to enhance the research literature, particularly in the field of result-oriented project planning and management. This study then sets out to demonstrate how to manage the project team and other resources to achieve sustainable outcomes of development projects, like the adolescents' reproductive health programme of Ghana.

#### **1.1.2.4 Participatory Project Closure Process**

Participative sharing of projects implementation lessons will be possible when project stakeholders meet to discuss the challenges and enablers during the implementation of development interventions, especially reproductive health initiatives. Adhering to the protocols of project closure are essential elements for ensuring project success (ACP EU, 2016). The appropriateness of project closure was considered by this study as an important variable worth investigating to perfect the processes to achieving project success. Project or programme closure represents a formal completion process of delivering a particular project and how those deliverables are transferred to the final beneficiaries by internal or external project stakeholders. If projects in a participatory manner, then useful benchmarks such as 'participative administrative closure including, the learning of lessons and commissioning project output or deliverables. Once a project or programme is completed, by enabling such engagements becomes necessary to contribute to effective implementation evaluation and revision of document lessons for other future development projects or interventions. This is where the success stories ought to be celebrated with adequate stakeholder participation in events such as the project handing-over and commissioning. Buertey



et al, Amofa, and Atsrim, (2016) observed that most projects fail to accomplish their objectives after implementation not as a result of poor implementation but improper stakeholder consultation and identification. If projects are expected to deliver long-run returns to their beneficiaries with the exit of donors or service providers, then maximum involvement of stakeholders must be necessary.

Active stakeholder involvement in project management should enhance public commitment, acceptance, and ownership of the project. In the situation where project stakeholders are expected to carry the responsibility of project sustainability, many called for continued technical and management capacity building and adequate mentoring. It may be very challenging for some beneficiaries or community organizations to take up their facility maintenance at the post-project implementation period, even when they are capable of ACP EU (2016). Crawford, Lynn, (2012), reported that effective project management requires multiple stakeholders' coordination and collaboration in developing post-project completion response recovery, a situation that should not be considered as too time consuming and inflexible. However, NDPC, (2002), observable that most interventions in Ghana are usually implemented devoid of any standardized project management protocols to commemorate their official completion. However, existing literature does not offer practical indicators of participatory project management. Proper efforts to design, plan, implement and evaluate programs with significant community-involvement components is a particular challenge. Hence, extensive knowledge of participatory project management processes is important for project planners to attain projects sustainability-particularly ARH interventions. Participatory project management processes are required to maintain effective stakeholder engagement in evaluating completed project goals and judicious application projects resources.

### **1.1.3 Social Support Structures**

In this context, social support is defined as psycho-social support or a social rehabilitation given to the distressed population. As a significant departure from the previous variables, this section of the study was strategically positioned at the forefront to understand how social support structures influence adolescents' reproductive health and development agenda. In line with this reasoning, this study proposed that 'the social support structures that embedded in human society are very essential to maintaining social control, stability and preservation of social order for the promotion of effective health and social well-being of Adolescents'. This is

particularly true if social structures are defined as organised social welfare institutions meant to create psycho-social care, otherwise known as social medicine to help the distressed cope with biological, psychological and other social stressors. According to Muna, Hadidi, and Jamal, (2014) social support structures are the most important safety nets that could significantly affect the well-being of the people. Indeed, professional social support to help the vulnerable segments of the population to function within the social environments (Sheafor and Horejsi, 2008). However, Leme, Prette, and Coimbra, (2015), emphasized that there is no global consensus regarding the impacts of social support in terms of the psychological and physical well-being of adolescents.

Unique to this current sequence of interest on establishing the influence of social support organization is that Ghana has several legal instruments and policy frameworks including the Criminal Offences (Amendment) Act, 2012 (Act 849); Education Act, 2008 (Act 778) and the Domestic Violence Act, 2007 (Act 732). Fortunately, these are also fairly consistent with international treaties and protocols such as the Africa Union 2063 Goals and Strategies; and the Nations Sustainable Development Goals (2015). This gives the justification for the implementation of programmes target at social support and counselling. However, the study of social support in relation to health remains inappropriate in the Ghanaian society.

Functional social support systems must, therefore, be seen as an important coping strategy for resolving personal and interpersonal development issues of the vulnerable segments of society. Social support structures have coping mechanisms that could predict reduce impacts on stresses conditions (Shulman & Cauffman, 2011), yet many adolescents in developing nations hardly receive support when they need it. Like any other developing country, Ghana is constrained with a multitude of social problems, including technological, economic and political changes, resulting in social repercussions, hence the need for modernization (Rwomire, 2012), to facilitate economic growth and increased national productivity. Ghana has negative consequences of social breakdown resulting in poor social protection mechanism, rural-urban migration, conjugal violence and weak attention for the vulnerable

(SW&CD, 2019). In effect, social support as a mechanism to manage trauma in adolescents comes with mixed findings due to some operational challenges.

To understand the real impacts of support structures as stress buffers, therefore, present the need for additional research. It is envisaged that efficient social support institutions will provide a supplementary influence between participatory project management processes and the sustainability of GHARHp. Gilson, (2003), highlighted that the health sector has much to learn from the wider literature about the health systems and the influence of their inherent relationships and effects on public health-seeking behaviour. In many ways this a new area of research that could present discoveries a direction for sociological science, concerning interpersonal relationships and corresponding effects on the health and social well-being of adolescents.

#### **1.1.4 Ghana Adolescent Reproductive Health Initiative: Evolution, Trends and Implementation.**

The right to universal health is an important component of the national development policy agenda of Ghana. As a result, Ghana became a signatory to many global conventions and treaties that identified health as a human right issue, and which eventually recognised the need for adolescent's reproductive health. The introduction of adolescent reproductive health programme into the health sector of Ghana began in the 1980s and accelerated in 2001, following the launching of National Adolescent Health and Development Programme (ADHD) in 2001 and the coming into force in 2013 of the Ghana Adolescent Reproductive Health and Projects (GHARHp) in the country (GHS 2016).

The GHARHp emerged to address some unresolved challenges confronted by the ADHD programme; its failure to yield its expected health outcomes. The Ghana Adolescent Reproductive Health Project (GHARHp) was a three-year funded initiative (£11.3 million) that was implemented by the United Kingdom Agency for International Development (UK aid) and the Palladium Group in partnership with the Ghana government (2013-2016). Based on a multifaceted sectoral approach, the GHARHp was introduced to improve reproductive health and educational outcomes for the adolescents in the entire Brong Ahafo Regions (27 District assemblies), with significant collaborative support from national agencies including NPC, GES, GHS and NYA. Heads of each national agency in the 27 District assemblies were engaged as implementing partners for the programme. GHARHp aimed at improving national efforts towards the attainment of MDG 5 of improving maternal health, and with the ultimate goal to reduce adolescents' pregnancy and youth maternal mortality rate, through the strengthening of the capacity of the government of Ghana and its partners to manage adolescent health complications including maternal mortality rates in the region and the larger country, and with an underlining objective to reduce teenage pregnancy by 6% (GHARHp Document, 2014).

The most exceptional aspect of GHARH was its strategy to adapt to the requirements of the global policy environment, with particular reference to the SDGs. To achieve its core objectives, GHARHp strategies supported the design, construction and refurbishment of adolescents' health corners as conducive space for the delivery of

adolescent-friendly RH services. Nevertheless, recent data from the perspective of Ghana seeks to show a poor coverage of maternity services for teenage girls. Apparently, 97 per cent of young women receive antenatal care from a non-skilled provider (2014).

Furthermore, a comprehensive sexuality education (CSE) was delivered in piecemeal to promote adolescents' welfare, particularly the out of school rural and remote locations. School health education programme (SHEP) was implemented by the Ghana Education Service (GES), in which Palladium/DFID had the responsibility to develop implementation manuals and technical guidelines. As part of the strategies towards attaining the goal of the programme, adolescent health corners were also envisaged as important platforms to deliver health information and adolescents programme, (GHS, 2013). The GHARHp as an innovation was to promote or demonstrate the dynamic feature of Ghana's policy landscape and the role of ideas in the policy process towards attaining critical social development goals.

## **1.2 Statement of the Problem**

In developing nation like Ghana, projects and programmes are the backbone and milestones through which improved livelihood transformation is measured. Effective implementation of development projects depends largely on how properly the values, norms, social belief and opinions of the local people are directly or indirectly considered in the selection, design, and implementation of development interventions, particularly health sector. Else, the sustainability of development projects may be hindered (Kakumba&Nsingo, 2008). However, in Ghana participatory project management practice has not yet been fully, properly institutionalized or cultured to capture the opinions of the real Projects beneficiaries. Project information is hardly disseminated to the community people.

Researchers including, Amponsah, (2012), Office of National Statistics, (2018) and Armenia, (2019) reported that long-term success of projects implementation in Ghana cannot be guaranteed, as the community involvement in project planning and throughout the project cycle to enhance ownership of the projects remains poor. WHO, (2012) further discovered that countries of sub-Saharan Africa lack effective stakeholder engagement in health policy decision making, such as planning, and implementation of interventions. As result more 60% of development projects

undertaken in Ghana do not often meet stakeholder expectations and development goals (Christensen (1995), Amponsah, (2012) and PIAC (2018). In the citizen's report cards of the coalition of NGOs in Ghana health programme Benarkuu, (2020), remarked that 55 health facilities have been completed but had not been put good use poor citizens' involvement.

The limited effective involvement of stakeholders in the project governance presents major constraints to livelihood improvement. Over decades of infrastructure investment by successive Ghanaian governments through development projects or programmes to optimise economic and social development of the country, there has been much exploration and debates to measure meaningful outcomes. The clearest example of this domain was the implementation of Ghana adolescents' development and reproductive health (GHARH) response programme to promote sustained access and utilization of services. However, it appears that the implantation of such noble initiatives could not still address the challenges, as adolescents' accounts for 41% of all new HIV infections, an upsurge of unplanned pregnancies, unsafe abortions, and adolescent's induced maternal mortality are rapidly increasing in the country and around the globe, an indication of a weaker ability towards achieving the SDGs by 2030 (GHS, 2018, Manu, 2015; GNA, 2017). These conditions create a useful indication of expectations gaps and poor sustainability of ARH initiatives in the country.

Also, the project failures could exacerbate adverse national infrastructure deficits, dire socio-economic conditions and worst undesirable outcomes from development interventions. PIAC and CDD-Ghana, (2019) observed that out of about 570 mega education and health projects only 24% were executed by the governmental agencies with coordinated sustainable outcomes. To Gilbert Silvius, (2015) and Lepartobiko, (2012) social interventions continue in many countries of sub-Saharan Africa without clear cut integration of stakeholder to decide on the economic and social implications, hence higher rate of project failure and poor performance as compared with developed countries. There is a need to study problems of participatory project management and its impacts on the sustainability of ARH initiatives in Ghana. Moreover, the studies reviewed have offered limited empirical knowledge on participatory project management cycle (PPMC). Gareis, Huemann, & Martinuzzi, (2010), reported that

the sustainable project management challenges and prospects are yet to be appreciated in most LDCs. Therefore, this research was motivated by the need to empirically address the established knowledge gaps, through the transformation of the typical project management cycle into a participatory project management cycle to ensure sustainable outcomes for adolescents' reproductive health projects, that could also eventually underpin the decision making on effective project implementation.

### **1.3 Purpose of the Study**

The purpose of this study is to investigate the influence of participatory project management processes on the sustainability of Ghana adolescent reproductive health project (GHARHp) and to further the moderating effect of social support structures on the relationship between a combined participatory project management processes and sustainability of GHARHp.

### **1.4 Objectives of the Study**

The study was guided by the following seven objectives:

- i. To establish how participatory project initiation process influences the sustainability of Ghana adolescents' reproductive health project.
- ii. To assess how a participatory project planning process influences the sustainability of Ghana adolescents' reproductive health project.
- iii. To establish the extent to which a participatory project execution process influences the sustainability of Ghana adolescents' reproductive health project.
- iv. To examine how a participatory project closure process, influence the sustainability of Ghana adolescents' reproductive health project.
- v. To establish the extent to which the combined participatory project management processes influence the sustainability of Ghana adolescents' reproductive health project.
- vi. To establish how social support structures, influence the sustainability of Ghana adolescents' reproductive health project.
- vii. To establish the extent to which social support structures influence the relationship between combined participatory project management processes and sustainability of Ghana adolescents' reproductive health project.

### **1.5 Research Questions**

The following research questions were answered;

- i. How does participatory project initiation process influence sustainability of Ghana adolescents' reproductive health project?
- ii. How does participatory project planning process ensuresustainability of Ghana adolescents' reproductive health project?
- iii. To what extent does participatory project execution process influence sustainability of Ghana adolescents' reproductive health project?
- iv. How does participatory project closure process influence sustainability of Ghana adolescents' reproductive health project?
- v. To what extent does the combined participatory project management processes influence the sustainability of Ghana adolescents' reproductive health programme?
- vi. How do social support structuresinfluencethe sustainability of Ghana adolescents' reproductive healthproject?
- vii. To what extent do social support structures influence the relationship between participatory project management processes sustainability of Ghana adolescents' reproductive health project?

### **1.6 Research Hypothesis**

The study was further guided by the following seven hypotheses:

1. **H<sub>0</sub>** Participatory project definition process has no significant relationship on the sustainability of Ghana adolescents' reproductive health project.
2. **H<sub>0</sub>** Participatory project planning process has a significant relationship on the sustainability of Ghana adolescents' reproductive health project.
3. **H<sub>0</sub>** Participatory project execution process has no significant relationship on the sustainability of Ghana adolescents' reproductive health project.
4. **H<sub>0</sub>** Participatory project closure process has no significant relationship on the sustainability of Ghana adolescents' reproductive health project.
5. **H<sub>0</sub>** The combined participatory project management processes have no significant relationship on the sustainability of Ghana adolescents' reproductive health project.
6. **H<sub>0</sub>** Social support structures have no significant relationship on the sustainability of Ghana adolescents' reproductive health project.



7. **H<sub>0</sub>** Social support structures have no significant moderating relationship on the relationship between participatory project management processes and sustainability of Ghana adolescents' reproductive health project.

### **1.7 Significance of the Study**

The conceptualization of this research was guided by an extensive review of literature within a relevant theoretical construct. Earlier studies on participatory approaches to project management were related to the generic aspects of participatory development. Very few project management practitioners have knowledge on the interactive relationship with stakeholders and sustainability concept of project management and outcomes

(Mysen, 2012). It appears that this research has the potential to bridge the current gap in existing research and also contributes projects sustainability knowledge on the theoretical deployment and also the application of participatory processes in the critical aspect of the community development, particularly on matters of sustainable adolescents' reproductive health projects.

It was envisaged that the results of this study will also be very useful towards upscaling consultative project management practice in the health sector across Ghana. By identifying and examining practical techniques and methods of participatory project management processes, the influence of social support structures and their sustainable implications on adolescents' reproductive health programmes will have a positive outcome on stakeholder perspective project planning and management. The result may enhance a paradigm shift from top-down project management approaches to a beneficiary perspective or bottom up. Therefore, the findings from the study were extremely expected to help improve participatory project implementation and sustainable reproductive development discourse across Ghana and around the world.

Additionally, it is hoped that the findings of this study will enhance the existing empirical literature and body of knowledge on the dimension of the effective sustainable, multi-stakeholder perspective of project management. This will enhance the global Sustainable Development Goals, particularly on the health policy framework and future direction.

### **1.8 Limitations of the Study**

Research limitations are unavoidable challenges in global studies. According to Simon, (2011) limitations in research studies are potential weaknesses that are often not within the control of the researcher. Major limitations in this study included bad weather, bad cultural and social norms, road and transportation problems. The effects

of these limitations were mitigated by training research assistance on the dynamics of cultural and community entry issues, and working under the advice of weather experts during data collection coupled the use of motorcycles as alternative means of accessing the hards to reach research locations.

### **1.9 Delimitations of the Study**

Contrary to the limitations, delimitations are factors that are usually within the control of the researcher. Delimitations are limiting factors to the scope and defining boundaries of a particular study (Simon, 2011). In context, the geographical scope of the study constituted the first delimiting factor. Thus, the study only took place in one region of Ghana (in this case, only Brong- Ahafo Regions from the entire list of regions in the country), with the intention of generalized key findings thereof. Also, the sample size drawn for the study constituted another major research delimitation. Thus, the primary research data has only collected a portion of the entire adult population of Ghana, and the research results were interpreted within the Ghanaian and at times the International contexts, hence a form of constraint or limitation.

Similarly, although the study was grounded in the broader context of GHARHp, it mainly focused on a particular objective to only investigate reproductive health issues of adolescents within ages of 10-24 years, in its design location. This appeared inadequate, since such health complications may transcend this age group to the entire youth groups of the country. It then implies that the choice of the study to investigate this particular age cohort of the youth has screened off other important youth-related health issues from the view of this study. The final delimiting factor of the study was that only four out of the traditional five project management processes (project initiation, planning, execution and closure processes) have been considered. This means that M&E, which is the fifth process, has not been distinctly covered by this study.

### **1.10 Assumptions of the Study**

Assumptions are key to every research, and a disregard of which could affect the irrelevance of a particular study (Simon, 2011). Therefore, the first and leading assumption of this study was that, the researcher will gather meaningful data from respondents and beneficiary perspectives, the various respondents would have willingly participated and that credible answers were provided to the research

questionnaires. Secondly, the study assumed that participatory project management processes, moderated by the social support structures will have a distinct influence on the sustainability of the adolescent reproductive health projects in the study. Finally, the study was built on an underlined assumption that the efforts to sustain the adolescent reproductive health care will continue to be relevant in the global and national policy environment and that the geographical boundaries of study region will remain unaltered during the study.

### **1.11 Operational Definitions of Terms**

Key terms were employed in this study. Notwithstanding those terms might have been variously defined by different authors and reporters elsewhere, in the context of this study, they have been defined as follows.

**Participatory project closure process:** This variable was defined as the extent of stakeholder involvement in the project's final output evaluation, handing over and commissioning processes. The main measurable indicators were consultative participatory; evaluation forums, project commissioning durbars and handing over meetings. It allows projects stakeholders such as sponsored, government and beneficiaries to finally inspect or evaluate project deliverables, document lessons, commissioning and handed over to users.

**Participatory project execution process:** It was defined as an effective involvement of project stakeholders in implanting the ARH programme planned activities. The measurable indicators under the variable included the number of progress review forums held with stakeholders, participative project constraints management forums and number orientation workshops, or how group monitoring works have been undertaken.

<b>Participatory project initiation process:</b>	It referred to the process of identifying projects, mobilizing projects stakeholders, and conducting projects feasibility studies with the full participation of project stakeholders. Thus, during the projects conceptualization process the project at the initiation phase, this expects project stakeholders to have a clear understating on the goals, purpose, expected outcomes of the GHARHp. The number of project screening, feasibility studies, and needs assessment meetings held with programme's stakeholders actively participating was the key indicators that were sought on this variable.
<b>Participatory project management processes:</b>	Refers to the processes consulting, and engaging with project stakeholders during project initiation, planning, execution, and closure. These processes are necessary benchmarks of engaging project stakeholders to understand the project charter; background, goals and objectives, sources of resources before, during and post-implementation.
<b>Participatory project planning process:</b>	This is a process of getting project budget, project deliverables and project time frame right by stakeholders, intending to promote project success and sustainable outcomes. Participative process (meetings, percentage attending) project risks, communication, and project control forecasting. It is the extent of stakeholders involved in the formulating of the project execution plan.
<b>Social support structures:</b>	They are the welfare parastatal and civic rights community-level social institutions. They include; Social Welfare Departments, Domestic violence and others who are expected to offer an auxiliary civic and juvenile social programme to society. Social support was measured by the study in terms of the extent of accessibility, functional capacity, and the extent of collaboration in the discharge of their duties to the needy population.
<b>Sustainability of adolescent reproductive health Programme:</b>	Sustainability in this sense is described as ARH projects or programme that have to fulfil their operational and strategic goals to the beneficiaries. In context, it refers to the extent to which projects implementation promoted spatial access to ARH programme, utilization of ARH programme, and support environment (social and cultural support). The attainment of the goal, and consequential

effects including clients' satisfaction, and improved ARH coverage, after GHARHp completion.

### **1.12 Organization of the Study**

This study was organized into five independent but mutually interrelated chapters, which have been discussed as followed; Chapter one comprises the introductory section, which represents the direction of the study. It provides the conceptual background to the study concerning projects sustainability and participation, the nature of the problem, the purpose of the study, research objectives, questions, hypothesis, the significance, and assumptions of the study. Chapter two covered the literature review, including concepts and theoretical dimensions of sustainability of the adolescent reproductive health projects, participatory project management processes, and social support structures, upon which a theoretical framework, conceptual framework, and summary of research gaps in the literature were established. Chapter three covers research methodology which include the research paradigm, research design, target population, the sampling procedure, sample size, data collection instruments, reliability and validity of instruments, the data collection procedure, methods of data analysis, the operational definition of variables and the ethical consideration of the study. Chapter four of the study contains data analysis, presentation, interpretation and discussion of the results. Finally, chapter five provided a summary of the findings, conclusion and significant recommendations. This chapter also contained information on the contribution to the knowledge of this current study and suggestions for the directions of future research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents an empirical and theoretical literature review of the study. The researcher reviewed existing research articles important to the specific themes of the research area including background concepts of participatory project management processes, social support structures and how they ensure the sustainability of projects or programmes, particularly reproductive health programmes or initiatives. The researcher also systematic reviewed relevant theories and models leading to the establishment of a theoretical and conceptual frameworks on the themes of the study. The chapter finally provided a tabulated summary of the literature indicating the exiting research knowledge gaps emanating from the literature and suggested how this current study intended addressing those gaps.

#### **2.2 Sustainability of Adolescents Reproductive HealthProjects**

Sustainability should be crucial in the delivery of public reproductive health projects or programme. The concept of sustainability is an important factor in health care development of developing countries, where sustainable planning for the programmeis emerging from conceptual science into conventional practices (Georgy and Ibrahim, 2008). The core emphasis of sustainability in this study is on meeting the collective health needs of adolescents, where the strategic project goals and anticipated benefits of geographical access to and utilization of the programme, as well as support environment, are appropriately secured to promote access.

To achieve sustainable reproductive healthcare, it is critical to first understand the interrelationships between the principles of sustainability and the characteristics of health infrastructure projects. John-Elkington, (1997), and Adams (2006) uncovered that a starling 70 percent of global sustainable related research is often limited to the theme and principles of sustainable development; the “triple bottom line”, which seeks to provide inter-related dimensions and influence among those three unique pillars. Notwithstanding, the United Nations, (2015) reported that though the concept sustainable development has been discussed over serval centuries, as an overarching paradigm of the United Nations a comprehensive global development approach, has not been made to implement it through concrete project perspectives. Despite this

risk, many researchers still demonstrate different opinions regarding the significance and content on why project management and sustainability should be sought through proper integration of the economic, environmental and social aspects in the content and management of projects. Research on projects sustainability found that effective project success requires an average of 90 percent perfection regarding project management and governance (Silvius, Brink, & Köhler, 2010). On the contrary, Lim, (2009) measured sustainability in the context of infrastructural projects which are deemed as tangible assets that must contribute to economic growth, and long-term social and environmental implications to create a holistic and healthy environment. Implying that the notion of sustainability that gauges the success of project development must comprise three broad components: social equity, economic prosperity, and environmental protection.

In seeking develop the link between sustainable development and its physical manifestation in the optimization of projects outcomes, this research main objective was occasioned. However, from a rather general perspective, Abdul & Abidin, (2015), argued that the process to achieve sustainable development must first and foremost be examined based on an extensive exploration of the three distinctive spheres including the economic, the ecological, and the social. These findings seemed contradictory with Ehnert, (2006), who claimed in a qualitative study that, “sustainability” is a relative term and it is commonly associated with such concepts as ‘long-term’, ‘durable’, ‘sound’, and ‘systematic. Similarly, assess the long terms projects or programme specific gains and outcomes, are important indicators in the discourse of sustainable ARH. Using a theoretical prediction and longitudinal data analysis techniques to determine the influence of health care programme on adolescent’s development. Rankin (2016), reported that sustainable adolescent-specific health care initiatives must cover a wide range of issues such as healthy safe abortion, sexuality, HIV and other STIs, and sexual violence. The study established sufficient reasons to seek a sustainable ARH programme, in the area of relevant access to and utilization of the programme. Such issues should equally have implications for project management research to help expand the frontiers of success factors responsible for better project outcomes.



The essence of project implementation must be to promote access to and utilization of basic human needs. Project Management Institute, (2008) reported that 70 percent of sustainable projects management is often constraint by the variables of time, cost and quality, which usually end up denying larger proportion of the population of the basic programme. On the contrary, Thomas and Fernández, (2007), indicated that project success must be defined from a more all-inclusive perspectives including realistic sets of sustainable science process, reflecting ways of managing the projects beyond implementation.

Given the sensitive socio-economic expectations attached project implementation, sustainable concepts have been recognized in project management as the most desirable factor of all health programmes. The International Institute for Sustainable Development (2010); Luvega, (2015) and the IFAD Strategic Framework, (2007) elaborated on the generic concepts of sustainable management as problematic. It was argued that business strategies and activities should be adopted to help meet the needs of the stakeholders of an enterprise and eventually promote effective service delivery. This is particularly critical if sustainability is seen as the long-term concept and thus involves both intergenerational and intergenerational justice considerations. On the contrary, GHS, 2015; Labuschagne and Brent, (2006) reported that sustainable adolescents in Ghana literature is grey on the practical understanding and definition of key issues.

In the views of some researchers, especially in low-income countries the concept sustainability is only assumed as a key determinant of health development, , the process of achieving sustainable planning of programmes is an emerging field of science influenced by general development concepts than the conventional practices (Georgy and Ibrahim, 2008). Cavagnaro and Curiel, (2012) and Mike, (2017), in a study within selected developing countries, documented that there is scanty knowledge on the specific health needs of the adolescent. It was however noticed that the researchers conducted their study using only qualitative techniques to measure inputs and outputs against predetermined indicators of sustainable development, which were problematic for accuracy, as objectivity would have been compromised.

The social, cultural, economic attributes of sustainability must essential for researchers across the globe. Peter (2013) asserted that project sustainability must be

achieved with multidimensional attributes and consideration such as social, cultural, economic, with an environmental, especially at the project design stages where community involvement ought to play an integral part of organizational needs. Against this background, this current study is rooted in the social, cultural and economic pillars of sustainability, even though such studies could not offer some information on how projects should be obtained.

In Asia, Goldsmith, (1992), cited by Brown 2011), in post-intervention impacts evaluation studies undertaken in selected countries of Asia and commissioned by USAID and World Bank, it was found that majority (75%) of development interventions have achieved low levels of impacts after huge funds have been expended for their completion. This research was carried out with quantitative methods and approaches, and data analysed using quantitative techniques to establish the relationships between the dominant variables. The study sought to suggest that the concept of interventions sustainability and project management are two interwoven concepts that should be sought concurrently during project implementation processes for better projects outcomes. Which implies that several beneficiaries were denied critical social needs. It should, however, be noted, as opposed to this current study, those studies were conducted mainly in selected developing countries of Africa and Asia, using only quantitative research methods and tools which tend to offer one-sided views on sustainability. It is also necessary to mention that, sustainability was measured based on the successful completion of projects, with limited focus on long-term social outcomes to beneficiaries.

In practice, project sustainability should be measured by its ability to offer reliable outcomes or programme to society. However, several studies do not often demonstrate how sustainability was measured in specific projects intervention. Sugden, (2003) argued that project sustainability is a desirable process of achieving appropriate benefits from a given project over time. However, it should be stated that Sugden's study drew much data from desk reviews and limited social development perspectives. Similarly, in South Africa' Geary, Gómez, Kahn, Tollman, and Norris, (2014), in a study on the 'Barriers to the provision of the adolescent's friendly health programme in rural localities', it was reported that aged friendly programming was not sustainably implemented by the respective primary healthcare facilities. This was

due to reported information barriers including the absence of youth-friendly training amongst the duty bearers and gatekeepers, poor dedicated space for young people, and general breaches of patient's confidentiality at facility and home levels. It was also concluded that youth-friendly programme programmes were limited in the study area. However, this study purely adopted semi-structured interviews in order to collect data from public-funded primary healthcare facilities in the study area. Such techniques are opposed by this current study that aimed at using mixed methods with a strong concentration on the sustainable implementation of youth reproductive health care initiatives.

Furthermore, improved ARH provision should be measured on the utilization of quality reproductive and sexual health programme. Sanjay et al, (2018), a study to determine quality assessments for improving ARH utilization in Asia, it was found that appropriate quality assessment and periodic evidence-informed programme inputs improved the quality and utilization of ARSH programme. In Ghana, however, community outreach activities continued to be challenging, even though those activities demonstrated feasibility and usefulness in monitoring and improving the quality of ARSH programme. In this study only factors governing ARH service utilization have demonstrated but not sustainability of such programme; hence the need for this current study. For example, Manu et al, (2015) in their study on exploring the patterns of parent-child sexual communication, in the rural areas of the Brong Ahafo Region, found that 95% of parents never discussed condoms and other contraceptive use with their children. Even though many adolescents are often at considerable risk of negative health outcomes little was said about the need for sustainable outcome of interventions.

These findings are very important components general reproductive health that sought to suggest that availability such services will have a positive influence on the sexual behaviours of the youth. The study used a cross-sectional design, a sampled population of 790, a cluster sampling technique, the use of questionnaires to gather quantitative data and the application of Pearson's chi-square and z-test for two-sample proportions were used to assess sexual communication differences between parents and young people. Even though this study was conducted with good research approaches and strategies, it fell short of sustainable concepts of ARH programmes,

which has necessary implications for measuring real program impacts; hence the need for this current study to be conducted.

This current study feels that appropriate sexual and reproductive health sustainability efforts must be socially and culturally contextualized. Enamel et al, (2017) in a study mean to design culturally sensitive and contextually appropriate for Ghanaian adolescents. In the stakeholder perspectives, the study established four major themes including; receptiveness of SRH messages to community and adolescents; essential information to be contained in SRH messages for adolescents; the characters of sources of SRH messages targeting adolescents, and the modes of delivering effective SRH messages to adolescents, which were all intended to help maximize ASRH messaging. It was concluded that, opinions of stakeholders is an effective means of introducing SRH interventions into a community and that adolescents are generally receptive to SRH messages. It could be observed that the studies were purely conducted with qualitative approaches, in which focus groups discussion and interview guides were used as research instruments. Hence objectivity might be affected as opposed to this current study. The theme of the study was purely on the cultural dimension of project sensitivity, rather than sustainability, hence the necessity for this study. The studies mainly stated the magnitude of the problem in the corridors of adolescent girls but silent on the needs of program sustainability. However, concerted efforts on the sustainability of such a project would rather offer permanent solutions to the problem.

Further, in Bangladesh, Burkina Faso, Ethiopia, Nepal, Niger, and Nigeria, World Back Group (2014), in a study conducted on ‘Adolescent Sexual and Reproductive Health Challenges and Universal Health Coverage: it was found that adolescents (10-19 years of age) around the world face tremendous challenges in accessing health programme, such as health information. In the views of the World Bank Group, inequitable gender norms, economic deprivation and poverty were among the emerging factors deserving key priorities. However, this study could not establish any strong sustainable strategies of ensuring long term access to quality ASRH and family planning programme is fundamental to human development, as outlined in this study and the SDGs 3 and its targets of reproductive universal health coverage.

Nevertheless, a critical component to achieving sustainability as a whole could be rooted in the social effectiveness of ARH services. Hock-Long (2008) identified that less than 16 % of health facilities have proper measures of confidentiality and necessary working environment, hence affecting access to the programme. The health worker attitude was another important aspect that was considered as either encouraging or discouraging access to and usage of adolescents' reproductive health programme. A host of studies have identified confidentiality as key to adolescent use or non-use of ARH (Darroch, 2008; Hock-Long et al, 2007). Ralpa & Brindis, (2010) believed that confidentiality is particularly an important factor because adolescents are likely to abandon care due to the conditions of stigma.

In China, Chauhan, Joshi, Raina, and Kulkarni (2018), found in a study on the utilization of the improved programme, found that adolescent reproductive health programme is problematic. Again, in India, it was found periodic interventions resulted in improving the average facility score from 27% to 83% and overall standards score from 28% to 81% at baseline and end-line survey respectively. The average scores for Standards I-IV improved from 43% to 86%; for standards V-VI from 3% to 66% while for standard VII from 16% to 92% at baseline and end-line survey respectively. It was concluded that appropriate AR service assessment and periodic evidence-informed program inputs improved the quality and utilization of ARSH programme. However, community outreach activities continued to be challenging. The assessment demonstrated the feasibility and usefulness of using the WHO-QA tools to monitor ARSH service provision and management.

Alternatively, and very critical for more action in this subject, Smith and Sharicz, (2011) and Schouten & Moriarty, (2013) reported that sustainability is the result of the activities of an organization. Hence the need for further studies to measure the sustainability of adolescent health programs through widely-used methods and participatory approaches on bringing geographical and societal access to, and popular usage of ARH services.

Project sustainability remains an unresolved challenge without proper indicators to measure it. Universal project sustainability indicators are limited, whereas donor-funded programs are often designed to promote the wider targets on the well-being of the population (manage droughts, crop failure, hunger disease or poverty and others) in

the developing world. Health organizations and institutions who are engaged in the sustainability debates with the view to formulating strategies to respond to the increasing demand for sustainable public health (Zhao et al., 2012; Opoku & Ahmed, 2014) and Pitt, (2009), collectively found that critical determinants of sustainability such as financial incentives, service regulations, among others were often ignored in service provision. Most development interventions did not survive beyond post-implementation (World Bank, 2015). Indeed, from the theoretical and empirical studies, the dimensions of sustainability need further clarification in terms of project management perspectives. The diverging views indicate a lack of clarity on how to achieve project sustainability programme.

Sustainability is a multifaceted concept in the discourse of global development, hence the need for further empirical with qualitative and quantitative approaches and components. The indicators of sustainable development cannot be measured only based on the long-term benefit being accrued from a project but from a consolidated contribution of all aspect sustainability mostly stakeholder participation. For instance, Peter et al., (2013), recommended that it is important to use of community inherent knowledge and capacity to allow them to cultivate an innovative approach to address their problems. However, the emphasis on involvement to achieve sustainability was neither sufficient nor conclusive.

Although the studies were empirical, they appeared to be theoretically skewed. Practical indicators to help measure the of sustainability programmes and their contribution to the sustainable development of society is not well established, or reflected in projects and project management. This study sought to address those challenges, as it measures project sustainability of ARH programme in terms of uninterrupted programme access, health information access, beneficiary satisfaction and impacts of social support environment.

### **2.3 Participatory Project Management Processes and Sustainability of Adolescents' Reproduction Healthproject.**

The essential influence of project management processes as found in the project life cycle provides the systematic steps through which a desired programme or products may be delivered. The International Organization for Standardization, (2006), found that effective project life cycle processes upon which project implementors are

expected to deliver strategic projects objectives is a crucial challenge in most developing countries. In a research into project management principles and body of knowledge PMI, (2008), argued that projects are temporary endeavours that are often undertaken to address the unique goals, objectives and expectations of specific beneficiaries at a particular timeframe. However, research on the importance of engaging minds and paying adequate attention to detail was listed among the common organizational risks at different stages of project management processes to ensure successful project outcomes; particularly in developing countries (Project Management Institute, 2004).

Participatory project management processes as a process should be operationalized at projects/programmes; initiation, planning, execution, including the project evaluation or closure. This study identified such stages as the most important structural determinants of the sustainability of the adolescents' reproductive health programmes in developing countries like Ghana. PMI, (2017), in providing much more global perspectives on the theoretical and the trajectory of participatory development methods, and approaches, uncovers that over 50% projects are often at the risk of failure due to nonadherence to participatory approaches; such as rapid rural appraisal (RRA), participatory rural appraisal (PRA), participatory innovation development (PID), among others. Interpreting these as key sustainable gaps across the globe, this study aspires to develop bottom-up principles or participatory project management processes for the realization of service sustainability.

This study sought project sustainability through the participatory project management processes; the extent to which stakeholders' expectations are captured in the project or programmes; initiation processes, planning processes, execution processes (control processes embedded) and closure processes. Participatory project management processes must be a vital administrative process for the planning and control of the programme or the implementation for long term sustainability. The levels and the types of participation utilized in rural development and research is an important issue (Mouton, 2001). Hart, (1992) reported that participation is under manipulated presence rather than voluntary action whereby local actors identify, design and taking an active part in controlling the project. Hence the immediate need for a common agreement regarding the general principles of participation that are desirable for a

participatory broad range of types of participation. Mouton, (2001) reported that participation should lend itself with some seven principles including local identification- local problem required local intervention by the community residents; Local conceptualization - local people are involved in setting their development agenda; Local control - local people should be involved in the managing their affairs; Shared ownership - there is joint or shared ownership of development; Equity- the development proceeds are applied equally to all participants; and Empowerment-strengthening people's capacity. Participatory project management processes as captioned in this study, drew its aspiration from participatory development concepts to expand the rationale of stakeholder consultation and engagement in project planning and implementation.

These studies sought to further argue that, at different project levels, the degrees of consultation and negotiation with key stakeholders is critical to engender ownership responsibility and ultimately empowerment. However, authors could not demonstrate processors of attaining effective stakeholder participation in project management processes for successful projects implementation. Hence, this study sought project sustainability through the participatory project; initiation processes, planning processes, execution processes (control processes embedded) and closure processes. Some researchers further provided specific categorization for participatory project management life cycle phases or processes.

Similarly, Gareis, Huemann, & Martinuzzi, (2010), augured that, project management as a process should called for openness/transparency from the project design and selection of standard project plans and appropriate project communication structures. The participatory project management process has become a preferred option to drive sustainable project implementation. Similarly, Inagaki, (2007), carried a study in selected developing countries in sub-Saharan Africa, to assess the effects of the evolution of participatory development approach to sustainable development. The study used critical analysis find that 60% of the respondents endorsed participatory paradigm in services delivery. On the contrary, most project implementors often follow a simple unilineal evolution but were characterized by parallel development and convergence of conflicting tactics (Waisbord, 2001). This suggests that



participatory concept of development is still evolving to ensure participatory development or citizen's participation in development.

This study believed that when participatory tools are effectively combined with the project management cycle sustainable outcomes may emerge for societal benefits. And for that matter, this current study focused on literature that has the potential participatory project; initiation, planning, execution, and closure and their influence on the sustainable ARH programming, since different studies might have presented several perspectives on participatory project management. On the influence of participation to attaining project success, the past several decades of development funding have witnessed a lot on the demonstrated negativity on the failures of the top-down approach to development (Inagaki, 2007), which calls for pragmatic action to seeking reviews and broader approaches to participation. For instance, on the need for better measurement of participatory development variables and indicators, for qualitative decision-making processes.

Since project management involves interdisciplinary methods that are expected to seek multiple stakeholder perspectives on the project cycle to achieve sustainability, specific findings on the influence of participatory project management processes are critical to determining the sustainable GHARH programming and implementation. In a study conducted by Chambers (1989) and Roark, (1998) cited by Khwaja's, (2003), it was found that about 70% of community-managed projects may be better maintained. In the Philippines, Ekardt (2016) established that lack of citizen's participation was possible reason for the failure often year the national irrigation project governance. However, by that change in approach, it was discovered that the project worked better, leading better rice yields of 20% higher outcomes. On the contrary, Easterly and Tobias (2008) contend that despite the lots of resources being channelled to developing countries' projects, corresponding project outcomes do not measure up to it. To him this situation was as a result of an imposed top-down solution that respect the wishes or perspective of the beneficiary communities.

Also, Narayan (1993) cited by Barasa and Jelagat, (2013) on analyzing implementation outcomes of 121 rural water-supply projects funded by 49 agencies in developing countries including the African continent, Asia and Latin America. Consequently, stakeholder participation was reported as the most significant factor

for ensuring project sustainability, where it was found that when people are involved in the project design to maintenance- best results may occur. It implies that unless people are central actors in activities and programmes that affect their lives, the impact of such interventions would either be negative, irrelevant or insignificant to transform people's lives(Musa, 2002). While analysing the outcomes of water systems of 6different countries (Benin, Bolivia, Honduras, Indonesia, Pakistan, and Uganda), Katz and Sara, (1997), it was found that citizens' participation is an incentive to the sustainability of development projects at all levels.

Active beneficiary participation in project administration may result in several benefits, including, skills development for collective actions and sustainability of popular programmes. Barasa and Jelagat, (2013) and Okafor, (2005) observes that if people participate in the implementation of their projects, the community will be empowered, leading to greater efficiency, transparency, accountability, and enhanced project outcomes. Mnaranara, (2010) in a study about the importance of citizen's participation in construction projects in Tanzania, postulated that participatory projects implementation leads comprehensive design of projects,provide beneficiary perspectives solutions, and cost-effective projects outcomes for the larger populations.

Stakeholder participation in projects should come from different perspectivesuch as top-down and bottom-up reflecting in collaborative and consultative forms that are critical for successful project management. Kadurenge, Nyonje, and Ndunge,(2016) contended through a qualitative study in community-level market infrastructure projects that development projects might not succeed without the participation of their stakeholders. It was largely found out that in situations where top-down,contractual and non-consultative stakeholder-participation models were applied in the implementation of market stalls projects, the result was a massfailure of outcomes.This implies that participatory or people-centred project implementation has been extensively reported as a global problem. However, Nyaguthii, (2013), established that 78% of primary stakeholders are never involved in projects implementation in Kenya.

These findings from the previous studies imply that development projects cannot be implemented in isolation. But should be done in a contextual environment where the

perspectives of the project stakeholder must be duly represented through consultation and engagement at all stages of the programme from its conception or creation to finished or closure. However, those studies failed to showcase the specific roles and the stages at which stakeholders' engagement should be sought in terms of each level of the project management processes. The previous studies produce mixed results, which was mainly dominated by the generic influence of stakeholders' engagements in participatory development approaches for the sustainability of projects. It is also clear that those studies could not also establish the effective or positive influence of project management for project success; hence not show stakeholders are participating from the project initiation, through to closure. Most of the discussions were dominated by conceptual factors and therefore could not generalize to the specific contribution of stakeholders on the project life cycle. Gareis, Huemann, & Martinuzzi, (2010), indicated that, although there has been increasing global interest achieving sustainable development through the project management practice, concepts on how to integrate the principles of sustainable development in project management methods have often been missing.

Project management and sustainable development have a very critical relationship. Focusing on the theme of this research, as it were, the sustainability of ARH programme should overlap with its management, in the relevant context. The consideration of sustainable development in project management supports the achievement of sustainable project results and vice versa. Notwithstanding, the challenges and potentials of sustainable development in participatory project management have not yet been researched in-depth (Gareis, Huemann, & Martinuzzi, 2010). This study tries to take the first step into this direction, by developing a model for relating principles of sustainable development to project management processes. Sustainable development principles are of relevance in the designing of the project management process. In this research paper, we concentrate on discussing the research questions: How can sustainable development be related to participatory project management processes? and Which challenges and potentials arise for project management when integrating principles of sustainable development? The following section, therefore, reviewed literature and discussed participation exhaustively in line with each of the specific participatory project management processes of initiation, planning, execution, and closure.

## **2.4 Participatory Project Initiation Process and Sustainability of Adolescents' Reproduction Healthproject**

In this study, participatory project initiation is considered as the process of identifying projects, mobilizing project stakeholders, and conducting project feasibility studies with the full participation of project stakeholders. again, in Kenya, Barasa & Jalagat, (2013) contended that project stakeholders will like to take the centre stage in identifying and prioritizing the causes and effects of the problems as part of their aspirations and desire to participate in what affects their own lives. It was found that participatory development techniques if applied effectively have a good propensity to achieve project sustainability and effective utilization or ownership. The integration process of defining the project purpose (project goal, need and objectives), a determining the project viability and feasibility and the selection and mobilization of project stakeholder in to project conceptualization process is quite a challenging task considering the lack on uncertainties regarding sustainability problems (PMI, 2008 & 2013). It is that stage where, the project's vision, objectives, goals, needs identification conducted before the stage of planning can start.

The project initiation processes should begin with a conscious effort to create a sustainable venture and developing a comprehensive project charter (definition, and overall success criteria), the project scope statement, and identification of project stakeholders (PMI, 2014; PMI, 2019). By implication there is need for understanding on this subject, hence, the proposition that if the participatory project initiation process begins with the identificationof projects from stakeholders' perspective, needs and therealizationofthose needs, project sustainability could be assured. RegionalPartnershipforResourceDevelopment (2009) maintained that as much as possible if project stakeholders help to identify andprioritizethecausesandeffectsoftheproblems project success could easily be achieved.

The project initiation phase if well conducted should lead to the determination of the project's viability, need assessment and stakeholder requirements. On the contrary, Lock (2007), established that the early involvement of project stakeholders in the projects formulation or initiation as posing some disadvantages, due to bureaucratic

decision-making processes which come with undesirable economic implications. His argument was hinged on the fact that dominant stakeholders may overshadow or out speak other less-powered and at time deprive the majority of the stakeholders of the project benefits. Hence the concept of participatory project management is evolving with critical challenges across the globe. It is often critical to establish the projects rationale.

If the proposed project concept is to be workable, then a feasibility study has to be conducted. It was argued that to test the practicality and viability of projects, it is important to adopt appropriate feasibility methods that should often be applied to formulate the project goals into objectives and activities before the participatory project planning process sets in (Tim Hart, Roberta Burgess & Cornèl, (2005). The project needs assessment may be conducted through participatory descriptive systematic situational review-surveys, interviews, focus groups, and meetings, leading to the establishment of the project or programme purpose; goal, needs and objectives. Once the project has been identified including its rationale, a preliminary assessment on the feasibility of the project should be conducted with all stakeholders to establish a consensus. This calls for a comprehensive project's feasibility studies with adequate inputs from project stakeholders, through effective fora such as workshops, and local stakeholder meetings. Project feasibility studies mean an extensive evaluation and analysis of the inherent potentials (matching the objectives and rationale with its strengths, weaknesses, opportunities and risks, as well as identifying the resources necessary for the implementation of the project) of a project, with the aimed of supporting the decision-making process. Feasibility studies include the preparation of executive projects for participation in the procurement of public development programmes or projects. Project stakeholders ought to take the centre stage in identifying and prioritizing to ensure effective utilization, ownership and sustainability of interventions. Similarly, PMI, (2017) emphasized that the involvement of stakeholders in the shaping of the basic project idea should be intensified at both project planning processes and execution and controlling phases, through to the project closure is a prerequisite for project sustainability. Also, Mwangi, (2011) revealed that about 65% of the study's participants confirmed that projects that commence with proper identification of computing needs can easily lead project success.

Projects should be seen as important change vehicles that may require project implementers to conduct needs assessment by stakeholders to ensure measurable success. Jergas, and Check, (2000) also found two key important factors which influence participation of stakeholders in projects implementation particularly in setting the communication strategies and goals, objectives and the priorities of the projects. In this phase, the programmes must be adequately articulated to reflect on their goals and intended outcomes (WHO, 2004). At this point, it was noted that a behavioural change programmes such as ASRH effectiveness will be achieved if they are grounded in appropriate theory and practical tools based on the logic model (WHO adolescent programming, and measurement model). It, therefore, seeks to suggest that, the success of adolescent reproductive health programmes could be determined from effective stakeholder involvement at the need identification, objectives or purpose assessment during their initiation phases.

If the project initiation phase marks the entry point of projects management cycle, then it must be an important process considered by all project stakeholders. It is a point where the project needs, problem or opportunity must be identified, brainstorm ways to meeting the overall project necessity, and formulate strategies to harness the local opportunity. This is perhaps where an in-depth discussion and agreement by core interest parties is necessary to determine the real value of interventions (PMI, 2019). Implying the need for stakeholders to meet and figure out some objectives for the project, determine whether the project is feasible, and identify the major intended deliverables, to determine the decision to invest or not to pursue the project.

On the contrary, PIAC, (2018) found that project selection and implementation are mostly done without the adequate involvement of the intended beneficiaries and project stakeholders in Ghana. As opposed by participatory project management processes, lack of stakeholder participation in projects administration results in project delays and cost overrun of more than 6.87 million dollars (Ghana Audit Service, 2018). Mobilizing project stakeholders at the early phase of the project for consultative deliberation on the basic idea of the project or a programme is critical. The examination of the project purpose should both be a process and a method. As a process, the project leadership build consensus with local stakeholder on the

modalities of the community's involvement and their expected roles in during the implementation.

In analyzing the purpose of the project, some techniques, including surveys and focus groups could provide all the project's stakeholders with an opportunity to express their opinions on the project's conceptual issues. Besides, once the project or programme has been identified, its feasibility study is a requirement to determine its readiness for sustainable implementation. A project feasibility study should involve the documentation of each project's potential and possible solutions to societal problems or opportunities. Bowen, Kreuter, Spring, Cofta-Woerpel, Linnan, Weiner, and Fernandez, (2009), reported that feasibility studies play a critical role in public health research of unpredictable settings of the rural communities. It was, however, cautioned that in trying to gain an appropriate understanding of how an intervention is ready for widespread dissemination a feasibility study should only be the condition. Rather, increasing the general knowledge of the beneficiaries of an intervention. This creates the need for further studies to create the conditions that will establish proper effects of the feasibility study in the project management industry.

The project feasibility studies if well conducted has the potential to uncover various facets of program implementation and predict sustainability (Perry and Weatherby, 2011). Implying that, the outcome of the project feasibility study is a confirmed solution for implementation. However, these studies could not determine the viability components of the projects-such as ensuring a project is legally, technically, economically and socially feasible and justifiable-for successful or sustainable projects outcome. Projects or programme selection is a process aimed at evaluating individual projects or programme and opting to implement one or a set of them to attain an organizational goal (Meredith & Mantel, 2006). Feasibility studies are critical for achieving project success.

Stakeholders have varying knowledge on the existing and historical dimensions of contemporary, hence involvement project or programme in mobilizing projects physical resources will promote collective trust and ownership. In Vietnam, a stakeholder impact analysis (SIA), approach was developed by Olander (2007), and was adopted to help investigate the projects stakeholders' impact on the public-sector

civil engineering projects. It was a survey of 57 project managers to offer an understanding of the importance of different stakeholders, where it was discovered that clients had a significant impact on project success, followed by project managers and senior management. Hence, it was concluded that project stakeholders' ought to be recognized in the projects construction sectors in developing countries. Although stakeholders do not have the same influence, in terms of power, Bourne, (2015), maintained that any efforts towards identifying project primary stakeholders at the initial phases of the project conceptualization will enhance success. On the contrary, Amstein and Karl, (1971 and 2000 respectively) reported that the real challenge in participatory approaches to development is that, the inactive stakeholders are often influenced by the decisions and interest of active stakeholders. A situation which may at times be detrimental to project ultimate success. As a process, it can, therefore, help build project leadership and promotes popular sense of local involvement in the project initiation, if properly applied. PMI, (2015), sought to suggest in an empirical study in developing countries in Africa that, conversant processes of project stakeholder management for sustainable outcomes were not categorized into: (1) identified key stakeholders; (2) analyses and plan; (3) strengthen engagement capacities; (4) design the process and engage; and (5) act, review and report on the level and outcome of an interaction between and among stakeholders. The process will culminate into three critical broad encompassing processes, including "thinking and planning", "preparing and engaging" and "responding and measuring". These can facilitate understanding of the crucial on the processes of stakeholder identification and mobilization, more specifically, "stakeholder engagement activities",

Project stakeholders must be acting as active decision-makers that could have significant influence in the development affairs of their communities and hence must be involved in the necessary stages of the projects management and implementation. During an empirical evaluation stakeholder framework, for sustainable development, Lienert, (2018) emphasized that project stakeholders are central in setting up priorities and objectives of water and sanitation initiatives since it ensures the relevance and appropriateness of those facilities. This conclusion was reached by Lienert in an empirical study conducted at remote water and sanitation facility locations in Europe communities. It was established that; 79% of respondents maintained that projects are bound to experience completion difficulties, without proper involvement and effective



mobilization of stakeholder at project initiation, while 20% indicated that projects should often be formulated to meet the needs of stakeholders or beneficiaries. This immediately reflects the importance of identifying and involvement of stakeholders in the stages of projects management instead of treating them as only beneficiaries. This information further shows that the usual practice of designing programmes base on remote experts' perspectives. This is an observed challenge in most developing nations with Ghana inclusive.

Additionally, PMI, (2013) reported extensively on the repercussions of limited engagement of stakeholders at relevant stages of the programmes cycle, including project identification levels. It was found that about 95% of the megaprogramme executed in the world is yet to meet the relevant requirements of project initiation procedures and standards. It was noted appropriate project feasibility procedures, identification and objectives definition are often shoddily conducted by project implementers. It implies that real needs and problems might not be captured at the project's early stages, hence poor ownership and sustainability of programmes. It is an important part of the project's life history where the foundation for success or failure is laid (Lock, 2016). More priority should be placed on satisfying stakeholders' needs and interests through their involvement in the project formulation need assessment and implementation to enhance success (World Agroforestry Centre, 2003).

Similarly, engaging the necessary programme stakeholders at project initiation may ensure service ownership, since all stakeholders might have understood the purpose of the intervention. Mulwa (2008), in an attempt to establish the influence of stakeholders on project success, advised that participatory approaches to rural development must fundamentally involve a painful process of stimulating innovation on both attitudes and structures, in an attempt to ensure projects or programme ownership and sustainability. This means that getting the project executed through the stakeholder's perspective could be challenging, hence project implementers must develop the spirit of endurance to accommodate such challenges to achieve the ultimate goal and objectives of projects. The works of African Caribbean Programme EU, (2016) on improving rural and peri-urban access to electrification in the USA emphasized the need to practice participatory project initiation. The main findings and

results discovered that more than 90% of projects were executed without due regard to inclusive initiation principles.

The study further sited cases where project hardware's have been installed by external project implementers but subsequently abandoned by beneficiaries due to a lack of adequate community involvement in the project identification. In contrast, other studies such as Wanyera, (2016) argued in Kenya that, stakeholder involvement in the identification and analysis of the need remains significant, but it must be done with great caution and circumspection to sustainability. It was revealed that the involvement of the stakeholders in project initiation will promote 65% project confidence and popular ownership. Nonetheless, a careful analysis of the research instruments cum the data analyzed, it appears useful qualitative information on some of the study variables was missing through the adoption of purely quantitative design and data collection methods. The efforts might have yielded a single-sided (purely quantitative) reality.

It needs to be stated that most of such studies, though relevant were conducted in areas that have limited scope; hence findings would not offer good representation in context. Also, Gilbert and Schipper, (2019), on the processes of planning the project stakeholder engagement for a sustainable development perspective; used the pragmatic design approach, revealed that involving project stakeholders project initiation framework is often too bureaucratic, despite its ability to enhance transparency since it validates the designed activities. As capture in Figure 6, their study was rooted conceptual known as a process model of project stakeholder management, which provides better perspectives to this current study.

Project results continue to disappoint stakeholders, although many projects have often met the three constraints (cost, time, and quality). Meaning that stakeholder identification and management must form an important puzzle in the project management cycle. The significance of managing external stakeholders to promoting the success of construction project has gained an increasing recognized (Jepsen and Eskerod, 2009; Aaltonen., 2008; Moodley, 2008; Young, 2006; Fewings 2005; Olander and Landin, 2005). On the contrary, Mohammed (2014), in the practice of project management, opine that, the identification of stakeholder during project initiation is often conducted poorly, a situation which tends to hinder project success

in the long run. This current study believed that effective participatory project management is one that enhances project ownership by the project beneficiaries. The initiation and ownership in this sense, must contribute to the empowerment of the individuals involved in the program.

It is, however, evidence from the literature that effective stakeholder consultation and engagement where project needs, stakeholder identification, and feasibility are not usually undertaken in the project's initiation process. This indicates that project ownership to ensure the sustainability of projects might be achieved. The majority of the studies could not specify the methods and techniques of stakeholders' engagement at projects initiation. These challenges, therefore, support further pragmatic studies to enhance participatory project identification through needs assessment and feasibility studies to meet the sustainability of projects.

## **2.5 Participatory Project Planning Process and Sustainability of Adolescents' Reproduction Healthproject**

Participatory projects planning process is seen as a catalyst for the sustainable project outcome. Any adoption of ad-hoc project planning procedure may have adverse consequences on promote project sustainable outcomes, since cost tends to increase, which in turn affects the quality of the project (Daniel, 2013).

After a successful project initiation process and identification of implementable project through stakeholder consensus, it is highly commendable to undertake the planning process the procedure of getting project budget, project deliverables and project time frame of the approved project or programme. In China, Chioma, (2012), reported that proper project planning is critical as it helps the project team to define the major task of a project, estimate the time needed to execute those set of activities and estimate the resources required to carry out such activities, and thereby creating exposure participants knowledge to project monitoring, review and control at the implementation phase.

Active participation of key actors in various aspects the project delivery processes should help in developing favourable perception about the intervention. Hague, (2003) in a study bordering on the consequences of poor participatory project planning in developing countries, describes participatory in this context as a set of processes through which stakeholders engage and develop consensus on a project plan and it's the mode of smooth implementation. Research shows that the purposes of undertaking the project planning process should aim at providing a successful completion guide for project implementation (PMI, 2013).

Meaning that project planning provides a unique process and a framework to help uncover logistically time, and scope constraints of development programmes before their implementation. In Rwanda, Alice, Mbabazi, and Shukla, (2015), in a quantitative cross-sectional study, involving 120 participants, that sought to understand the effects of resources planning on the project's performance, uncovered that projects financial planning; budgeting and forecasting, has a important influence on projects impacts in the country. However, this study relied solely on the questionnaires for data collection, and without a combination of tools such as

interviews for in-depth data to increase the reliability of data. Project stakeholders support ought to be reached during the project planning phase, to guarantee agreement on the project scope and its specifications. The project planning process may involve the finalization of project goals, objectives, activities, outputs, outcomes or expected benefits concerning indicators of the project scope items.

Project stakeholders must reach an agreement to proceed with the project, where the stakeholders jointly select a specific project option, finalize the project scope or structure, and allocate resources (Hart, 2005). However, the challenge, Hart study is that his study could not specify beyond the mere calls for participation, the specific planning roles of stakeholders. All stakeholders must participate in this phase to achieve, clarity on the project expected purpose and outcomes, proper identification of projects activities and building consensus on project plan; evaluation and monitoring strategies, (PMI, 2014). In this sense the PRA, PLA, PIM and PME methods could be used to design and plan projects to promote local projects ownership. By implication, the participatory project planning process should offer enough space for all concerned stakeholders in the planning and coordinating process of core activities. For project planning to be participatory, projects stakeholders should have a comprehensive say on how, when and what to implement, and by whom. On the need for the involvement of stakeholders planning stage for project success, FAO (2003) and Leonard, Gilibab and Musamba, (2012) reported that participatory planning is a systematic process through which a community aims at attaining a socio-economic goal to solve a problem, where experts are only needed as facilitators. Reynolds,(2017) indicated that ‘the original purpose of project management ethics is to provide project managers with necessary skills to plan, implement and monitor all aspects of the project implementation process; including project risk identification, determining stakeholder needs, good communication strategy and promoting collective project benefits or satisfaction.

Reynold decision to hold inclusive project planning processes in high esteem was informed by an empirical comparative study undertaken on project success factors in developed and developing countries. It was found by a study that over 70% of project managers in the developed and industrial nations, who applied adequate inclusive project planning processes and procedural tools for managing projects succeeded

because individual project scopes are timely completed to balance staff workload for time and resource optimality. The study reported contrary in the developing countries; as over 70% percent of projects are not usually planned before implementation. The study concluded that project planning techniques help promote judicious application project resource and ensure project scope management articulates the needs of key stakeholders in project planning, tasking assignments, project budgets to avoid ineffective estimating, plan projects tracking and deeper collective understanding of initial project goal and objectives. The author recommended the need to intensify project planning education in the developing region to enhance more returns on project resource use.

This study trust that, diligent scope planning ensures that projects key stakeholder's build consensus upon the project works to be accomplished, hence facilitates a process of stakeholder commitment and trust on the project or programme. Paradoxically planning and design stages often involve a few project gatekeepers as stakeholders. In Ghana Buerthey, (2016), who studied on the barriers to project stakeholder consultation and engagement for successful project implementation, found that consultation in the project planning phase relatively occupies the shortest duration in the project cycle; typically overlooking the roles of primary stakeholders by project implementers on grounds of perceived stakeholder technical deficiencies. Over 65% of respondents indicated that engagements between the various stakeholders and project implementers were very poor. Similarly, Adetunji, (2003); and Kaatz, (2006) postulated that involving stakeholders at all stages of the project management processes ensure realistic project design and planning, and execution. Therefore, the implementation of GHARHp must necessarily adhere to a systematic inclusive process of planning procedures from short, medium, to long-term to reframe its purpose.

A coherent project planning system supports efficient and effective project development, appraisal, implementation, and monitoring of plans, including smaller projects goals within the larger project activities, making sure each is achievable within the time frame. Records show that, if project managers are expected to perform 42 processes in the project management, 20 of that will be attributed to planning processes (PMI, 2019), hence, the presence of appropriate stakeholders is essential in

the determination of a detailed breakdown of the larger projects into smaller tasks, build a team, to warrant project scope, schedules and resources estimation for the assignments. It means that planning processes determine 48%, compared with the other processes that should be performed in the entire project lifecycle. This alone justified the importance of participatory planning in project management.

Also, Gyimah, (2008) a project management consultant-once signalled that ‘an inadequate involvement of stakeholders at project preparation is mainly responsible for the global huge percentage of projects fail in the 21<sup>st</sup> century’. The study also observed that project sustainability increases as the level of stakeholder involvement in the design stage are increased. This sought to suggest the significant relationship between the planning stage and project success. After the initiation phase, project planning is the most crucial determinants of solving the identified needs or problems and thereby leading to project success (PMI, 2013). In PMI literature, project planning means using effective project management tools such as Gantt charts and Work Breakdown Structure (WBS), to establish project main components including scope, time and cost or resource requirements, as well as projecting appropriate risks, communication, M&E and possible sustainability strategy of the project. Therefore, the involvement of stakeholders in project planning should require an inclusive responsibility of the project governing the structure, in terms of scope, cost and time, roles and other responsibilities before implementation (PMBOK, 2013).

Properly engaging stakeholder’s projects may reduce the negative impacts of social norms at the selection and project appraisal process. Chen and Volden, (2013) noted that integrated project planning and appraisal plays an important role in choosing the right projects for public investments. The main findings of this study established that 85% admitted that the bad political system of a country's, external review schemes by consulting companies usually impose top-down project appraisal processes on the donor-recipient nations, hence reduce adequate participatory projects planning. This is highly contrary to the ideals of participatory planning requirements where the involvement of concerned stakeholders in the identification of inclusive planning of initiatives as hallmarks for effective project planning (Lienert, 2018). This then affirms the need for research on effective stakeholder engagement in the project planning.

Similarly, project planning was seen as an effective determinant of project success. Carlos and Stefan, (2015) encouraged community engagement in project planning as a means of ensuring social programs implantation. In broader view participation was seen as a vital step to enhancing transparency and collaboration in the implementation of development projects and as well providing the necessary avenues for dialogues and interactions in project formulation. Though Carlos and Stefan's study was qualitative, hence subjective and might have to produce one-sided findings, as opposed to this current study. To cure this challenge calls for a mixed research paradigm to help maintain a balanced between quantitative and qualitative findings. Further Grimes, (2014) propounded when it was stated that adopting participatory approaches at the projects planning levels reduces conflicts, accommodates competing or multiple interests and provides the necessary frameworks for active popular engagement; hence ensuring ownership of the local level intervention. It should, however, be stressed that this study was dominated by desks reviews that were mainly conducted to showcase the usefulness of a new planning system in selected cities within Europe. Moreover, the study location had different sociocultural issues are highly different, compared with those of Sub-Saharan African. Such factors could have challenges to the generalization of ultimate research findings. In an empirical study, Pedro, (2013) adopted a descriptive research design, missed approaches and relevant instruments for data collection on the influence of planning to determine the success of projects. The study established that project planning is a benchmark for project success (correlation with efficiency with an average value of  $R^2 = .34$ ).

This indicates a significant impact based on which a comfortable recommendation was offered. However, it should be noticed that the study failed to disclose the research location and the target population. Such issues are very essential in judging the overall quality and rating of research, hence to be addressed issues of this current study. In another study on community engagement in locally based management of natural resources, Leonard, Gilibab, and Musamba, (2012) sounded contrary. It was found that inclusive policy on natural resource management, were not necessary for planning and budgeting. Instead, the communities were rather mobilized to take part in the execution of the programs but lacked ownership of the projects (89% of responses revealed). The study also found that move resulted in a lack of commitment and hostilities from the community members. Communities were treated as mere



receivers due to perceived local level knowledge gaps in project planning for participatory project programming. It thus gives room and necessity for this study.

To promote sustainable development and enhance public cooperation, the local level stakeholders (who also involved the major projects beneficiaries), must participate through project planning committees and other aspects in the form of budgeting, resource identification, procurement and distribution of projects funds (Mulwa, 2008). Meaning that the participatory project planning process should be seen as one that allows adequate consultation and engagement of all the stakeholders in an inclusive way to plan a community intervention.

Unfortunately, the majority of these studies did not show the specific duties of the project's stakeholders during participatory planning to ensure the sustainability of projects. For instance, the authors could not provide specific information on the roles of stakeholders during projects scope, cost and time, as well as the communication, risk and control planning, which are very crucial indicators of participatory planning project management. Therefore, successful implementation of development projects (such as the GHARH) will require a sufficient engagement of stakeholders in the planning stage to be successful. As an advocate by this current study, it was necessary for project stakeholders' involvement in deciding the project scopes, activity scheduling, projects monitoring/evaluation schemes and have full knowledge in the total resource of the intended projects before implementation. However, most often than not, the triple project constraints are planned by experts without adequate consideration with the expectations (PMI, 2016).

## **2.6 Participatory Project Execution Process and Sustainability of Adolescents' Reproduction Health project**

Project stakeholders demonstrate different levels of influence, responsibility and power. Participatory project execution, such as GHARH stakeholder participation in project plan implementation, participative project monitoring and control, and consultative progress reporting and communication. Westland, (2006), reported that, while executing the plan, the project implementers must undertake a series of management processes including project monitoring and control of project activities and deliverables effectively. It means that the various resources must be managed and the planned activities (scope, schedule and resources or quality) should be duly

monitored to: achieve the projects or programmes objectives; ensure indicated targets and outcomes; reach the ultimate project goal or purpose, as well as accurate progress measurement and reporting. Effective consultation with all stakeholders to guarantee participatory interaction is necessary to promote successful project implementation. According to Barron and Barron, (2013) project stakeholders including project staff, the community leaders, and technical resources must be effectively engaged in order to accomplish successful outcome.

The project execution phase where project visions and plans actualized should be seen as a critical process in project management. In Kenya Mulwa, (2008) reported that during the project implementation stage, all activities must be actualized by the project team as designed at the planning stage. In Uganda Tabish, (2012), in a study examined the effect of communication on the commitment of project stakeholder. It was concluded that an intra and extra project communication have positives and combined predictive potential on project stakeholder commitment, since 68% of projects in Uganda have weak stakeholder commitment due to inadequate information attributable to gaps in communication systems. PMI, (2019) reported that the project execution stage is an action-oriented activity, and it is the critical point for achieving collective planned project activities including the project objective. It was also observed that the implementation of projects is a kind of process demands coordinated actions. The execution stage is where the overall project planned scope and cost, are procured and implemented following time and controlled by M&E strategies, hence maximum trust should always be built between project implementers and stakeholders to ensure sustainable outcomes (Aaltonen & Sivonen, 2009).

Effective consultation with stakeholders and consistency of their support should be critical elements of interest during project execution. Stakeholder involvement should be gaged through collective monitoring and evaluation of development projects, especially during their evolving stage of the implementation phase. In a study conducted in selected countries within Central Africa to guide participatory project execution and controls, Borton, (1996-2001) sought to introduce some critical project control measures including; 1) the establishment of a general management framework and implementation strategy to regulate the project activity implementation and stakeholder's relationships, 2) Definition of clear roles and responsibilities for

effective management and supervision and finally, 3) Establishment of steering and worker's teams and committees to manage the implementation activities and schedules. Given the study, the isolation of stakeholders during project execution has resulted in a high (over 70%) tendency of negative enthusiasm, over-ambitious expectation and loss of stakeholder momentum. It was equally noted that an effective communication system or a plan to avoid tension and conflicts between external stakeholders and direct project beneficiaries are constant challenges in developing countries. It was important to conclude that participatory project implementation could be a panacea for project success; since it ensures judicious usage of project resources including and local support and expertise.

Much as these authors appeared to have developed a structured framework to regulate participatory project management behaviour, it could be argued that the application of those guidelines in the attainment of project success or sustainability rather sounds theoretical. Applying the same on specific issues of donor-funded projects particularly may be problematic due to differences in sociocultural backgrounds and capacity of stakeholders. The study could not also describe in detail its stakeholders and strategies for engaging them in the study, as required in effective project management. However, other useful lessons have been demonstrated by the study for upcoming research needs.

Additionally, the works of African Caribbean Pacific EU, (2016) on improving rural and peri-urban access to electrification in the USA, gave much credence to participatory project execution and combine controls. The study discovered that more than 90% of the projects were executed with little regard to adequate inclusive project execution requirements. According to the study of active community participation in these steps is an essential indicator of the success and sustainability of energy interventions and programmes. The study believes that adequate knowledge of those four steps between project implementers and stakeholders at execution will aid effective stakeholder capacity and help win community support for enhancing supervision and project sustainability. It, however, needs to be emphasized also that the ACP EU study could not effectively demonstrate its methodology or research design, which could offer room for significant doubts on their main findings eventually, as opposed to this study defined intent to apply missed research

approaches and descriptive cross-sectional design. It failed to also mention the formation, roles, and material contribution and progress monitoring responsibilities of stakeholders in the participatory process.

Participative monitoring and controls should be part of proper project execution. In Latin America World Bank, (2011), in a study involving 20 countries, it was found that participatory project monitoring and evaluation and civil engagement in project managements have shared influence on projects outcomes, ownership over the development interventions, particularly from the local people perspective and sustainability (ALNAP, 2009).

In Rwanda, Giramata, (2016) conducted a study entitled "Effects of Beneficiary Participation in Project M&E on Project Success"; an empirical descriptive case study, where it found that 60% of active participation of beneficiaries in projects M&E enhances projects transparency and accountability. It was concluded that the involvement of citizens in supervision promotes unity and confidence, which are basic indicators of project ownership and sustainability. Notwithstanding the relative quality of the key findings of the studies, it has been noticed that their study was purely prosecuted through a quantitative approach. However, a pure science approach may eventually compromise the ultimate quality of facts as a result of the social dimension of the topics they were investigating on. They ought to have explored the issue through a mixed research method which facilitates deeper understanding and complements the quantitative description of emerging trends.

Also, researching on separate studies on 'the role of M&E to the Sustainability of Electricity Access and Stakeholder Participatory M&E on Urban Water Supply' in Rwanda and Kenya respectively, Umugwaneza and Warren, (2016) and Ondieki, (2015), found that participatory M&E was scored very critical for project success. Both studies were unanimous on the role of participatory M&E towards achieving project sustainability. It was argued that involving project beneficiaries at the project's supervisory levels is vital in enhancing community-level understanding and a better appreciation of project benefits. It is therefore vital to ensure a wider engagement of interested parties at the necessary stages of the M&E processes. It is a way of promoting project ownership, organizational learning, and accountability and at the same time facilitating project control actions to improve project performance and

outcomes during and after completion (Tengan and Aigbavboa, 2017). This process is particularly needed in the management and sustainability of very complex donor-funded interventions such as adolescent reproductive health care (ARH) delivery.

Given the forgone issues, this current study believed that much premium should be too attached to the project's implementation stage since it is the overall project procurement and controls aspects of the project delivery process. Active stakeholder involvement in-progress reviews and the control of resources use against standards are key indicators for delivering a sustainable and acceptable project. It was further realized that these previous studies have presented various methodological issues and professional lapses in the form of limited scope as well as limited consensus on the real impacts of participatory project implementation to project sustainability. Most of the studies rather concentrated on defining the attributes of project execution but failed to demonstrate how stakeholder engagement may lead to effective implementation and or sustainability of the intervention. Hence the necessitate for an advance study to help bridge those research gaps.

## **2.7 Participatory Project Closure Process and Sustainability of Adolescents' Reproduction Healthproject**

The final stage of the project management cycle is the process by which a project is close. After a successful project implementation, it is appropriate that all stakeholders-such as project implementors and key beneficiaries- are drawn together to evaluate the extent to which an intended project outputs meets its planned specifications including the project scope, time, cost and quality. The process of closing a project must combine with two key procedures including commissioning of the project deliverables and documentation of all experiences in the project' (Gardiner, 2015). It should be treated as that essential phase where projects sponsored, government and private sector projects stakeholders finally inspect or evaluate project deliverables, document lessons, commission and handed over to project beneficiaries.

The successful project closure helps stakeholders to establish the level of projects efficiency of the outputs which should only be determined through responsive monitoring and evaluation. Murdock (2005), indicated that project output evaluation is the only means by which stakeholders may appreciate the project goals or the

anticipated outcomes. The quality of a project output should be judged not only based on the timeliness of its delivery, but rather by establishing how such an output meets the expectation of the basic stakeholders after its delivery. An effective collaboration between project implementing team and stakeholders is essential at this point (Sanghera (2006); PMI, 2014) since relevant stakeholders could evaluate the project successes or failures. There are several aims of stakeholder consultation over project closure. In practice, all project stakeholders as could also be part of sponsors, hence the need for common view on their post-closure management strategy from all stakeholders and identify any lessons learned for future projects. At the same point in time, it was established that the assessment is necessary but it should critically focus on inspecting what works well or did not work during stages of the life-cycle; since it marks a very critical final phase of the project management processes, where all stakeholders particularly the beneficiary should endorse or reject the final project (PMI, 2008). On the contrary, Kyriakopoulos (2011), reported that 90% of projects failure is as results of poor management of the project closure. It was further noted that the closure is the point where poor project's results, poor project management feedback and therefore the application of the resources can be effectively evaluated by beneficiaries. These challenges can have serious immediate or long-term successes, consequences on the projects. Effective project closure process is critical for project decision making and evaluation of the overall output of interventions. It offers useful indicators for effective stakeholder discussion regarding the overall project implementation. It could, however, be observed that the Kyriakopoulos study could not present adequate information on specific issues of the participatory process of project closure. Thus, the study failed to cover indicators of stakeholder roles in the closure processes, and could not indicate its influence on project sustainability. Therefore, this research intends to fill those key gaps.

The challenge, however, is that unlike the other phases such as starting, planning and executing, inadequate literature is available on project closure. Hormozi, McMinn & Nzeogwu, (2000); Havila, Medlin & Salmi, (2013) reported that fewer than 5% of development projects typical experience official closure ceremonies; this is worst in developing countries where those ceremonies are often taken out of context to represent political rallies. This means that the official closure of development projects where user education is expected in the control, operation, and maintenance

of the final product is not achieved. Yet (Nicholas, 2001), warned that ‘a bungled closure can bungle the projected future’. This reflects the level of gags, hence the necessity of this study. Notwithstanding, in a scanty study by Khan (2000), project post-implementation operation and maintenance (O&M) management strategy were emphasized. The study noted that several projects tend to suffer unexpected sustainability challenges due to inadequate attention for O&M arrangements beyond implementation.

In Tanzania, Mahonge, (2013) put forward the need for closure in a study purposed to analyze the "Factors behind the sustainability of activities in the post-project period in Matengo highlands of Tanzania". The study echoed the global challenge and usefulness of sustaining projects by the beneficiary after the expiring date. Using mixed methods to generate the necessary data and information, the study established that, project sustainability could be achieved through participatory community-based and project-based closure management. It should, however, be noticed that the researcher could not indicate the nature or types of projects upon which the investigation was being conducted. This presented some difficulty in drawing applied knowledge.

In Ghana Benarkuu, (2020), the president of the coalition of NGOs in Ghana health programme, remarked that 55 health facilities have been completed but not commissioned for used. In so far as effective health delivery is concerned, could adversely affect universal health care provider of the country; particularly at a point where the world is confronted with the unprecedented upsurge of infectious disease. Evident in studies reviewed is the fact that stakeholders’ engagement at this critical phase was limited in the project closure phases as they were not involved in any specific duties at that part of the project life-cycle. Notwithstanding, the role played by stakeholders to ensure the sustainability of projects could not be ascertained. This research, therefore, took off with a specific interest to determine how participatory project closure ensures programmes ownership and sustainability.

## **2.8 Social Support Structures and Sustainability of Adolescents’ Reproduction Health projects**

Social support can be seen as psych-social care usually in the form of perception or the actuality that one is physically cared for or supported by relations and public aid

institutions. According to Wade, (2008) supportive resources are usually by nature emotional, (nurturance), informational (advice) and companionship; tangible (economic support) or intangible (personal advice for relieving stresses). There is fascinating global evidence that people who fund themselves with meaningful relations within the families and friends survive longer, and healthier than other socially connections (Bonacich, Phillip. 2007). Social support otherwise defined as either real or perceived psycho-social care, often given by well-established societal organizations including community, social systems, and close relationships; including the different perspectives of operational, functional, and contextual levels of analysis (Lin, Dean & Ensel, (1986), cited by Camara, Gonzalo and Padilla, (2017). However, Franklin Glozah, (2015), indicated that there are presently no internationally agreed indicators to help measure the role of social support systems or structures on adolescent wellbeing.

Fast-forward Cohen and Wills (1985), and Thoits, (1986) cited by Camara, Gonzalo and Padilla, (2017), unanimously agreed that social support systems have been proposed as important protective interventions to stress and a source of human well-being. Ellonen, Kaariainen, and Autio, (2008) has contended that at the adolescents' support level social support should be seen as an exhibition of community communal capital. On the contrary, in Europe Leme, Prette, and Coimbra, (2015) maintained that consensus concerning the effects of family set-up on the psychological well-being of adolescents is yet to be built in the literature. These studies evaluated the perception of adolescents on the effects of family formation, social skills, and social support appraisals as a potential determinant of adolescent psycho-social well-being.

Leme, Prette, and Coimbra surveyed 454 adolescents within the ages of 13- and 17-years, drawn from nuclear, separated and remarried family, with public high school's backgrounds. It was concluded that social skills of compassion, self-control, respect, social resourcefulness, and effective systems and skills, including social support considerations from friends and family, were the best predictors of adolescent emotional well-being. In this study, social support was measured in terms of the perception of availability of assistance, actual access to assistance and also the degree at which a person is integrated into a social network. These indicators will have a lot to do with the availability of public aid institutions, their capacities, and collaboration or



network characteristics. It, therefore, implies that social support mainly hinges on two major sources, such as co-human beings and organizations.

In Israel, Tamar and Zeir, (2011), in their study on the contribution of social support institutions, the results obtained from 272 adolescents self-administered survey, it was found that the institutional characteristics did not contribute at all. Instead, the findings of the research highlighted how individual characteristics among other social support factors impact society. The conclusion was that the weak contribution of the institutional level emphasized the need to re-examine training programmes to establish the capacity and approach of the support institutions.

Similarly, Segal & Horejsi, (2010), describe them as the social protective platform for delivering supplementary social actions for adolescents' health including protecting people's civil rights. These programmes are indispensable for sustainable development and must be explored through appropriate knowledge from both local and global networks literature. Social support programme comes with different opportunities and constraints that affect adolescents (Schaefer, 2010), implying that networking has enormous benefits to adolescent's development because stress releasing for young people.

Additionally, institutional capacity should be an important indicator for measuring the role of support institutions towards sustainable ARH issues. Decker, Berglas and Brindis, (2015) found that through considerable efforts and investments in proper resources in the United States, the rate of adolescent pregnancy and complications significantly decreased (57% declined) over the past two decades as opposed large geographical and socioeconomic disparities in the developing countries, where rural adolescents are more likely to give birth than teens in urban areas, as are young black females as compared to white females. Six key strategies and programmatic efforts including; seeking a better understanding of the complexity of adolescent lifestyle; expand the frontiers of quality sexual health education; active youth engagements through efficient technology and media; enhance access to sexual health service; create tailored interventions; and above all create a supportive policy environment, were identified by the study to help address the challenge of adolescent pregnancies.

Further, UNESCO, (2014) and UNICEF, (2016), argued that adolescents have unique, fundamental needs related to their health and wellbeing. Such studies indicate challenges, as well as the critical role of logistics, play in the development, strengthening, and promotion of the health and sexual well-being of all adolescents. Socially support organizations were helpful during puberty means that adolescents' needs efficiently managed their emotional challenges, good hygiene, access to adequate sanitation, and disposal mechanisms, were remarkable.

Also, Kim, Sherman, and Taylor, (2007) in reporting on three basic aspects of social relationships with variables including; (1) social integration, (2) formal structure or social networks, and (3) behavioural content or the most precise meaning of "social support ". It was found that the causal relationships between the structure of social relationships (social integration and networks) and their functional content (social support) must be more clearly understood. Even though these studies explored how functional social support systems may influence the health and wellbeing of adolescents, their functionality was not measured in terms of technical logistics, financial, and personnel capacity. Therefore, even though intermediate-level social structures such as groups, families, and communities were deemed important, the authors could not demonstrate a case on how institutional integration and networking could create a better moderating effect between participatory project management and GHARHp sustainability.

A unidirectional view of the impacts of social networks on health programme shows that social networks are inherently critical and dynamic phenomena. Hence an appreciation of institutional collaboration or networks and health and was deemed important for this research. According to Haas, Schaefer, & Kornienko, (2010), adolescents in poor health often form smaller local networks and therefore occupies less central global positions than their counterparts in a good frame of mind.

It was found that 70% of young men who had no support from their peers and 80% of young ladies who lacked parental care were at specific sexual risk in rural communities. Similarly, parental support was also found to be affected by other contextual factors, such as violence in neighbourhoods' vicinities Aimee, Delany-Mmari, and Brahmhatt, (2018). Further Barker, (2007) contended that countless youth development intervention existed in numerous rural communities of developing

countries, but the youth participation in such programmes was woefully inadequate, due to poor institutional networking. It was rather found that youth involvement in informal groups was higher than structured youth programmes. Also, out 50% of young people surveyed, it was found that about 40% had used informal social support in the community, as a strategy to manage stresses. This study will seek to establish an innovative way to understand how collaborative, and context-sensitive project management approaches could enhance community-level sustainable adolescents' healthcare interventions through social support structures.

In Ghana, adolescents experience more problems of social isolation, school drop-out, early marriage, depression, suicides compare with developed countries (Osafo, 2018), a situation which sadly leads to increased risk of sexual violence, HIV, and unplanned pregnancies. Also, Michael and Mavis, (2013) reported that Ghana, like most developing nations, is confronted with a host of social problems requiring professional social care and specific interventions. On the contrary, Fikree, (2017) remarked that social support institutions' knowledge and technical skills have little do with a successful implementation of appropriate social interventions. Such diverging opinions immediately support the need for more research and therefore, proper theory to help determine social integration, networks, as well as their consequences for stress and health.

It is also evident from the literature that the importance of social support structures in ensuring psycho-social health care including the youth, is not adequately grounded in research facts and theory, since existing research could not have addressed the capacity and institutional issues of the support structures. Thus, while most previous studies have investigated peer relationships among ill adolescents, only a minority have explicitly examined the structural issues of their social institutions. A comprehensive literature on the impact s social support structures on adolescent's welfare is scanty. According to Franklin N. Glozah, (2015), there is presently no yet universallyagreed indicators for assessing support structures.

## **2.9 Combined participatory project management processes, social support structures, and sustainability of Adolescents' Reproduction Healthprojects**

The relationship between participatory project management processes and social support structures should be measured on the extent of sustainable project implementation, particularly in the context of the GHARH programme. In their work, Labuschagne and Brent, (2006) reported that the sustainability of social projects has something to do with a support programme. It means that the roles and responsibilities of public aid social institutions should be taken into account, in the life-cycle of the project. This research trust that institutional access, institutional capacity and collaboration and networking may co-influence project management success or outcome.

Around the world, different studies have sheared different views as far as the influence of social support structures and the sustainability of project management is a concern. According to Haas, Schaefer, & Kornienko, (2010), adolescents in poor countries have many challenges with regards to psycho-social infrastructure, hence have a poor frame of mind. This conclusion was reached based on results that both young males and females lack different social support programme including parental support, risk of sexual violence in disadvantaged communities. Moreover, it was found that parental support is usually affected by other contextual factors, including violence in neighbourhoods and at home Aimee, Delany- Mmari, and Brahmhatt, (2018). The results of that nature have huge social implications for social network research, and the impact of sustainable project management approaches. Further, Barker, (2007) in more than 38% of young people surveyed, it was found that about 40% had used informal social support in the community, as a strategy to manage stresses. It was then contended that several youth programmes that existed in the community were without youth participation in them.

In Spain Camara, Gonzalo & Padilla, (2017) further reported that the dual role of interpersonal relationships in dealing with adolescents' stressors should often be considered in the formulation of social support interventions. It was concluded that the most cherished type of support needed by adolescents is emotional support, which is often by friends and family members. Additionally, in a survey involving 250 support institutions, backed by in-depth interviews with experienced service providers Griffiths, Crisp, Barney, and Reid, (2011), revealed that functional support structures play a superior role in the attainment of emotional support. These can serve as

important lessons for project implementation professionals to enhance the sustainability of specific development programmes.

On the contrary, Volkmann, (2010) underscored the importance of emotional support in the depression as reinforcing human self-esteem. It was argued that appropriate social support structures are critical for society but cannot ensure the sustainability of interventions since they are often neglected. The study, however, concluded that social support efforts may be critical for addressing the social conditions of structures where the social businesses mainly take place, particularly the main sources of care; the families of adolescents', peers, college, cultural and social organizations could create effective social networks.

However, Hankin (2007); Mezulis, (2010); and Pettitet, (2010) reported that social interactions can be problematic in specific contexts, and may thus trigger other stressors, hence might not be easily achieved within the management of a particular project. Problems of this nature may negative impacts on the overall outcome of projects. In Ghana, Kuyini, (2011) in a study on 'the effects of a community rehabilitation programme for people with Disabilities', it turns out that the sustainability of the project was contingent on how the government deliberately includes the roles and responsibilities of projects support actors in the framework of development activities while conceptualizing sustainable concepts of projects.

Generally, other scholars have indicated strong views about the essence of management project stakeholders to attain project success. In Pakistan, Nauman and Piracha, (2016), in an integrated study to establish the significance of project stakeholder's management construction industry, found that the project clients and end-users are ranked as the most important project stakeholders. The stakeholder needs and constraints are among the underlying issues for successful project success and stakeholder management. Although these findings have great implications for effective stakeholder management, it has been observed that the sample size of 133 for the study was drawn using non-probability sampling—convenience sampling—technique, which highly prone to weak credibility deficits as a result of the incidence of human biases. Such potential challenges could be minimized through the use of both probability and non-probability sampling techniques, as intended by this new study.

In Germany, Britta & Jens (2008) and Chizimba, (2013) reported that a project is said to be sustainable if only it has in-built exit strategies of achieving responsive community engagements including building capacities of local government for effective delivery. The underpinning interest in this study is that diverse influencing issues and scenario paths, such as stakeholder interests, social support systems and perceptions are possible results of effective participatory processes. Jepsen, (2013); Eskerod & Vaagaasar, (2014), Ostrom, (2013), Zacharia, (2008) maintained that project sustainability requires interdependent action from key stakeholders at all levels-national, regional and the community itself- which are critical for decision-making, planning, monitoring, and evaluation processes.

Judging from the underlined findings and conclusions of the forgone studies, the current study believed that effective and efficient interaction effects with social support systems and participatory project management would influence sustainable project outcomes. However, the proper supplementing role of social support structures to participatory project management processes for project sustainability was unclear. Most of these studies have been silent on the capacity concerns of the support institutions, but rather put more emphasis on community involvement. These challenges, therefore, necessitated this further study on the influence of the participatory project management social support structures in the sustainable implementation of ARH intervention. These are the specific issues this new study will be addressing, by seeking the real influence regarding participatory and social support variables on sustainable project management.

## **2.10 Theoretical Framework**

The sustainability of projects through participatory project management could be premised on some theories and models to support conceptual understanding. Theories provide the critical basis for understanding and investigating the relationships of variables within research (Guilford, 2010). The theoretical framework provides an analytical context within which the researcher locates a particular argument, an idea or a construct to add clarity and avoid misconception (Matula, Kaylo, Muluwa & Gichubui, 2018). This study was anchored on; the Stakeholder Theory, Theory of Change, Participatory Theory, Implementation Theory, and Social Identity, which

were adopted based on their conceptual significance connecting the key variables and issues being explored by this study.

### **2.10.1 Stakeholders Theory**

The study was first anchored on the Stakeholder Theory. This theory was proposed by Freeman (1984), with a belief that every development or a business venture should be undertaken with an aim to create optimum value for its stakeholders. It also asserts that whilst making decisions towards the attainment of goals and business objectives, organizations should give credence to its concerns individuals and groups that affect or are affected by its activities, (Hassan, 2012).

Freeman, (2010) further reported that the theory attempts to address the principles of who matters. The theory looks at the relationships a business enterprise and its owners in the internal and external environments and how such relationships can affect the organizational operational and perspective goals. Since the activities of business enterprises are in form of projects or programmes, involving the application of resources to achieve project outcomes, the theory was also relevant to provide meaningful understanding on stakeholders' roles concerning project management and implementation process. By extension, this theory was deemed applicable for this study, once it has the potentials in explaining the key concepts of stakeholder relationships and behavioural characteristics in the implementation of the adolescent's reproductive health programme.

Wood, Agle, Mitchell, (2007) and Chinyio,(2010), argued that 'agency relationship is rooted in principles of stakeholder theory where stakeholder relationship is interpreted as a contractual involving the principal and an agent to perform some services through delegating decision-making authority to the agent by the principal'.

The core concept of stakeholder theory revolves around the organizational behaviour towards its stakeholder. Hence, the theory was deemed relevant for the analysis of multi-level project governance of the GHARHp and how its stakeholders' engagement including DFID, NPC, GHS, GES, NYA and other relevant stakeholders or implementing partners. The principles and concepts of the Stakeholder Theory is a necessity in this current study to help measure the influence of stakeholders in the

project identification, planning, and execution, as well as the closure processes and the perspective of sustainable projects management. In practical zing, the Stakeholder Theory PMI, 2013). Managing project stakeholders for sustainable outcomes called for more knowledge on how to identify key stakeholders and their expectations; analyses and plan, strengthen engagement capacities; design the process and engage; and act, review and determine channels of reporting on outcome of an interaction between and among stakeholders.

### **2.10.2 Theory of Change**

The principles of the Theory of Change (ToC) were also sought for further theoretical backing by this study. The ToC evolved from Kurt Lewin, the celebrated physician sociologist in 1951, and was first adopted in the United States to improve some defects of evaluation theory in the context of community development initiatives (Stein, 2012). In practice, the application of ToC was to help generate useful theoretical knowledge in the field of development planning and evaluation of critical social interventions. According to Connell, (1997), the underlining principles of ToC are strategic in project management and specifically effective for participatory planning, and evaluating the long-term goals of social change interventions in society.

ToC can define strategic and operational goals of innovation, which are critical aspects of the implementation of community development interventions, in terms of specific technologies and methods for effective planning, participation, and to assist distinguish between implementation failure and concept deficits. Danielle and Craig, (2012), explains that ToC has a unique capacity of sequence necessary for the managing development initiatives for shorter-term, medium and longer-term outcomes.

The Theory of Change has inherent prospects of strategic planning and effective monitoring and evaluation of various development interventions. For Vogel, (2012), the ToC is useful at any stage of implementing an initiative. As a result, the concepts of ToC were deemed effective for synchronizing the model of the project life cycle to meaningfully innovative ideas to both health matters and the emerging trends of project management philosophy in Ghana. Hence the ToC as modelled in Figure 2, indicates a logical sequence of the five projects life cycle namely; project initiation



stage, project planning stage, project execution stage, the monitoring and controlling stage, and the project closure stage. Theories and models are logical tools to understand the relationships and chronological flow of the relevant implementation concepts of the study (PMI,2008). To accomplish the goal of this study,the ToC operational principles were used to explain the association between participatory project management processes and the sustainable outcomes of the GHARH initiative.

### **2.10.3 Participatory Theory**

The participatory theory was propounded by Johann Wolfgang von Goethe between 1749 and 1832, the German writer. The emphasis of the theory was on the need for individuals and groups cooperation on achieving some larger organizational goals and specific objectives. Therefore, this study found the attributes of cooperation and collective actions to be highly evocative and entirely appropriate perspectives for this study.

Within a project implementation, the project stakeholders are expected to take part in in a group discussion or decision, which involves the participators and initiators of action for people to get involved. In this case, the participatory theory is expressing definite phrases such as "to have a part or share of something" like taking part in all the processes of the project management to help accomplish project goal and objectives. This theory evolved as the subject but not an object of development. It implies that project beneficiaries (such as ARH programmes stakeholders) should make decisions about their destinies. It was first applied as a development strategy to promote the beneficiary perspective of local development and a prefer step reliable sustainable development in the third world. To promote sustainable participation, government officials must cooperate with communities in planning, decision making and implementation of development interventions.

The theory identified some useful institutional changes that support the practice of participatory development and decentralized decision-making processes,procedures policy formulation and managerial styles, and creating vital space for bottom-up approaches; hence, making participatory project management meaningful.

It also seeks to suggest that decentralized development policy as a strategy to create space for bottom-up development approaches, may not be achievable if local and

development worker levels' capacity to participate in the development decision making is not balancing. A balanced stakeholder's capacity will create appropriate knowledge and acceptability about the project objectives and the need for sustainability. The participatory theory in this current study was complemented by participatory project management models. The Model is contained in Figure 3, is an integrated participatory project management cycle (PPMC) model that could influence multipurpose projects management of project initiation, project planning, project execution, and project closure processes. Hassan, (2012) indicated that every form of participatory model or strategy is expected to ensure or facilitate different degrees of consultation, negotiation, ownership, responsibility and empowerment pathways among the key actors of development.

#### **2.10.4 Implementation Theory**

The Implementation Theory was postulated by Leo, (1972), who provided an official explanation of the theory as a mechanism for resource allocation for the social decision-making process. The approach used in Implementation Theory has three basic aims; to guide or describe a process, to understand or explain what the influences of an outcome and to evaluate implementation in an overlapping manner (Nilsen, 2015). However, Corchón, (2017) labelled it as an analytical framework for designing an institutional mandate with an emphasis on the criteria of a social problem and social choice. Implementation Theory provides the needed principles and mechanisms for specifying the rules of project implementation (Corchón, 2017). It thus, explained that the implementation theory was borne out of the desire to address societal challenges, through evidence-based practice. Thus, the most common interpretation of the implementation social problem to enhance optimal outcomes must be based on numerous social choice a problem is formulated which must be formally implemented within the rules and methodology of project management to meet the pillars of sustainable.

Corchón, (2017) further reported that the implementation theory entreated that the rule of social choice to optimal for the attainment of the pillars of sustainability; the economic, environmental, and social outcomes of development. It was emphasized that development issues must be identified, formulated, and implemented with social choice procedures. It means that the theory provides an analytical framework and

processes and prospects of strategic planning and effective monitoring and evaluation of interventions. Those attributes are critical pathways for collective decision making and a basis for identifying overlapping effects during and after the implementation of social choices. Implementation Theory, therefore, provides a theoretical base to guide proper understanding of the relationship between project planning and sustainability of development programmes such as GHARH projects.

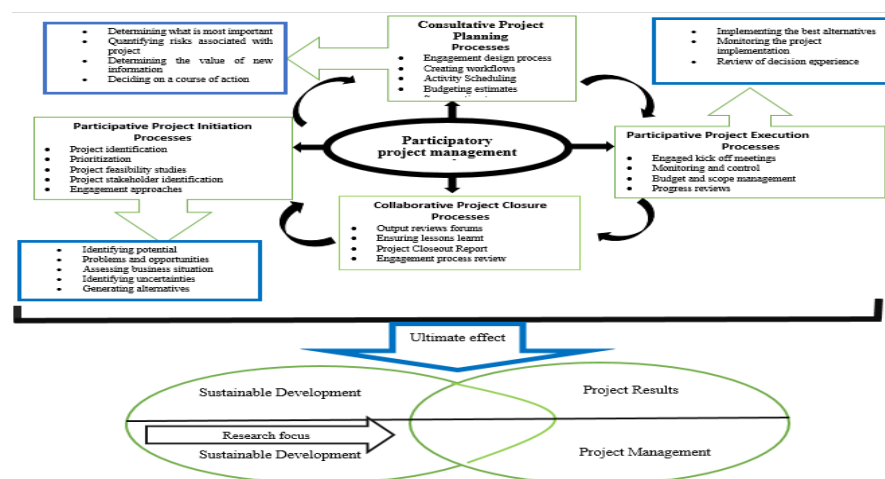
### **2.10.5 Social Identity Theory**

Social Identity Theory (SIT) was proposed by Tajfel and Turner, (1979). SIT originates to shape social interactions or identity and assumes that social aspects of society, particularly individuals should show solidarity to one another through a social identity processes to promote self-esteem. Thereby the theory serves as a critical framework for understanding self-concepts towards responding to one's social orientation. According to Stets and Burke, (2000), the formation of social a social identity depends on two major processes including self-categorization and social comparison. The uniqueness of the concept self-categorization is that it encompasses a degree of depersonalization, in that individuals categorize themselves the same way they categorize other people in terms of their group membership compatibility in a particular context (Hogg, Terry & White, 1995).

SIT believes that individuals must have a motive for belonging to a group or associations. From the SIT perspectives, employees in an organization do share predominant traits of their workgroups which may have significant impacts on their attitudes and performance (Stets and Burke, (2000). This theory strongly emphasised and suggests that individuals will gravitate towards social associations and groups that may complement their values. In this current research, social identity theory concepts were applied to help analyse the concepts and moderating behaviour of social support structures and the discharge of the psycho-social services. In today's highly competitive and complicated social environment promoting institutional access to functional social institutions, with good collaboration can have significant impacts on sustainable ARH programming.

The primary objective of this section of the study was to anchor the themes to different models and theories as examined. The study builds on the existing literature on stakeholder's theory to understand the influence of different stakeholders in

determining projects success, the theory of change indicated concepts in the identification of the methods and models that can be used by the project implementers to transmit changes, the implementation theory further provides an approach to deal with social choice within the rules and methodology of project management to meet the pillars of sustainable, while participatory theory emphasised on the need for individuals and groups cooperation and participation in the formulation of interventions to promote larger organizational goals and specific objectives and finally the Social Identity Theory works from the perspective of ensuring group solidarity and self-esteem in the social structure. Notably, it was observed that the theories collectively present a viable theoretical approach and a contextualized understanding of the current study. Some symbiotic relationships between sustainable development and projects project management have been established. These theories require a set of conventional modelsto providea conceptual explanation, as represented in Figure 1.

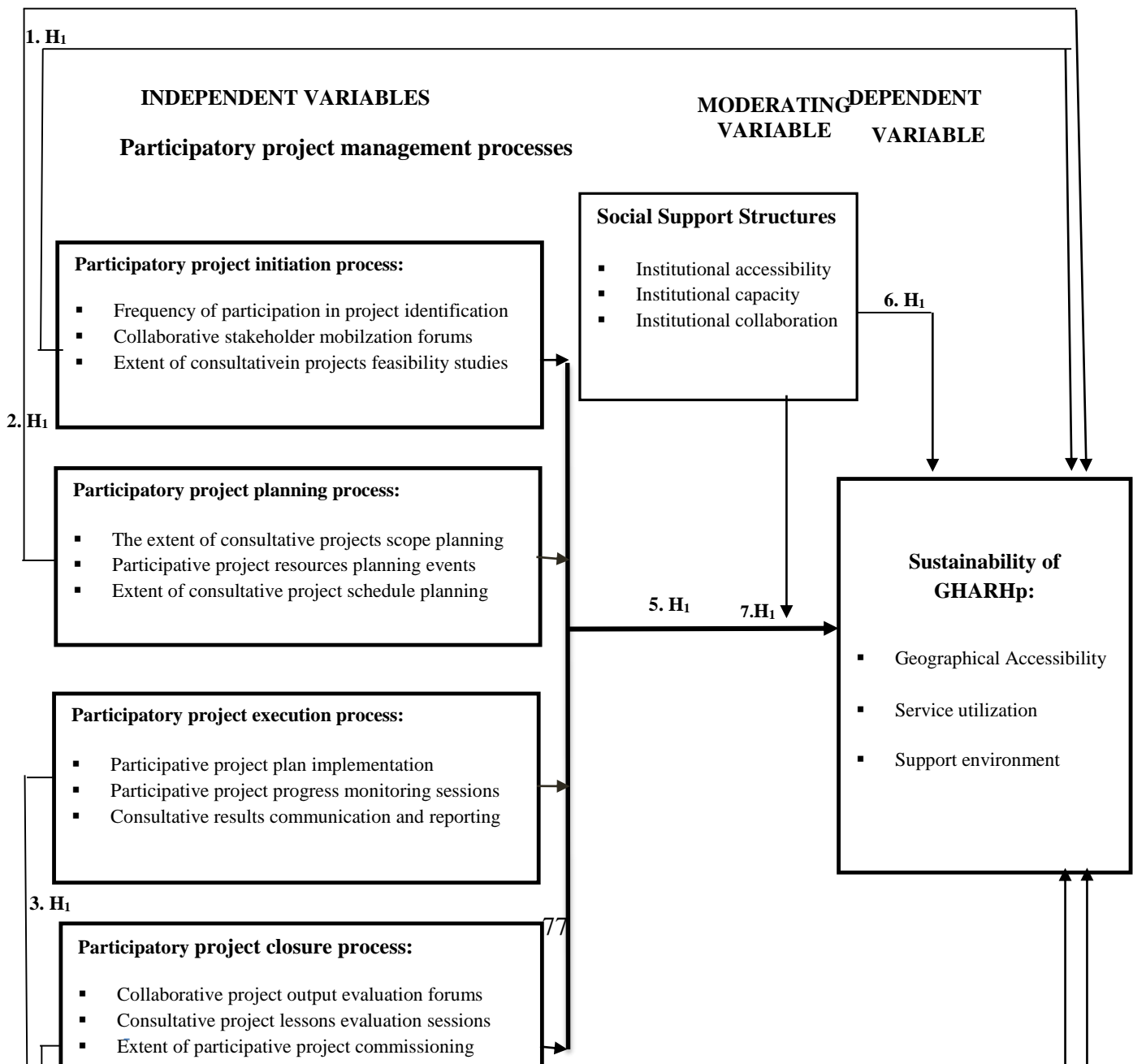


**Figure 1: Participatory project management cycle [PPMC] (adapted from PMI, 2019)**

## 2.11 Conceptual Framework

Conceptual framework is an important structure that gives unique direction of a study. Mugenda and Mugenda, (2003) defines a conceptual framework as a visual description of the key variables of research. It enables the interaction between and independent variables to be portrayed (Kothari, 2004). In this study conceptual framework looks at the relationship within or between the independent variable(participatory project management processes), the moderator (social support structures) andthe dependentvariable (sustainable provision of ARH programme).

The conceptual framework shown in Figure 8 is a schematic diagram which illustrates the relationship between dependent variables, the change that this study is interested in and the independent variable. The combined effect of these dominant variables shows popular participation in project decision making is crucial to the attainment of sustainability of the development project or programme.



The conceptual framework in Figure 9 illustrates the anticipated relationships between and among the variables that were to be studied by this study. Based on the literature reviewed, it was recognized by this study that, the sustainability of Ghana Adolescent's Reproductive Programme-GHARHp (the dependent variable), had something to do with participatory management processes (the independent variable). Geographical accessibility, service utilization support environment, were the indicators being measured under the sustainability of GHARHp, while participatory management processes were measured through the participatory project; initiation process, planning process, execution process and closure process.

The two categories of variables were moderated by social support structures. This variable was measured by three major indicators including; institutional accessibility, institutional capacity, and institutional collaboration the arrow direction shows the relationships and influence between the independent and the dependent variables of the study. Thus, how participatory project management process and concept (the independent variables) will influence the sustainability of adolescents' reproductive health programme (the dependent variable). This implies that the moderating variable constitutes an external factor that influences the relationship between the independent and the dependent.

## **2.12 Summary of Literature Reviewed**

The reviewed literature indicates that sustainability or sustainable development are important concepts in international development discourse. It is also evident that critical indicators of sustainable development in terms of the accrued long- term benefits from projects depends on stakeholder engagement in the initial implementation processes. Many authors and researchers scored full stakeholder involvement as the major success factors in project management. However, the challenge in most studies could not identify practical indicators of sustainability and participatory project management. Nonetheless, the theories collectively shaped the overview of the study.

The review is presented within the framework of the study themes and the main variables including participatory project management processes, social support structures and the sustainability of the adolescent sexual and reproductive health

programme. The literature indicates that there is an increasing importance of stakeholders involved in project design, execution, and evaluation. The literature also indicates that there is a need for effective mechanisms to ensure an understanding of the role of effective participation to appreciate the real influence of the stakeholder in project success (Boon, Bawole & Ahenkan, 2012). This implies that issues of stakeholders are not fully understood in project management processes; hence this study intends to analyze project stakeholder participation in the context of ensuring project sustainability.

Secondly, participation has in recent years become nearly a universal development feature of the global policy statements and programmes of international development organizations. Brechenmacher, (2014) found that despite its seeming popularity does not correspond to global consensus in its understanding and application: there is a huge fundamental knowledge gap over the value and application of the concept.

Besides, it has been noted that literature on the influence of participation as means divided project sustainability is divided. Thus, whereas some authors term it as a panacea for sustainability, others disagree with the assertion. This divided opinion calls for further investigation in this area. These views, coupled with identified knowledge gaps in the literature, in terms of the inadequate application of research designs, poor scope definition, strengthens the position of the study to proceed with the investigation. It was also found in some studies that the sustainability concept is often used synonymously with other concepts such as 'long-term', 'durability' or 'systematic' (Fillo, 2000). Relating this to donor-funded development programmes, such as the GHARHp, will require details empirical data on sustainability to help reduce possible gaps resulting from the diverging opinions. Erikson & Brown, (2011) emphasized that sustainable programme management requires continuous efforts to popularise itself. It means that little is known about the real impacts and implications of most development programmes concerning sustainability, hence the need for more research on the subject.

Additionally, the post-evaluation reports of USAID and the World Bank revealed that the majority of development interventions have resulted in low levels of sustainability after their completion (Goldsmith, 1992). Findings from these studies noted that the effectiveness of donor-assisted programmes. Therefore, this chapter concluded with

Table 2.1 summarizing the relevant study challenges and knowledge gaps relating to the study area. Finally, the literature gave a better understanding and explanation of the major concepts, variables, the indicators, the main attributes and the association between the key variables of the study, as contained in the conceptual framework.

### **2.13 Knowledge Gaps**

It is noted that most of the articles studied did not reach a consensus on how stakeholders' participation in project management ensures project sustainability, particularly in the area of reproductive health. Although in some cases project stakeholders were found to be involved in material contribution, their engagement was limited as they were not involved in all aspects of the project Life cycle. Further, a number of the authors concluded that project management process of achieving sustainable project implementation remains largely unexplored. The current study sought to address this knowledge gap through the concept of distinguishing roles and responsibilities for project stakeholders at each stage of the project Life cycle.

Moreover, the missing link noticed in these studies is that they could not address how the various participatory models truly influenced the initiation, the planning, the implementation and the closure components of the development projects. Instead, most of the studies have equally over-focused on results, thereby ignoring the processes of determining the project results. Most of the studies have focused on the merits of the stakeholder-participation models while downplaying the limitations that go along with their application in projects. Thus, the overlapping effects of and participatory sustainability concepts were not significantly established.

In effect, some of the claims made by studies were based on secondary data that were not properly empirical literature. Appropriate methods were not used to gather data. Furthermore, they could not address specific variables on project management processes, and over 90 % of the studies also failed to address the contextual relationship between participatory and projects sustainability issues of ARH projects. Some of the identified weaknesses in the studies have been noticed in the adopted research designs and approaches. Therefore, Table 2.1 gives a summary of the established literature research knowledge gaps and how this study intends to address the gaps.



**Table 2.1: Knowledge Gaps**

<b>Variable</b>	<b>Author and Year</b>	<b>Title of Study</b>	<b>Methodological Approach</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>The action of this study or Focus</b>
Sustainability of GHARHp	Manu1 et al (2015)	Parent-child sexual and reproductive health communication : evidence from the Brong Ahafo region, Ghana	The study used cross-sectional design and a purely quantitative research approach	It found that about 94.8% of parents hardly discussed condom and other contraceptive use with their children, though many adolescents are sexually active and are at considerable risk of negative health outcomes.	The authors used pure quantitative research approaches to examine the very sensitive social phenomenon. The study fell short of sustainability, which has necessary implications for measuring real programmes impacts; hence the need for this current study.	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp through mixed research approaches
Sustainability of ARH programme	Brown, D.R. (2003).	‘Evaluating institutional sustainability in development programs: Beyond Buckinghamshire, UK:	This primarily employed qualitative research approaches and techniques to analysis institutional sustainability.	This study established that the concept of sustainability was previously measured by donors and development theorists in monetary terms; and Sustainability is not about money, but rather a range of often neglected institutional issues by donors during project funding.	The author did not indicate a detailed research design. This implies that the established findings could not have been adequately tested.	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of development programs, especially GHARHp. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches.
Sustainability of ARH programme	Scoones, I. (2007).	Sustainability" Development in Practice 17.4- 5 (2007): 589.	Qualitative and Theoretical; Generated form key debates of global importance through	The study found out that: There is no common agreement on the technical definitions of the term sustainability; Sustainability concept created an important momentum for innovation in ideas, political mobilization, and	The fact that this study was mainly theoretical and used secondary data of debates on global importance indicates research gaps. The findings were not established through a	This study will investigate how participatory project management processes; social support structures influence the sustainability of GHARHp. This would be achieved through the use of

<b>Variable</b>	<b>Author and Year</b>	<b>Title of Study</b>	<b>Methodological Approach</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>The action of this study or Focus</b>
			governments actors, civic groups, and academia	policy change; There is a continuing debate on sustainability, with emerging priority issues, and new actors and networks; and the author, argues that sustainability is a buzzword.	specific empirical study; through which they could have been adequately tested. It has a different scope.	Mixed research designs backed by theoretical and empirical research approaches.
Sustainability of ASRHP	Bamberger, and Cheema (2000)	Project Sustainability: Implications for Policy and Operations from Asian Experience. The World Bank, Washington, DC.	Qualitative approaches and global debates	Sustainability is found to be on three only dimensions, namely; environmental, economic and social.	The study analysis did not explicitly cover the dimension of projects and programmes sustainability. Also, information and findings based on global opinions would be difficult for empirical testing.	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches.
Sustainability of ARH programme	Yohe, Lasco, Ahmad, Arnell, Cohen, and Perez (2007)	Perspectives on climate change and sustainability. The UK.	Descriptive design	The main findings of the study revealed some weak issues regarding sustainability. Over 70 % of the respondents lamented on a limited understanding of sustainability, poor documentation and lack of proper regard to internal socioeconomic conditions by external experts in formulating initiatives for the developing countries.	The study failed to give adequate consideration to grassroots involvement and perspective sustainability, where the implementation of such programmes is often carried. It was a climate change-oriented study that is much different from the health.	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches. This is to be carried out at the project location.

Variable	Author and Year	Title of Study	Methodological Approach	Findings	Knowledge Gaps	The action of this study or Focus
Participatory project management processes	PIAC (2018)	implementation assessment of Oil Revenue Projects in Ghana; Revenue does not use Ghana	Case study; Observation-investigative study	Development projects are selected and implementation without adequate involvement (at project management processes) of intended beneficiaries.	The author failed to define their research design-methodology, sample-size, target group, among others. The study lacks sufficient empirical evidence due to the research approach is adopted	This study will apply appropriate research approaches such as mixed or pragmatic research approaches to investigate the issues of concern. This will ensure empirical research needs.
Participatory project management processes	Benard Muronga Kadurenge, Raphael Ondeko Nyonje, and Dorothy Kyalo Ndunge (2016)	Influence of Stakeholder-Participation Models In The Implementation of Selected Rural Market Stalls Projects In Vihiga County, Kenya	The study employed only qualitative techniques of case study design for data gathering, combined with the documentary review, observation, key informant in-depth interviews, and others to collect data.	It was found that top-down, contractual and consultative stakeholder-participation models were applied in the implementation of market stalls projects and the models were largely responsible for the failure of the four projects. The study identified stakeholder-participation models in projects into various approaches including top-down, bottom-up, collaborative, consultative, contractual, and collegiate.	The application of only qualitative techniques of case study design for data gathering, lent itself to certain research deficiencies in terms of data quality and accuracy as opposed by this current study with mixed research design and approaches	This study will apply appropriate research approaches such as mixed or pragmatic research approaches to investigate the issues of concern. This will ensure empirical research needs.
Sustainability of ASRHP and Participatory project management processes	Morfaw, (2014).	Fundamentals of project sustainability. Paper presented at PMI® Global in North America, Phoenix, and AZ. Newtown.	Empirical; The study approach was not clearly stated.	Limited involvement of real project stakeholders in the implementation of crucial projects. They also identified an insufficient analysis of the social, economic, legal, cultural, educational, and political environments of sustainability for project implementation	The study research approach and designs were not stated. More so this study was only conducted at geographical locations of the developed country, where donor intervention projects and project sustainability are not common features. Also, the target projects and target	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of Gh-ARHP. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches.

<b>Variable</b>	<b>Author and Year</b>	<b>Title of Study</b>	<b>Methodological Approach</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>The action of this study or Focus</b>
Participatory project management processes and Sustainability of ASRHP	Mahonge (2013)	Factors behind the sustainability of post project period in Matengo highlands in Tanzania;	Empirical; mixed methods	A The project sustainability concept could not be explained using beneficiary and project-based attributes.	populations were not well defined by the author. Gaps are located in the researcher's inability to indicate the nature or types of projects upon which the investigation was being conducted. The specific research design has not been stated	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches.
Participatory project management processes	Komalawati (2008)	The relationship between participation and project in East Java-Indonesia; Massey	Qualitative Methods	The study established that project beneficiaries are not usually involved in project planning and M&E processes	The researcher only adopted qualitative approaches and could not clearly define project stakeholders. It is not a health-related study.	This study will apply mixed research methods and approaches to investigate the issues. It will as well define its key stakeholders appropriately.
Participatory project management processes	Brechenmacher (2014).	Accountability, Transparency, Participation, and Inclusion: A New Development Consensus in LDCs.	Qualitative- desk review	Genuine inclusion was achieved even at the level of great intellectual capacity due to the complexity of the term participation.	The study, not empirical has succeeded in establishing the importance of participation in the global development framework and as well the knowledge gap over the value and application of the term.	

<b>Variable</b>	<b>Author and Year</b>	<b>Title of Study</b>	<b>Methodological Approach</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>The action of this study or Focus</b>
Participatory project management processes	ACP EU (2016)	Ownership and Community Involvement in improving access to energy service in poor rural and peri-urban areas of developing	Case study	Cumulatively, study findings revealed that over 90% of the respondent believed that community involvement is good but has both positive and negative consequences for both the community and project implementer.	The one-sided method was adopted (purely qualitative) to generate data. Inadequate information has also been offered on its instruments used. It failed also to show the specific roles of stakeholders. No clear stand on the influence of participation on project ownership and sustainability.	The specific issues this new study will be addressing. Thus, the focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This will be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches.
Participatory project management processes	Callistus Tengan and Clinton Aigbavboa, (2017).	The level of stakeholder engagement in project delivery, and participation in M&E of public construction projects in Ghana.	Qualitative and Quantitative Methods were applied by the authors	Very poor participation of stakeholders in M&E projects at the local government levels; and stakeholders lack knowledge, understanding, involvement and time devoted to monitoring and evaluation of projects was not adequate.	The study did not address how stakeholder capacity and engagement could lead to possible projects sustainability; Stakeholder participation influence in the other relevant areas of the project management processes was ignored by the authors	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches.
Participatory Project management processes	Lienert (2018)	A framework for stakeholder analysis in construction projects in China	Operational research; The author failed to state the study method or approach. However, the study's line of arguments	The study establishes four methods of stakeholder categorization; stakeholder identification, importance or influence, interest, and stakeholder strategic plan; The study equally pointed out the fact that stakeholder engagement in project management has	This study rather focused more on the theoretical practice of stakeholder issues, no clear-cut research design than project management processes and sustainability perspectives.	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This would be achieved through the use of Mixed research designs backed by

<b>Variable</b>	<b>Author and Year</b>	<b>Title of Study</b>	<b>Methodological Approach</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>The action of this study or Focus</b>
			skewed towards qualitative research approach	setbacks in the area of representation and tendencies of misinterpretations.		theoretical and empirical research approaches
Social support structures	Camara, Gonzalo, and Padilla (2017)	The role of social support in adolescents: are you helping me or stressing me out? Spain	Qualitative methods	It was revealed that the dual role of interpersonal relationships of adolescents is stressors as sources of social support. Emotional support is much valued by the adolescent	Data was collected through FGDs and the application of the inductive process to interpret meaning backed by qualitative methods. The study could not also establish the necessary relationships and correlation between its main variables. Not all stakeholders we covered	The focus of this study is to investigate how participatory project management processes, social support structures influence the sustainability of GHARHp. This would be achieved through the use of Mixed research designs backed by theoretical and empirical research approaches
Social support structures	Franklin N. Glozah, (2015),	This study explores how perceived social support and stress influence the construction of the meaning of health and wellbeing to Ghanaian adolescents	Qualitative methods involving 11 respondents	It was found that effective communication, mutual respect, and support, contribute substantially to holistic health and wellbeing of Ghanaian adolescents	The study only purposively selects eleven respondents from 770 males and females to participate in semi-structured interviews. This methodology was not highly scientific and might not offer representative views from its main population. Moreover, the study was not centered on the support structures and sustainability of projects.	This called for a mixed-methods study to establish social support structures influence the sustainability of development programs, especially adolescent reproductive health intervention

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed the study's applied research nature. The research design involves the techniques adopted in this study; the research methodology, architecture, and data analysis. It also includes some specific and comprehensive explanations about the target population, the sample determination and sample process, data collection equipment, data collection procedures, validity and reliability of testing methods, data collection procedures, data processing techniques, ethical considerations, and the operationalization of variables. It also provides hypothesis test parameters and the qualitative and quantitative methods for evaluating the study results.

#### **3.2 Research Paradigm**

This study was mainly guided by pragmatism paradigm. The choice of which was informed by the fact that this paradigm permits the application of both positivist and interpretivist philosophical underpinnings of mixed research approaches of scientific and social complements. The paradigm accommodates the use of multiple mixed methods and thereby allowing this study to balance the strengths and weaknesses of the two research traditions. Mixed research approaches were adopted to gather factual data through both natural and social settings of critical investigation. This approach was used because it provided a deeper understanding of the multifaceted phenomenon of social and scientific nature, which otherwise could not have been possible under any other approach. Reality is studied on both physical and social grounds (Creswell, 2012). The research paradigm as mentioned refers to the worldview, values and belief systems, and the background of a researcher. As indicated by Scotland, (2012), research paradigms are the worldview of a researcher, which informs the ontology, epistemology, and the methodology of a particular research.

In this regard, the study adopted a mixed-methods research approach, involve the integration of qualitative and quantitative research techniques and tools. Tribe (2008) and Creswell, (2014) reported that research, whether qualitative or quantitative, owns the researcher a unique opportunity to accumulate appreciable experience that can shape the researcher's study background, education, values, the identity and

philosophical approached (qualitative, quantitative and mixed or pragmatism). However, the qualitative data came in the form of open-ended questions that are not influenced by predetermined responses, while quantitative data typically includes closed-ended responses.

It was critical for this study to harmonize social practices with scientific and social questioning to establish deterministic views and explanations of phenomena for both social transformation and knowledge contribution. Therefore, the quantitative aspects of this study have essentially concentrated on determining the relationships among the participatory project management processes (IV), moderating and the dependent variables of the research to aid the generalization of findings. The qualitative dimension has supplemented the study processes by offering in-depth information and explanation of the variables and other relevant areas of the study.

### **3.2.1 Research Design**

A descriptive cross-sectional survey and correlational designs were adopted by this study. It was deemed very convenient for the study, as it sought to investigate the phenomenon of participatory project management processes, social support structures and sustainability of adolescent reproductive health programme, without altering any situation of its current form. Additionally, and as informed by the pragmatic paradigm, the design facilitated sampling from a large number of project stakeholders across the decentralized public agencies within the programme concept.

Apart from helping to determine the status of the independent variables on the dependent variables, the explanatory research also tends to identify any causal links between the factors or variables that pertain to the research problem (Cooper and Schindler 2006; Wilson and Mertens 2012; Clifton and Cliffs 2016). The process further allowed a simultaneous integration of descriptive, inferential and qualitative data analysis, which will help meet the requirements of the goal, objectives, and hypotheses of this current study. The design was effective to establish the relationships and correlations among variables through surveys and naturalistic observations.

### **3.3 Target Population**

The population of this study included officials and the representatives from the national state agencies of the local government structure of Ghana. Therefore, the



entire populations included, the top management executives of adolescents' health clubs, District Directors of Health, Education, and Officers of National Youth Authority Representatives of the Municipal and District Assemblies in the Region, and District Level Social Support Structures including; Social Welfare Officers, the District DOVSU Officers, GHARHp Facility Caregivers and the District CHRAJ Offices. Others include the national directors of Ghana Population Council, the Local Government Service, Education and Health Programme, as well as the Regional Directors of Health, Education and Population Council representative. Specifically, the study involved local government actors and institutions from the national, regional and districts in Brong Ahafo Region. They were the units of analysis of this study focussed on local level Implementing Partners (IPs) of the GHARH programme. The total size of the target population was 359 stakeholders. Table 3.1 shows various categories of the target population.

**Table 3.1: Target Population**

S/N	Categories of the target population	Target Population
1	ASRH facility caregivers	27
2	Top management executive members of adolescents' health clubs	135
3	Municipal and District Assemblies (MDAs) Focal persons	27
4	Municipal/District Directors of Education	27
5	Municipal/District Directors of Health	27
6	Municipal/District Officers of the National Youth Authority	27
7	Regional level Directors of Education, Health, Population Council, and Economic Planning Officer	4
8	National Directors of Health, Population Council, Education, and Local Gov't Service	4
98	District CHRAJ offices	27
10	District Social Welfare and Community Development Officers	27
11	District Domestic Violence and Victims Support Unit (DOVSU) officers	27
<b>Total</b>		<b>359</b>

Source: GHARH programme Document, (2014)

Table 3.1 presented the total target population of the study as 359 stakeholders. It constitutes the overall population frame from which the author drew a representative sample to meet the primary data needs of the study.

### **3.4 Sample Size and Sampling Technique**

The systematic process of choosing the actual number of respondents from an entire population such that the selected respondent contains representative elements of the

features of the whole population is often deemed as the sampling procedure. In the view of Mugenda & Mugenda, (2003), the sampling procedure is defined as the processes of choosing a representative segment from a larger group known as the target population. Table 3.2 shows the information on the target population and sample size.

### 3.4.1 Sample Size

The sample size refers to the process of actual subjects or respondents from whom the study source primary information during research. To establish the expected threshold for the sample size for this study, the researcher drew the sample size using the formula suggested by Yamane, (1967) for calculating sample sizes. As stipulated by High (2000), the sample size of a study should be reliably selected to enhance popular acceptability and generalization of its findings. A 95% confidence level and  $P = .5$ , the assumed equation for the sample size determination is as follows;

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n = the desired sample size

e = margin of error; the probability of error (i.e., the desired precision, in this case, 0.05 for 95% confidence level)

N = the total population size.

1 = a constant value

Calculation  $n = \frac{359}{1 + 359(0.05^2)} = 189.196$  Therefore n = 189 respondents approximately

Overall, a sample size of 189 was considered to be sufficient and a representative for the target population of 359. As shown in Table 3.2, the sample size of 189 was then distributed across the categories of the target population at the time of the survey.

### 3.4.2 Sampling Procedure

This study employed a multi-stage sampling procedure and combination of proportionate stratified sampling procedures to obtain the required sample size from strata who provided relevant information within a reasonable cost. In ordinary multi-stage sampling is applied in big enquiries extending to a considerable

large geographical area (Kothari and Garg, 2014). Table 3.1 presents the sampling frame including the list of primary stakeholders that was provided by the programme official document 2014. It also includes social support structures institution in the region.

The first step in the sampling procedure was the use of purposive sampling to establish the GHARH project region, in this case, BA region of Ghana and the key informant interviewees from the 27 Municipal and District Assemblies (MDAs). Per the programme document, purposive sampling was used to identify three hundred and fifth-nine-(359) list of project stakeholders (see Table 3.2), made up of 10 categories of local government decentralized structures.

In the second stage, individual respondents from each stratified categories or classifications were selected through simple random sampling technique. The simple random sampling technique gave each member of the categories an equal chance of inclusion. This type of sampling is less time consuming and produces better results (Creswell, 2014). As a result, a total sample size of 189 was drawn and then proportionally allotted across the various study categories, using Yamane's, (2004) method of sample size distribution whereby;

$$\text{Category Allotted Figure} = \frac{\text{Category population} * \text{the overall chosen sample size}}{\text{Overall target population}}$$

For example; within the GHARHp facility category  $27/359 * 189 = 14$ . Table 3.2 shows the stratification as well as the pattern of allotment of the sample size among the various categories of the research population.

**Table 3.2: Sample Size Determination**

S/N	Categories	Target Population	Sample Size
1	GHARHp facility caregivers	27	14
2	Top management executives of adolescents' health clubs (5 each)	135	72
3	Municipal and District Assemblies (MDAs) Focal persons	27	14
4	Municipal/District Directors of Education	27	14
5	Municipal/District Directors of Health	27	14
	Municipal/District Officers of the National Youth Authority	27	14
6	Regional level Directors of Education, Health, Population Council, and Economic Planning Officer of Regional Coord. Council	4	2
7	National Directors of Health, Population Council, Education, and Local Gov't Service	4	2
8	District CHRAJ Offices	27	14
9	District Social Welfare and Community Development Officers	27	14
10	District Domestic Violence and Victims Support Unit (DOVSU) officers	27	14
<b>Total</b>		<b>359</b>	<b>189</b>

Source: GHARH programme Document, (2014)

### **3.5 Data Collection Instruments**

Data gathering is a critical process of collecting and assembling information based on the themes of a research. Fellow and Liu (2008) referred to data collection as a chain of communication between the respondent (the provider) and the researcher (the collector). As results, data for this research was drawn on secondary materials including a literature review on global, national health policy documents, published books, journal articles, local newspapers, and primary materials involving structured and semi-structured interviews with the GHARHp actors including recordings, audio, photographs, or reports.

This research obtained both primary and secondary data. While, secondary data was obtained from already existing documented findings, including relevant journals and institutional reports of good and recognized standing in related contexts, primary data, was drawn from contextual data sources including questionnaires, interviews, and observations. Face-to-face interviews, focus group discussions (SDGs), and self-administered questionnaires, lasting approximately 15-20 min were used to gather the required data from each chosen subject or respondents.

#### **3.5.1 Interview Schedule**

An interview could be referred to as an insightful discussion that involves at least two people to collect relevant and reliable research data. The study employed an interview schedule; structured interviews with predetermined standardized questions were used as a follow-up instrument to obtain in-depth data from key informants on specific relevant issues. Some of whom were the national-level officials, social support structures and the adolescent's health club members, among others. Qualitative questions were formulated based on the thematic areas of the study's questionnaire, to guide the various interviews.

The interview questions were drawn from the thematic areas of the questionnaire. The main objective for employing this tool was together relevant qualitative data for triangulation of the survey data from the questionnaire, as informed by the objectives and key variables of the study (McNamara 2009). This tool is flexible and will also accommodate key indicators of the study variables; participatory project management processes, stakeholder, social support structures and GARH programmes sustainability.

### 3.5.2 Questionnaires

To be able to collect acceptable volumes of diverse information, with a high degree of confidentiality, structured questionnaires were used to collect data from the respondents. Mtebe & Raisamo, (2014) reported that any instruments adopted in research must aim at collecting accurate data to successfully help to measure the main variable in such studies. Bulmer (2004) stated that the questionnaire is a unique research tool through which useful information-including, social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs- could be obtained from the respondents. The questionnaire entails the application of constructs to generated data in an exploratory survey stage using a five-point rating scale (Creswell, 2014). Therefore, this study questionnaire contained both open and closed questions, the closed questions was a 5–point Likert where 5=Strongly Agree, 4=Agree, 3=Uncertain or Neutral, 2= Disagree, 1= Strongly Disagree. A Likert scale has been selected because it is used to measure opinions, attitudes, values and behaviour (Kothari and Garg, 2014).Joseph. Gliem and Rosemary Gliem (2013), noted that the Likert scale comprises a series of statements otherwise known as items, focusing on a certain theme or issue. After the analysis of the data obtained must be analyzed using summated scales or subscales and not individual items.

In this regards the respondents were required to choose appropriate answer among the provided alternatives, based on the key variables (including participatory project management processes, social support structures and sustainability of adolescent sexual and reproductive health programmes). In all cases, the respondents were expected to answer questions and give opinions emanating from both qualitative and quantitative attributes and features on how participatory project management and project sustainability.

Since this study employed a mixed-method approach, data generated was twofold: qualitative and quantitative data to help measure the variables of the study. The questionnaires were designed in both open-ended and close-ended forms. Similarly, Sarantakos, (2005) observed that closed-ended questions are often used in quantitative research, while open questions are used within qualitative research. The open-ended questionnaires usually yield freedom of answers, and an opportunity to probe (Oppenheim, 1992).

### 3.5.3 Participants Observation Guide

This instrument was a naturalistic observation of information through the critical observation of the behavioural patterns and interest levels of research subjects. Participants' observation guide allowed the researcher to monitor the nonverbal expression of the subjects during interviews. Other related issues such as GHARHp facility management approaches, valuable information on respondents' perception was generated from studying them in their natural habitats during surveys and interviews. Table 3.3: presents a summary of the proposed research instruments, participants and the type of data to be collected.

### 3.5.4 Focus Group Discussion

For triangulation, a Focus Group Discussion (FGDs) was conducted with the Adolescent clubs' leadership and another key informant of the study. The questions were drawn from the thematic areas of the main questionnaire, hence in line with the study's objectives and variables. This tool was used to explore the deeper meaning of issues that could not be statistically explained by the survey questionnaire (McNamara, 2009).

### 3.5.5 Document Analysis

To further triangulation, the research data, the researcher also made extensive references to the project documents, including the concept, goal and objectives of GHARH programme, as well as the project reports; quarterly and annual. Data was also captured on how the programmes related to its stakeholder at the initiation, planning, and implementation phases. These issues were compared with the study's field data to make real meaning regarding the dependent variable sustainability).

**Table 3.3: Summary of Research Instruments and Type of Data**

<b>Instrument</b>	<b>Participants</b>	<b>Data type</b>
Interview schedule and FGDs	The tool was used to collect data through face to face interaction with the national level respondents, and regional, level, and Adolescents Health Clubs, respectively, as mentioned in Table 3.2, at the sampling section.	The level key stakeholder participation and consultation in the GHARH programmes formulation, implementation and sustainability arrangements.

Critical Observation	All the classes of respondents	Information on the behavioural patterns and interest level of research subjects.
Questionnaires	and MDAs level Staff of Departments and Social Support Structures.	Gather relevant data on the level of stakeholder participation in the project management processes of GHARH programmes.

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### 3.5.6 Pilot Study

Optimism is a critical feature of research that is highly dependent on the nature of a research instrument. To determine the extent of reliability and validity of the research instruments, it was expedient to pilot test the research questionnaire before using it to generate data in the actual study. The main purpose of this is to test both the reliability and validity of the research instruments (Mugenda & Mugenda, 2003).

To achieve a reliable output for this study, the researcher pilot tested the study instruments by administering to respondents outside the target population. The main reason for this was to ensure that the respondents were not exposed to the tools before the main study. A total of 18 respondents; representing 10% of 182 sample size were used in the study. Literature suggests that a pilot study sample should be 10% of the sample (Connelly, 2008).

The test was done through pre-tested and re-tested in a different population with similar characteristics to the original study population, as advised by Mugenda and Mugenda, 2003. It was conducted in the Asante Region; adjacent to the study's region. The process was conducted on repeated bases until the instrument was appropriately perfected, in terms of clarity, flexibility, and logical coherence. This process created the opportunity to improve, rephrased and fine-tune these instruments for reliable data collection from the actual respondents. The result of the pilot test is reported in Chapter four.



### **3.5.7 Validity of the Research Instruments**

Research instruments should permit researchers to draw valid conclusions about the characteristics of the subjects that are being studied. In views of Mugenda and Mugenda, (2003) and Punch (2005), the validity of research instrument defines the accuracy or the extent to which research instrument measures what it claims or intends to measure. It implies the degree to which an instrument accurately measures what it intends to measure. Fundamentally, the instrument should be capable of actually measures what it sets out to measure, or the extent to which it reflects the reality it claims to represent.

Similarly, Creswell, (2014) and Yue Li, (2016), postulated three common types of validity for researchers and evaluators to consider in research include content, construct, and face validities. Content validity, order wise knew as logical or rational validity, estimates how much a measure represents or reflects its study objectives and goals Creswell, (2014). To guarantee general validity in this study, questionnaires were examined by experts (including the supervisors and peers review), to ensure consistency within the item. Also, the researcher has carefully formulated the study instruments to reflect the objectives and questions. The reason for this was to establish content validity whereby allthevariables of the research wereadequately capturedinthequestionnaires, interview schedules, as well as the focusgroupdiscussions. The validity result of this study is presented in Appendix 11.

### **3.5.8 Reliability of the Research Instruments**

Research ethics requires that allresearchersensurethat their researchinstrumentsarereliable to guarantee quality results.Reliability may be defined as the degree at which a research instrument yields a consistent result, after multiple or repeated uses in a particular study. Reliability is the consistency of scores obtained from the data collected (Frankel and Wallen, 2008).In this study, reliability was ensured through a pilot study that was conducted to determine the reliability of the questionnaires. In this study, internal consistency reliability was tested using to assess the consistency of results across items within a test. To maintain reliability for this study, a single research instrument was administered to a group of people on one occasion to estimate reliability. Cronbach's Alpha ( $\alpha$ ) was used to test for internal consistency. Reliability analysis was subsequently done

**Table 3.4: Reliability Statistics**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>No. of Items</b>
Social Support Structures (SSS)	0.747	15
Participatory project initiation	0.893	15
Participatory project planning	0.783	15
Participatory project execution	0.921	15
Participatory project closure	0.823	15
Sustainability of GHARHp	0.863	15
<b>Composite Cronbach's Alpha</b>	<b>0.838</b>	

Cronbach's Alpha measures the internal consistency of this study. Gliem and Gliem, (2013) established the Alpha value threshold at 0.70 and advised that when using the Likert-type scales tools to collect data, it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability. The threshold then becomes the yardstick to help measure its reliability. Tale 3.4 shows results of the reliability calculation for this study in which project execution had the highest reliability ( $\alpha= 0. 921$ ), followed by project initiation ( $\alpha=0.893$ ), project closure ( $\alpha=0.823$ ), project planning ( $\alpha=0.783$ ) and social support structures ( $\alpha=0.747$ ). In effect, the fact that the reliability figures exceeded 0.70 show that all the variables were deemed reliable, and could, therefore, support the mission of this study.

### **3.6 Data Collection Procedures**

This study sought various authorizations before embarking on data collection. The researcher first sought a formal introductory notice from the University of Nairobi, was to introduce the researcher to relevant individuals and institutions where data could be sourced. Based on that a further authorization and research permission were sought from the Office of the Brong Ahafo Regional Coordinating Council, which ethically guaranteed regions and local government support for this study. Finally, specific approval, permission, and authorization were sought from the relevant Municipals and District Assemblies (MDAs) and key Departments where the primary data was collected. Three research assistants were recruited and trained to help in the data collection. Therefore, the researcher, together with the assistants administered the questionnaires, focus group discussions and interviews with the respondents and interviewees.

### **3.7 Data Analysis Techniques**

The process by which data collected is transformed into relevant information is known as data analysis. Researchers must employ several data analysis techniques to

establish an output that can be used to support decision making (Leech and Onwuegbuzie, 2007). This study employed some data analysis techniques to help analyze its data.

First of all, it needs to be established that, this study gathered both quantitative and qualitative data to meet its intended goal and objectives. The data were then subjected to different analysis after a checked for data completeness and consistency. All the quantitative variables were organised thematically for triangulation with the quantitative outputs established through the use of the Statistical Package for Social Sciences (SPSS) v21, while content analysis was used to analyze qualitative data collected from interviews guides.

In all, statistical analysis was performed at three basic distinct levels, including; descriptive statistics, product-moment correlations or association between the key variables, and then three-step hierarchical multivariate linear regressions, involving; the first step where each of the individuals' independent variables was regressed as well as the moderator, second step where the combined independent variables were regressed, and the third step where the moderating variable was introduced or added to the combined independent variables were regressed with the dependent variable.

### **3.7.1 Descriptive Analysis**

The researcher analyzed the quantitative data descriptive statistics to establish mean scores, standard deviation and variance to describe the indicators of participatory project management processes, social support structures and the sustainability of adolescent sexual and reproductive health programme. Frequencies, mean and standard deviation emerged from the quantitative data that was generated on the variables; participatory project processes; project initiation, planning, execution and closure, social support structures and GHARH programme sustainability. The main objective was to explore and determine the distribution patterns of these variables.

An extensive phenomenological approach was used to emphasize deep understanding of the participation views. Significant statements were analyzed to generate meaning from the units and the development essence description through theme analysis. The qualitative data were processed according to specific themes and narratives, while

quantitative data was analyzed through descriptive and inferential techniques. This involves a complete classification of the survey data, using Statistical software.

### **3.7.2 Correlation Analysis**

Correlation analysis was used to determine whether there was a relationship between the dependent and the independent variables. This was done through Pearson product-moment Correlation Coefficient analysis which is often a measure of linear association between two variables.

The Pearson product-moment correlation coefficient was denoted  $r$ , is a statistical measurement of the correlation (linear association) between two sets of values i.e. +1 and -1. A coefficient of  $r$ -value of +1.0, indicates a strong positive correlation, an indication that a change in the independent variable will result in an identical change in the dependent variable. While a coefficient value of  $r$  close -1.0 (perfect negative correlation), means that changes in the independent item will result in an identical change in the dependent item, but the change will be in the opposite direction.

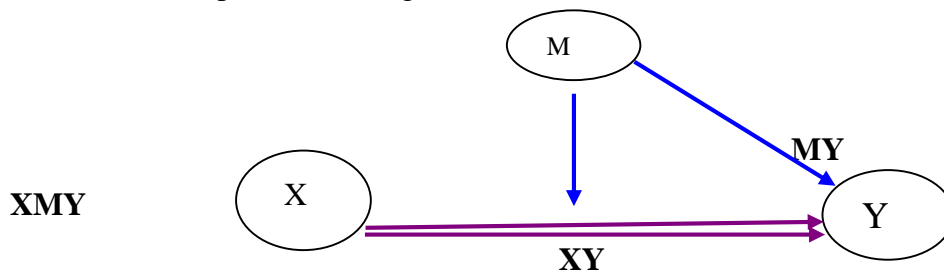
However, a coefficient of zero means that there is no relationship between the two items and that a change in the independent item had had no effect on the dependent variable. This was used to determine the relationship between participatory project management processes, and the sustainability of Ghana adolescent reproductive health programme.

### **3.7.3 Regression Analysis**

Inferential statistics, specifically regression analysis, was used to establish the relationship among the variables participatory project management processes, social support structures, and the sustainability of adolescent sexual and reproductive health programmes. In this case, the quantitative data was further subjected to inferential statistical analysis and in particular parametric and non-parametric statistics. The ordinal data collected was converted into interval data by taking the composite score (Sum. or Mean) of indicator ratings of every variable as stipulated by Boone and Boone (2012). Pearson product-moment correlation coefficient was then used to measure the relationship between the study independent and the dependent variables.

The study also tested the moderating influence of social support structures on the relationship between the independent and dependent variables through MacKinnon, Lockwood, Hoffman, West, and Sheets', (2002) comparison of test methods and stepwise regression analysis. The follow-up qualitative data from the study's stakeholders were analyzed using non-parametric statistics and thematic approach (Leech and Onwuegbuzie, 2007). The qualitative analysis technique included content, narrative, discourse and framework analysis, to help identify the underlying research themes. The aim over here was to complement the quantitative research findings as a form of triangulation of major findings of the study.

Furthermore, the overall variable relationship including the moderating effects was tested through Karl, (2009) approaches for testing or analyzing relationships and correlation among key variables such as the dependent, independent and moderating. The study analyzed the relationships of the variables based on a model scenario, where an independent variable (X) correlates with the dependent variable (Y), and as well jointly with (M) as XMY. (M) also, correlates with (Y) directly labelled as (MY). This is represented in figure 3.



**Figure 3: Statistical tests of models (Adapted from Karl, MacKinnon et al., 2009).**

Generally, hypothesis testing to establish the relevant relationships between the dependent and independent variables was achieved through a regression model as shown in Table 3.5. Pearson's correlation and linear regression statistics were used, with an exploratory benchmark conducted to explain the test results of the various forms of the regressions performed. The variables were modelled using the following linear equation:

**Where:**

Y1.... Y6= dependent variable

X1.... The first predictor

X2.....The second predictor variable

X3.....The third predictor variable

X4.....The fourth predictor variable

X5.....The combined predictor variables

The moderating predictor variable

B0=Y-intercept-constant term

B1=The coefficient the first predictor variable

B2=The coefficient the second predictor variable

B3=The coefficient of the third predictor variable

B4=The coefficient the fourth predictor variable

B5=The coefficient of the joint variable –independent and moderator

(X1\*X2\*X3\*X4\*X5).=The interaction term between the independent variable i.e.

(X1\*X2\*X3\*X4)=Moderating variable X5.

The used simple regression model to establish the relevant relationships between the dependent and independent variables on hypothesis 1,2,3,4, and 6, while hypothesis 5 and 7 were tested using multiple and moderated multiple regression analysis. Further information on the regression model is shown in Table 3.5. The models for each of the tests are discussed as follows;

### 3.7.3.1 Simple Regression Model

Hypothesis One:  $Y = \beta_0 + \beta_1 X_1 + \varepsilon$  (Model 1)

where Y is the sustainability of Ghana adolescent reproductive health programme (GHARHp) programme

$\beta_0$  is the constant

$\beta_1$  is the coefficient for the participatory project initiation process

$X_1$  is the participatory project initiation process

Hypothesis Two:  $Y = \beta_0 + \beta_2 X_2 + \varepsilon$  (Model 2)

where Y is the sustainability of GHARH programme

$\beta_0$  is the constant

$\beta_2$  is the coefficient for the participatory project planning process

$X_2$  is the participatory project planning process

Hypothesis Three;  $Y = \beta_0 + \beta_3 X_3 + \varepsilon$  (Model 3)

where Y is sustainability of GHARHp

$\beta_0$  is the constant

$\beta_3$  is the coefficient for the participatory project execution process

$X_3$  is the participatory project execution process

Hypothesis Four:  $Y = \beta_0 + \beta_4 X_4 + \varepsilon$  (Model 4)

where Y is sustainability of GHARHp

$\beta_0$  is the constant

$\beta_4$  is the coefficient for the participatory project closure process

$X_4$  is the participatory project closure process

### **Hypothesis Six: Test for the influence of social support structures on the sustainability of GHARH project**

Hypothesis Six:  $Y = \beta_0 + \beta_6 X_6 + \varepsilon$  (Model 6)

where Y is sustainability of GHARHp

$\beta_0$  is the constant

$\beta_4$  is the coefficient for social support structures

$X_4$  is the social support structures

### **3.7.3.2 Multiple Regression Model**

Besides, the study sought to examine how combined participatory project management processes influences the sustainability of GHARHp.

Hypothesis Five:  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$  (Model 5)

where Y is the sustainability of GHARHp.

$\beta_0$  is the constant

$\beta_1 X_1$  is the coefficient for the participatory project initiation process

$\beta_2 X_2$  is the coefficient for the participatory project planning process

$\beta_3 X_3$  is the coefficient for the participatory project execution process

$\beta_4 X_4$  is the coefficient for the participatory project closure process

### **3.7.3.3 Multiple Regression for Moderating Influence**

Hypothesis Seven: Test for moderating influence of social support structures on the combined influence of participatory project management processes and sustainability

of GHARHp. Moderated Multiple Regression Model was also used to analyse the interaction effect, following the introduction of social support structures as the moderating variable. The model was used to test the effect of the social support structures on the relationship between participatory project management processes and sustainability of GHARHp.

The aim is to examine how the independent variable varies when a moderating variable is introduced in the model. The model was expressed as:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6(X_1X_2X_3X_4X_5) + e$  (Model 7). In conclusion, both the test for correlation and inferential statistical analysis, have established varying information on the relationship between sustainability of GHARHp and participatory project management processes, as well as the moderating variable; social support structures.



**Table 3.5: Summary of Statistical Tests of Hypotheses**

<b>Research Objective</b>	<b>Hypotheses</b>	<b>Type of analyses</b>	<b>Model</b>	<b>Interpretation of Results</b>
To establish the extent to which participatory project definition process influences the sustainability of GHARHp.	<b>H<sub>0</sub></b> ; Participatory project initiation process has no significant relationship with the sustainability of GHARHp, Ghana.	Pearson's correlation Linear regression	$y = a + b_1 X_1 + e$ y= sustainability of GHARHp, Ghana. a= constant <b>b<sub>1</sub></b> = Beta co-efficient <b>X<sub>1</sub></b> = Participatory project initiation e = Error term	P values less than 0.05, H <sub>0</sub> will be rejected and H <sub>1</sub> will fail to be rejected. Strength relationships of r values +0.10<r<0.29 will be a weak correlation 0.30<r<0.49 will be moderate correlation +0.5 < r < 1 will be a strong relationship.
To establish the extent to which participatory project planning process influences sustainability of GHARHp.	<b>H<sub>0</sub></b> ; Participatory project planning process has no significant relationship with the sustainability of GHARHp, Ghana.	Pearson's correlation Linear regression	$y = a + b_2 X_2 + e$ y= sustainability of GHARHp, Ghana. a= constant <b>b<sub>2</sub></b> = Beta co-efficient <b>X<sub>2</sub></b> = Participatory project planning e = Error term	If the variable under consideration will be excluded from the final regression model, H <sub>0</sub> will be failed to be rejected and R <sup>2</sup> values will be considered for determination of the strength of the relationship.
To establish the extent to which participatory project implementation process influences sustainability of GHARHp.	<b>H<sub>0</sub></b> ; Participatory project execution process has no significant relationship with the sustainability of GHARHp, Ghana	Pearson's correlation Linear regression	$y = a + b_3 X_3 + e$ y= sustainability of GHARHp, Ghana. a= constant <b>b<sub>3</sub></b> = Beta co-efficient <b>X<sub>3</sub></b> = Participatory project execution e = Error term	P values less than 0.05, H <sub>0</sub> will be rejected and H <sub>1</sub> will fail to be rejected. Strength relationships of r values +0.10<r<0.29 will be a weak correlation
To establish the extent to which participatory project closure management process influences sustainability of GHARHp.	<b>H<sub>0</sub></b> ; Participatory project closure management process has no significant relationship with the sustainability of GHARHp Ghana	Pearson's correlation Linear regression	$y = a + b_4 X_4 + e$ y= sustainability of GHARHp, Ghana. a= constant <b>b<sub>4</sub></b> = Beta co-efficient <b>X<sub>4</sub></b> = Participatory project closure e = Error term	0.30<r<0.49 will be moderate correlation 0.5 < r < 1 will be a strong relationship. If the variable under consideration will be excluded from the final regression model, H <sub>0</sub> will be failed to be rejected
To establish the extent to which	<b>H<sub>0</sub></b> ; Combined participatory project	Multiple linear	$y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 +$	and R <sup>2</sup> values will be

Research Objective	Hypotheses	Type of analyses	Model	Interpretation of Results
combined participatory project management processes influence the sustainability of GHARHp	management processes have no significant relationship with the sustainability of GHARHp Ghana	regression	$\mathbf{b_4X_4 + e}$ $y =$ sustainability of GHARHp, Ghana. $a =$ constant $\mathbf{b_1 =}$ Beta co-efficient $\mathbf{X_1 =}$ Participatory project initiation $\mathbf{X_2 =}$ Participatory project planning $\mathbf{X_3 =}$ Participatory project execution $\mathbf{X_4 =}$ Participatory project closure $\mathbf{e =}$ Error term $\mathbf{y = a1 + b_5X_5 + e}$	considered for determination of the strength of the relationship
To establish how social support structures influence the sustainability of GHARHp	$\mathbf{H_0}$ Social support structures have no significant relationship with the sustainability of GHARHp	Pearson's correlation Linear regression		
To establish the moderating influence of Social support structures the relationship between combined participatory project management process and sustainability of GHARHp	$\mathbf{H_0}$ ; Social support structures have no significant moderating relationship on the relationship between participatory project management processes and sustainability of GHARHp Ghana.	Multiple linear regression	$\mathbf{y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e}$ $y =$ sustainability of GHARHp, Ghana. $a =$ constant $\mathbf{b_1 =}$ Beta co-efficient $\mathbf{X_1 =}$ Participatory project initiation $\mathbf{X_2 =}$ Participatory project planning $\mathbf{X_3 =}$ Participatory project execution $\mathbf{X_4 =}$ Participatory project closure $\mathbf{X_5 =}$ Moderator $\mathbf{e =}$ Error term	

### **3.8 Ethical Considerations**

It is crucial for that all researchers ensure that the rights of the participants in the research are well protected during and after the study. Research ethics are very important during the data collection stages, in the sense that every research should respect the privacy of the respondents (Sumner, & Tribe, 2008).

In independent studies, ethical questions are often raised about the research process of protecting the research subjects (Sumner, Tribe 2008). Being conscious of these issues in this research, the consent of the respondents, their identities were protected. The ethical principles in research include how effectively it maintains the right of the participants during data collection. As part of steps to protect its subjects, all respondents were required to sign a consent form, participation was purely voluntary and no participant was compelled to participate and respondents had the free will to opt-out or to otherwise at any stage of the interview. The respondents' confidentiality was assured.

Also, the consent respondents were sought through a letter of introduction provided by the Brong Ahafo Regional Coordinating Council (the highest decentralized state institution for socioeconomic delivery), and the ethics committees. Where possible, the consent of parents or guardians before interacting with where the respondents were adolescents ages were below 18 years. At the lower level, the researcher also sought clearance and permission from the administrators of all the MDAs involved in the study-specific institutions. Informed consent was obtained from all subjects during all the process of obtaining data for the study. Participation in the study was a kind of voluntary and anonymous. Anonymity and confidentiality were safeguarded by using identification numbers for names and locations.

### **3.9 Operationalization of Variables**

The variables and other attributes of the study as captured in the conceptual framework were operationalized and presented in Table 3.5. This is in line with the advice of Donald and Cooper (2017).

**Table 3.6: Operationalization of Research Variables**

Objective	Variables	Indicators	Measuring Scale	Type of Statistical Analysis	Tools of Analysis
To establish the extent to which participatory project initiation process influences the sustainability of GHARHp, Ghana.	<b>Independent</b> Participatory project initiation process	<ul style="list-style-type: none"> <li>▪ Level of participative project identification</li> <li>▪ The extent of collaborative project stakeholder mobilization extent</li> <li>▪ Degree of consultative projects feasibility studies.</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mean, Frequencies percentages,</li> <li>▪ Pearson's Correlation Linear Regression analysis</li> <li>▪ Measures of central tendencies</li> </ul>
To establish the extent to which participatory project planning process influences the sustainability of GHARHp, Ghana.	<b>Independent</b> : Participatory project planning process	<ul style="list-style-type: none"> <li>▪ The extent of consultative projects scope planning</li> <li>▪ Level of participative project resources planning</li> <li>▪ Degree of consultative project schedule planning</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Linear Regression analysis</li> <li>▪ Frequency, mean and standard deviation</li> </ul>
To establish the extent to which participatory project execution process influences sustainability of GHARHp, Ghana.	<b>Independent</b> : Participatory project implementation process	<ul style="list-style-type: none"> <li>▪ Level of collaborative project kick-off meetings</li> <li>▪ The extent of participative projects progress monitoring</li> <li>▪ Degree of consultative projects information reporting</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mean/ percentages</li> <li>▪ Pearson's Correlation Linear Regression analysis</li> </ul>
To establish the extent to which participatory project closure management process influences the sustainability of GHARHp, Ghana.	<b>Independent</b> : Participatory project closure process	<ul style="list-style-type: none"> <li>▪ The extent of collaborative project outputs evaluation;</li> <li>▪ Degree of consultative project lessons evaluation</li> <li>▪ Level of participative project commissioning</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pearson's Correlation Linear Regression analysis</li> <li>▪ Frequency, mean and standard deviation.</li> </ul>

Objective	Variables	Indicators	Measuring Scale	Type of Statistical Analysis	Tools of Analysis
To establish the extent to which combined participatory project management processes influence the sustainability of GHARHp, Ghana.	<b>Independent :</b> Participatory project management processes	<ul style="list-style-type: none"> <li>▪ The extent of participatory processes at;</li> <li>▪ Initiation stage</li> <li>▪ Planning stage</li> <li>▪ Execution stage</li> <li>▪ Closure stage</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Linear Regression analysis</li> <li>▪ Descriptive analysis</li> <li>▪ Pearson's Correlation analysis</li> </ul>
To establish how social support structures influence sustainability of GHARHp, Ghana.	<b>Moderator</b> Social support structures	<ul style="list-style-type: none"> <li>▪ Institutional accessibility capacity</li> <li>▪ Institutional capacity</li> <li>▪ Institutional collaboration or linkages</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mean/ percentages</li> <li>▪ Pearson's Correlation</li> <li>▪ Linear Regression analysis</li> </ul>
To establish the moderating influence of social support structures the relationship between combined participatory project management process and sustainability of GHARHp, Ghana.	<b>Moderator:</b> Social support structures	<ul style="list-style-type: none"> <li>▪ Institutional accessibility capacity</li> <li>▪ Institutional capacity</li> <li>▪ Institutional collaboration or linkages</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive and Inferential analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pearson's Correlation</li> <li>▪ Linear Regression analysis</li> </ul>
N/A	<b>Dependent:</b> sustainability of GHARHp, Ghana.	<ul style="list-style-type: none"> <li>▪ Geographical accessibility of ARH service</li> <li>▪ ARH Programme Utilization</li> <li>▪ Service environment</li> </ul>	Interval	<ul style="list-style-type: none"> <li>▪ Descriptive analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mean and percentages</li> </ul>

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents and interprets the results obtained from the research data, intending to understand the extent to which participatory project management processes influence the sustainability of adolescents' reproductive health programme in Ghana. The presentation covers the questionnaire return rate, the profile of the respondents, basic tests for statistical assumptions, descriptive and inferential analysis, and qualitative interpretation. The results have been presented in Tables and interpreted thereof per the themes of the study.

#### **4.2 Questionnaire Return Rate**

The analysis was based on 182 data sets received from 189 questionnaires administered. This constituted a questionnaire return rate of about 96%, which was deemed adequate for statistical generalization. Saunders, Lewis, and Thornhill, (2009) reported that above 50% questionnaire return rate is enough reasonable for statistical generalization. The survey data was supplemented by in-depth interviews with selected stakeholders such as adolescents and representatives of the state agencies.

#### **4.3 Profile of the Respondents**

Table 4.1 presents the socio-demographic characteristics of the respondents, stratified by sex, age, educational and institutional levels. The results show that about 45 percent and 56 percent of the respondents were males and females respectively. Also, about 44 percent and 54 percent of the research population were made up of national and district level caregivers and official respectively.

The analysis further indicated that a majority (35.7%) of the respondents were found between 30-39 years, while about 50.5 percent of the entire respondents were certificate holders. Although these variables were not part of the major variables of the study, building information on them serves as a vital complement for making a factual judgment regarding the underpinning variables of the study. The result gives a qualitative analysis of the views, opinions, and expressions by the respondents.

**Table 4.1: Profile of Respondents**

<b>Respondents Profile</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Female	81	44.5
Male	101	55.5
<b>Total</b>	<b>182</b>	<b>100.0</b>
<b>Institutional Designation</b>		
National officials	2	1.1
Regional officials	2	1.1
District officials	98	53.8
Caregivers	80	44.0
<b>Total</b>	<b>182</b>	<b>100.0</b>
<b>Age Cohort</b>		
10-19 yrs	22	12.1
20-29 yrs	51	28.0
30-39 yrs	65	35.7
40 yrs +	44	24.2
<b>Total</b>	<b>182</b>	<b>100.0</b>
<b>Highest Level of Qualification</b>		
Certificate	92	50.5
Diploma	21	11.5
Undergraduate	47	25.8
Postgraduate	20	11.0
PhD.	2	1.1
<b>Total</b>	<b>182</b>	<b>100.0</b>

#### **4.4 Basic Tests for Statistical Assumptions and Likert scale Type of Data Analysis**

This section presents information on how tests for Multicollinearity, normality test, reliability, and sampling adequacy were conducted. These were to determine whether the data could pass the regression assumptions.

##### **4.4.1 Normality Test**

Normality assumption is so critical for every research, hence violating it will lead the researcher into inaccurate inferential results. The assumptions of normality need to be checked to enhance the validity of the research procedure (Ghasemi & Zahediasl, 2012). Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) tests were therefore undertaken by this study to help determine the normality criteria of the research population. Normality assumes normalcy between variables under analysis and can be defined as a statistical method or a benchmark for determining the shape of the data distribution of an individual metric variable and its correspondence to the normal distribution, (Hair et al., 2019). It is very important to pay proper attention to the

normal distribution issues of the research data because it is the underlying assumption of many statistical procedures including linear regression analysis, t-tests, the correlation among others. The normality concepts are very critical in research, especially when it comes to the use of statistical techniques and parametric tests (Singh and Masuku, 2014). According to Singh and Masuku, the KS and SW test is mostly used to analyze data normality based on a null-hypothesis that states that the population under consideration is normally distributed.

**Table 4.2: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Sustainability of GHARHp	0.029	182	0.213	0.965	182	0.671
Participatory project initiation process	0.064	182	0.412	0.942	182	0.508
Participatory project planning process	0.038	182	0.098	0.932	182	0.745
Participatory project execution process	0.084	182	0.203	0.991	182	0.620
Participatory project closure process	0.058	182	0.219	0.965	182	0.805
Social support programme	0.025	182	0.198	0.931	182	0.671

*a. Lilliefors Significance Correction*

Therefore, from the analysis, if the p-value is less than the chosen alpha level (0.05), then the null hypothesis is rejected, which is an indication that the data tested are not normally distributed. However, if the p-value is greater than the chosen alpha level, then the null hypothesis that the data came from a normally distributed population cannot be rejected. For example, for an alpha level of .05, a data set with a p-value of less than 0.05 rejects the null hypothesis that the data are from a normally distributed population. Table 4.12, shows that the KS test values approach 0, while the SW test statistics (ranges between 0.931-0.991) confirmed the KS test that the population was normal, with all its values approaching 1. Moreover, all the P values of the SW were greater than the alpha level of 0.05, which satisfies that the data were normally distributed. Based on this, it was concluded that the study population was normally distributed, hence the need to proceed for further statistical analysis. The significance level (P-value) of the Shapiro-Wilk test for sustainability was 0.671, 0.508 for participatory project initiation process, 0.745 for the participatory project planning process, 0.62 for participatory project execution process, 0.805 for participatory project closure process and 0.671 for the social support programme. For normally distributed data, Gujarati and Porter, (2009) recommend that the P-value should be



greater than 0.05 at 95% confidence level. Since all the variables had a significance level of greater than 0.05 at a 95% confidence level, the study concludes that for all the variables data were normally distributed.

#### 4.4.2 Multicollinearity Test

The concept of multicollinearity refers to a situation where two or more predictor variables in a multiple regression model are highly linearly related. Greene, (2013) argues that the prediction might not be affected, but rather the interpretation of the impact in the regression model may be misleading because of the potentially confounding effects of multicollinearity.

Multicollinearity occurs when there is a strong association between two or more predictor variables in a regression model such that it may be difficult to differentiate the independent effect on each variable. Mason and Perreault (2011) indicated that, with multicollinearity effects, the coefficient estimates may change erratically in response to small changes in the model or the data. However, according to Greene, (2013), the decision to finally drop an item will depend on a second step, a situation where the variance inflation factor (VIF) is applied. A VIF greater than 10 is thought to signal harmful multicollinearity as suggested by Baum, (2006).

**Table 4.3: Coefficients**

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Participatory project initiation process	0.955	1.047
Participatory project planning process	0.963	1.038
Participatory project execution process	0.954	1.049
Participatory project closure process	0.876	1.142
Social Support Structures	0.875	1.143

The results in Table 4.3 indicates that the variance inflation factor (VIF) of the variables of the study ranges from 1.038 to 1.143 and a tolerance ranging from 0.875 to 0.963. This result shows that all the variables of the study have a VIF below 10 and a tolerance value greater than 0.1, implying that there was no Multicollinearity as proposed by Baum, (2006).

#### **4.4.3 Likert scale Type of Data**

The application of the Likert scale was based on the recommendation of Boone and Boone(2012) and the methodology of this study. A Likert scale type of questionnaires, with five-point scale, 1 = strongly disagree (SD), 2= Disagree (D), 3= Neutral (N) 4=Agree (A) and 5 = strongly agree (SA), was employed to gather relevant data. The questions were formulated following the research variables and major indicators, covering six major sections, and 15 items in each variable. The Likert scale analysis and mean scores of respondents were based on Rusnanin,(2017) weighing criteria on levels of the agreement which indicated that Strongly Disagreed ranges between 0.00-1.50, Disagreed ranges between 1.51-2.50, Neutral ranges between 2.51-3.50, Agreed ranges between 3.51-4.50 and Strongly Agreed ranges between 4.51-5.00. The ratings of the item statement the respondents were therefore strictly guided by this criterion. The data gathered was analysed using the SPSS package (version 21).

Descriptive statistics such as frequency, mean and percentage were used to present the results. In this case, the respondent's opinion was indicated by percentages and the mean scores while the variance was indicated by the standard deviations. Besides, standard statistical analysis procedure, the Pearson Correlation coefficient analysis was used to examine the relationship between predictor, responds and moderating variables. The NOVA method was used to investigate the difference and cause of variance between the predictor and response variables of the study.

#### **4.5 Measuring the Sustainability of Adolescents Reproductive Health Projects**

The main goal of this study was to explore the extent to which the Ghana adolescent's reproductive health project was sustainable. Although the sustainability of the ARH projects is seen as crucial for promoting the development of adolescent's in the region, there exist several obstacles. To understand the barriers that existed regarding geographical accessibility to ARH services, utilization of ARH services, and the support environmental factors informed the discussion. A series of questions were developed using a five-point Likert-scale questionnaires and administered to respondents for data. The respondents were required to rate short statements ranging from 1=strongly disagree (SD), 2=Disagree (D), 3=Neutral (N) 4=Agree (A) and 5=Strongly Agree (SA), the extent to which they agreed or disagreed with statements describing. Tables 4.4 depicts the results of the descriptive statistics.

**Table 4.4: Descriptive Analysis of the Sustainability Adolescents Reproductive Health Projects**

S/N	Item Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	SD	Total F (%)
<b>A) Geographical accessibility to ARH facilities</b>									
A1	Opinion on distance to seek programme by adolescents	0 (0)	45 (24.7)	79 (43.4)	38 (20.9)	20 (11)	3.181	0.931	182 (100)
A2	How is do you rate ARH coverage in your area?	2 (1.1)	10 (5.5)	59 (32.4)	73 (40.1)	38 (20.9)	3.753	0.860	182 (100)
A3	Appropriateness of road condition to facility centres.	18 (9.9)	86 (47.3)	68 (37.4)	3 (1.6)	7 (3.8)	2.275	0.632	182 (100)
A4	To what extent is accessing ARH- friendly care difficult?	0 (0)	0 (0)	25 (13.7)	67 (36.8)	90 (49.5)	4.357	0.712	182 (100)
A5	Clinician's availability and competence	11 (6.0)	2 (1.1)	67 (36.8)	42 (23.1)	60 (33.0)	3.890	0.873	182 (100)
<b>B) Utilization of ARH Services</b>									
B1	There is demand for ARH programme	0 (0)	0 (0)	41 (22.5)	94 (51.6)	47 (25.8)	4.033	0.696	182 (100)
B2	Availability to pay ARH programme	18 (9.9)	84 (46.2)	73 (40.1)	4 (2.2)	3 (1.6)	2.302	0.641	182 (100)
B3	Number of clients receiving ARH is below expectation	6 (3.3)	1 (0.5)	76 (41.8)	83 (45.6)	16 (8.8)	3.659	0.643	182 (100)
B4	Clients-caregivers trust is within standards	0 (0)	0 (0)	24 (13.2)	120 (65.9)	38 (20.9)	4.077	0.580	182 (100)
B5	Beneficiaries level of satisfaction with exiting GHARHp	5 (2.7)	0 (0)	87 (47.8)	47 (25.8)	43 (23.6)	3.731	0.820	182 (100)
<b>C) ARH Support environment</b>									
C1	Community norms support are friendly with ARH programme	2 (1.1)	51 (28.0)	117 (64.3)	9 (4.6)	3 (1.6)	2.203	0.364	182 (100)
C2	Staff receptivity with adolescents is as expected.	0 (0)	72 (39.6)	86 (47.3)	23 (12.6)	1 (0.5)	3.720	0.684	182 (100)
C3	Parents service seeking support is good	7 (3.8)	1 (0.5)	109 (59.9)	57 (31.3)	8 (4.4)	3.401	0.574	182 (100)
C4	Availability of community volunteer platforms is problematic	3 (1.6)	19 (10.4)	32 (17.5)	124 (68.1)	4 (2.2)	4.539	0.733	182 (100)
C5	There is appropriate social marketing for ARH	6 (3.3)	83 (45.6)	92 (51.0)	1 (0.5)	0 (0)	2.484	0.573	182 (100)
<b>Composite mean &amp; Std. Dev.</b>							<b>3.625</b>	<b>0.701</b>	

Based on the statistical analysis from Table 4.4, and particularly regarding geographical accessibility of ARH services by the adolescents, item A1 sought to establish the opinions of the respondents on the commuting distance to and from facility centres. It was revealed that 79(43%) of the respondents were neutral, 45(24.7%) disagreed, 38(20.9%) indicated and 20(11.0%) strongly agreed with the descriptor. The item mean score was 3.181 and standard deviation (SD) was 0.931. The results implied that on average, the majority of the respondents were neutral that commuting distance between ARH facilities and beneficiaries, which neither imply positive nor negative influence on the overall AI sustainability of GHARHp.

Item A2 sought to find out how crucial was facility coverage a factor in the ARH delivery process? As a result, 73(40.1%) agreed, 59(32.4%) indicated neutral, 38(20.9%) strongly agreed, 10(5.5%) disagreed and 2(1.1%) strongly disagree to the assertion, while the mean score 3.750 and standard deviation (SD) of 0.860. This result means that on average, the respondents agreed 'facility coverage was a crucial issue, which implies overall sustainability of the GHARHp since the item mean was higher than the composite mean of 3.625 of the variables.

Item A3 was sought to establish the extent to which favourable roads network and transport condition to facility centres impact on accessibility. As shown in Table 4.4, it was revealed that 86(47.3%) disagree, 18(9.9%) strongly disagreed, 3(1.6%) agreed, 7(3.8%) strongly agreed, while as much as 68(37.4%) indicated neutral. The item means the score was 2.753 while the standard deviation was 0.632. This pattern of responses implied that on average, the majority of respondents were neutral or uncertain on issues of roads condition to facility centres. Implying that the respondents were uncertain about what the future holds for the sustainability of GHARH programme.

Item A4 wished to establish the extent to ARH programme access is difficult. Based on this, 90(49.7%) indicated strongly agreed 67(36.8%), were in agreement, while 25 (13.7%) indicated neutral. With a mean of 4.357 and SD of 0.712. The result indicates that on average, the majority of the respondents were in agreement that accessing the ARH programme was difficult, which would imply an overall positive

influence on the sustainability of the GHARHp since the item mean was more than the composite mean.

Item A5 was to measure how clinicians' availability and competence impact on the sustainability of GHARHp. From the 182 responses, 60(33.0%) indicated strongly agreed, 42(23.1%), were in agreement 1(6.0%) indicated strongly disagreed and 2(1.1%) indicated disagreed while 57(36.8%) indicated neutral. The item means the score was 3.890 and was greater than the variable composite mean (3.625). The result shows on average, the majority of the respondents agreed that clinician's availability/competence' is an issue to look out for in the geographical accessibility of ARH programme. The results imply that the majority of the respondents agreed on the average that clinicians' availability and competence have an impact, and this would imply a significant contribution to the overall sustainability of the GHARHp services in Ghana.

Also, regarding the utilization of reproductive health services, the results obtained indicate that Item B1 was sought to establish the extent to which ARH programme was being demanded. It was found that 94 (51.6%) of the respondents were in agreement, 47(25.8) strongly agreed, while 41(22.5%) were neutral. The mean score was 4.033, while SD was 0.696. On average, this result indicates that the majority of the respondents agreed that there is adequate demand for ARH services. This would imply a positive influence on the overall sustainability of the GHARH programme in the country.

Item B2 was sought to understand the level of public ability to pay for the ARH programme. The respondents were 84(46.2%) indicated disagreed, 73(20.9%) indicated neutral, 18(9.9%) strongly disagreed and only 1(0.5%). 2.302 and 0.641 were the item mean and the standard deviation recorded respectively. The result implies that, on average, the majority of the respondents were neutral or uncertain, about popular ability to pay for ARH programme, and would imply uncertain influence on the overall sustainability of the GHARHp in the country since the item mean was smaller than the overall variable means of 3.625.

Furthermore, item B3 sought to understand issues on the number of clients seeking ARH programme. Per the views, 83(48.9%) indicated did agree, 16(8.8%) strongly

agreed, 1(0.5%) disagreed, and 76(45.6%) remained neutral. At the same time, the item means to score and the standard deviation recorded were 3.659 and 0.643, respectively. The result implies that, on average, more of the respondents agreed that the number of clients' receiving ARH programme were below expectations. This would influence that overall sustainability of GHARHp in the country.

Also, item B4 was carried to establish how the respondent's perspectives on the implication of clients-caregivers' relationships on service seeking behaviour. The results revealed that 120(65.9%), agreed, 38(20.9) strongly agreed, and 24(13.2%) reported neutral, while the mean and the deviation were 4.077 and 0.580, respectively. This result means that more of the respondents agreed on average that there is an implication of clients-caregivers' relationship on service seeking behaviour. This would influence the overall sustainability of GHARHp in the country.

On item B5, additional information was obtained on the extent of ARH programme satisfaction gained by the clients. The views gathered shows that 87(47.8%) indicated neutral, 47(25.8%) agree, 43(23.6%) strongly agreed, while 5(2.5%) strongly disagreed. The mean was 3.731 and the standard deviation was 0.820. On average, these results show that the majority of the respondents agreed that increased satisfaction by adolescents was highly important in determining both the use of ARH programme and would imply an overall influence on the sustainability of the GHARH projects.

Closely linked with the utilization factor was the quest to understand the influence of support environment dynamics of ARH service. Item C1 was sought to determine the influence of community beliefs are to ARH-seeking behaviours in the region. It was depicted that, 117(64.3%) of the respondents indicated neutral, 51(28.0%) disagreed, 2(1.1) strongly disagreed, and 9(4.6%) agreed, while 3(1.6%) strongly agreed to the item. The mean score was 2.203, while the standard deviation (SD) was 0.364. These results meant on average, the majority of the respondents disagreed that community beliefs and ARH-seeking behaviours are favourable. This finding implies a negatively overall influence on the sustainability of the GHARH programme.

Through the item C2, the study intended to establish the level of staff receptivity with adolescents' health-seeking behaviours. The outcome was 86(47.3%), neutral

72(39.6%) disagreed, 23(12.6%) agree and 1(0.5%) strongly agreed. The mean score was 3.720 and the standard deviation was 0.684. The results meant that on average a good number of the respondents agreed that staff receptivity would influence ARH sustainability.

Also, the study wanted to examine the level of parental support ARH service seeking. (item C3). It was found that 109 (59.9%) indicated neutral, 57(31.3%) agree, 8(4.4%) strongly agree, 7(3.8%) strongly disagreed and 1(0.5%) disagreed. With the mean score of 3.401 and a standard deviation (SD) of 0.574, there was an indication that on average, more of the respondents were neutral on the extent of parental support ARH service seeking was an issue of interest within the ARH service environment.

Item C4 was conducted to measure perceptions on the availability of volunteer platforms in the communities. Out of the 182 participants, 124(68.1%) agreed, 4(2.2%) strongly agreed, 32(17.6%) indicated neutral, 19(10.4%) disagreed and 3(1.6%) strongly disagree. The mean was 4.539 and the standard deviation was 0.733. The results indicated on average that more of the respondents were with a strong agreement that 'perceptions on the availability of volunteer platforms in the communities was a problem. This would imply an overall positive influence on the sustainability of the GHARH programme.

Finally, item C5 was to establish the extent of the appropriateness of social marketing for ARH, 92(51.0%) were neutral, 83(45.6%) disagree, 6(3.3%) strongly disagree, and 1(0.5%) agree. The analysis resulted in a mean score of 2.484, while the standard deviation (SD) of 0.573. The result implies that, on average, the majority of the respondents disagreed on the extent of the appropriateness of social marketing for ARH in the existing support environment.

Based on statistical analysis from Table 4.4, it was deduced that the respondents opined that the main issues to the sustainability of the GHARH projects are the accessibility, utilization and the support environmental factors. In effect, analysing the indicators it was deduced that the mean scores range between 4.54 and 2.80 and the standard deviation < 1 for all the 15 items, which confirmed that on average, the majority of the respondents had strong agreement and expectancy on the sustainable implementation of GHARH programme, which consequential impacts on the global

ARH programming. Also, the composite mean for all the responses on the sustainable implementation of GHARH projects was 3.625 and a standard deviation of 0.701. On average, all the standard deviations were <1, an implication that most of the responses were converging around the mean.

Most of the above findings were also consistent with results of the Focus Group Discussions and interview, which showed that the respondents produced varied views and opinions regarding the study's key indicators of access to ARH programme, utilization of ARH programme and support service environment, based on the overall variable of ARH implementation in Ghana.

Most of the participants universally agreed that friendly adolescent programme was critically needed by adolescents. They however, expressed misgivings sentiments about the coverage level of ARH facilities in terms of access to appropriate and utilization of health information.

Interviews with senior staff of the Brong Ahafo Regional Health Directorate and programme policy officials regarding the impact and the status of the programme revealed that the various innovative engagement intervention and strategies introduced by the GHARHp have produced mixed results, as depicted in Table 4.5b. Judging from the evidence in Table 4.5, it is obvious that the basic goal behind the implementation of GHARH intervention as an adolescent's right-based and development initiative is significantly being challenged. Several factors including lack of stakeholder and institutional coordination were assigned to the implementation failure and outcomes of the programme. In essence, it implies that both the implementation and sustainability strategies employed by GHARHp to achieve its underlying objective were not standing the test of time. It further implies that the appropriate environment for access to and utilization of ARH programme was not created by GHARHp as originally anticipated.



**Table 4.5: GHARHp Status of Implementation**

Name of intervention	Target	Actual	Current Status
Expansion of ARH physical facilities: adolescents Connors	100	24 to 54 Adolescent health corners in the region	<ul style="list-style-type: none"> <li>▪ Less than 30% functioning; Some adolescents are still not able to access ASRH needs in the region</li> <li>▪ Some cultural beliefs and practices do not allow Adolescents to freely use the services of ARH.</li> </ul>
ARH Capacity-building strategies for young people.	400,000	7,000	<ul style="list-style-type: none"> <li>▪ ARH Awareness, sensitization, and community mobilization are still low for effective decision making.</li> </ul>
Adolescents Clubs	600	54	<ul style="list-style-type: none"> <li>▪ Not active due to poor community mobilization, and weak parental support</li> </ul>
Television drama series titled You Only Live Once-YOLO	Rolling	Stalled	<ul style="list-style-type: none"> <li>▪ Stalled after the implementation</li> </ul>

When participants were further asked about their opinion on access to and utilization of adolescents’ reproductive health programme, majority of the respondents reported that ARH clinic programme is not evenly distributed in the area, leading several commuting costs by the adolescent to service points. It was as well noted that opening times were inflexible to promote confidentiality. One female participant noted:

“Because most young people are disturbed by those factors, some young person is not able to seek ARH programme as required.”

The majority of them suggested physical service provision should result in higher utilization, client satisfaction, and less transportation cost, by the young peoples, with a reduction in perceived and actual stigma. Participants were enthusiastic about the concept of a dedicated adolescent health programme and reported that adolescent programme would ‘change people’s lives regarding the issue of effective service in the clinic’. Another key Maleparticipant also stated that

“we will feel more comfort and ‘... free with our age group who are understand our common problems are part of the service providers; they share’. ‘We will not feel shy’”. Implying that, using youngerstaff as service agents will help address the challenges of adolescents.

The participants were most vocal about the use of contraceptives andrelated family planning health education, and issues of confidentiality. They agitated against a ‘one-size-fits-all’ service deliveryapproach and suggested that female should have access to privaterooms.Majority of the adolescents recognized the need for accurate information to enable them to make appropriate health decisions. This is a comment from a female participant and a midwife;

‘... it is better to get information from experienced adults or young health staff’ (an adolescent suggested). “Sexually transmitted infections especially white (candidiasis) is very common among the females in this area (Midwife)

The participants reported that most of the information given to adolescents who visit traditional facilities were not adolescent targeted. The respondents believed that clinical staff do not present adequate information and innovative options. They, therefore, expected healthcare staff to up to their game, towards providing reliable, tailored and relevant information. Additionally, the respondents also wished that sexual and reproductive health programme should be provided as part of pre and postnatal care.

On the contrary, it was felt that staff could encourage healthy behaviour if they were open to young people and listening to them. FGDs members noted that it was important for information to be appropriate for their age and tailored to their needs.

“As for me, I would feel much better to go to the youth clinic where service is cheap but good and confidential, where I will be able to even get tested for HIV than going to the adult clinic ... I also think that it will be something right to have a youth clinic because you will be comfortable to speak with the people.’ (Female, 16-17) ‘Our clinics need to have service with much satisfaction and be able to offer us with appropriate treatment with respect and care.’” This implies that the prevailing ARH services condition is not appropriate.

Regarding the supportive social environment, the adolescents expressed negative sentiments about the routine care for young people, particularly at the government health facilities. It was noted with optimism that reporting and opening times at clinic was inflexible, that staff attitudes were unpleasant, stigmatizing and often rude, and that staff did not respect confidentiality. A participant from the regional health directorate emphatically noted that:

“Some cultural beliefs and practices do not allow adolescents to freely use the ARH at adolescent health corners in their communities. And because most young people are disturbed already, n are not able to go to the public clinic because nurses there are very rude.” “In some communities it is believe that allowing adolescent access to condoms will encourage sexual practice among them. (IDI, Opinion Leader).

When asked about perceived obstacles to the sustainability of the GHARHp and what should be done to overcome those obstacles, the majority of the participants were quick to disclose that the programme implementers did not create sufficient room for sustainability, hence majority of the gains have started vanishing. According to a key respondent at the regional health directorate,

“Lack of secured funding source for adolescent programmes and ASRH programme are among the key reasons why our outreach programmes and activities are begging to dry out. Funds become the biggest challenge after the GHARHp implementers (Palladium group-UKAID), left the region”.

It was then evidenced by the findings from the statistical analysis and qualitative interview responses that access to, utilization, and sociocultural barriers have important impacts on the sustainability of the ARH programme. Both analyses identified various issues on the variability of GHARHp and thereby proves the need for sustainable action.

#### **4.6 Participatory Projects Initiation Process and Sustainability of Adolescents Reproductive Health Projects**

The objective one of the studies was to establish the extent to which participatory project initiation process influences the sustainability of GHARH projects. Participatory project initiation process was measured in terms of participative project identification, collaborative project stakeholder mobilization and consultative project feasibility studies.

To understand the barriers appropriate data was collected through a series of questions developed using a five-point Likert-scale questionnaires and administered to respondents. The respondents were required to indicate the extent of their agreement on 15 item statements concerning participatory project initiation process. The items were designed based on a 5-point Likert scale ranging from 1= strongly disagree (SD), 2=Disagree (D), 3=Neutral (N) 4=Agree (A) and 5=Strongly Agree (SA). Tables 4.6 presents the results obtained from the respondents.

**Table 4.6: Participatory project initiation process and sustainability of Adolescents Reproductive Health Projects**

S/N	Item Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Dev.	Total F (%)
<b>A) The extent of participative projects identification</b>									
A1	Were you adequately briefed on the goal of GHARHp at its initiation	92 (50.5)	76 (41.8)	3 (1.6)	6 (3.3)	5 (2.7)	1.440	0.498	182 (100)
A2	Your views were incorporated into the projects goal setting.	47 (25.8)	126 (69.2)	4 (2.2)	2 (1.1)	3 (1.6)	1.725	0.448	182 (100)
A3	That you could not take part in detail needs assessment of GHARHp	0 (0.0)	40 (22.0)	48 (26.4)	94 (51.6)	0 (0.0)	3.297	0.807	182 (100)
A4	Were you enthusiastic about the project purpose and objectives	60 (33.0)	1 (0.5)	10 (5.5)	80 (44.0)	31 (17.0)	3.115	1.564	182 (100)
A5	But I could not influence the approval of the programme for before take-off.	2 (1.1)	4 (2.2)	24 (13.2)	138 (75.8)	14 (7.7)	3.879	0.573	182 (100)
<b>A) Degree of collaborative project stakeholder mobilization</b>									
B1	My roles as a stakeholder were defined during the project initiation meetings.	6 (3.3)	45 (24.7)	127 (69.8)	1 (0.5)	3 (1.6)	2.769	0.435	182 (100)
B2	I am not sure whether we were effectively mobilized through standard criteria	1 (0.5)	3 (1.6)	101 (55.5)	73 (40.1)	4 (2.2)	3.407	0.493	182 (100)
B3	That your participate in project steering communities was not as expected	0 (0.0)	20 (11.0)	58 (31.9)	93 (51.1)	11 (6.0)	3.522	0.770	182 (100)
B4	Extra project knowledge empowermentat beginning wasn't. was lacking	3 (1.6)	0 (0.0)	114 (62.6)	63 (34.6)	2 (1.1)	3.346	0.477	182 (100)
B5	That you had enough forums to shared innovative ideas as a team	7 (3.8)	116 (63.7)	56 (30.8)	2 (1.1)	1 (0.5)	2.319	0.467	182 (100)
<b>B) Level of consultative projects feasibility studies</b>									
C1	I could not take part in the project's viability assessment with stakeholders	2 (1.1)	11 (6.0)	42 (23.1)	125 (68.7)	2 (1.1)	3.604	0.637	182 (100)
C2	I am aware of stakeholder forums to discuss GHARHp viability studies	78 (42.9)	64 (35.2)	0 (0.0)	36 (19.8)	4 (2.2)	2.033	1.193	182 (100)
C3	Feasibility studies procedures were not made available.	3 (1.6)	9 (4.9)	41 (22.5)	123 (67.6)	6 (3.3)	3.643	0.603	182 (100)
C4	I can't tell the extent of incorporation of views in the impact assessments.	30 (16.5)	26 (14.3)	0 (0.0)	86 (47.3)	40 (22.0)	3.440	1.404	182 (100)
C5	I can confirm that I knew about GHARHp initiative viable before its implementation.	103 (56.6)	44 (24.2)	0 (0.0)	33 (18.1)	2 (1.1)	1.830	1.170	182 (100)
<b>Composite mean &amp; Std.Dev.</b>							<b>2.891</b>	<b>0.769</b>	

In seeking to understand the influence of participatory projects initiation process on the sustainability the statistical analysis from Table 4.6, Item A1 sought to know whether the project gate-keepers or stakeholders had received an adequate briefing on the goal of GHARHp during the initiation process. It was revealed that 92(50.5%) indicated strongly disagreed, 76(41.8%) indicated disagreed, 3(1.6%) indicated neutral, 6(3.3) indicated agree and 5(2.5%) strongly agreed. The item mean was 1.440 and the standard deviation (SD) was 0.498. This result indicates that, on average, the majority of the respondents have strongly disagreed that the project stakeholders had an adequate briefing on the goal of GHARH programme at its initiation. This finding could have a negative effect on the sustainability of GHARHp in the country.

The second-item A2-sought to establish the extent to which the project's stakeholder views were incorporated into the setting of the project goal and objectives. It was found that 126(69.2%) disagreed, 47(25.8%) strongly disagreed, 4(2.2%) indicated neutral, 3(1.6%) strongly agreed and 2(1.1%) agreed. 1.725 and 0.448 were the mean score and the standard deviation respectively. This result means that the majority of the respondents have averagely disagreed that their views were incorporated into the project's goal-setting, as supposed by participative projects identification, and the GHARH programme initiation process at large, hence may bring about a negative consequence on the sustainability of the project.

Item A3 was sought to establish the extent to which expected projects stakeholders took part in the detail needs assessment of GHARH projects. The responses were, 94(51.6%) agreed, 40(22.0%) disagreed, while 48(26.4%) indicated neutral. The mean score was 3.297, while the standard deviation was 0.807. Averagely, these results indicated that the majority of the respondents were neutral on their expected involvement in the detail needs assessment of the programme as required by participative project purpose assessment. This result may have dire consequence on the sustainability of the GHARHp in the country.

Item A4 was further sought to determine the degree of stakeholder's enthusiasm about the aims and purpose of the project. The responses were that, 80 (44.0%) of the respondents agreed, 31 (15.7%) strongly agreed, 10 (5.5%) were neutral, while 1 (0.5%) disagreed and 60 (33.0%) strongly disagreed. The mean score was 3.115 while

the standard deviation was 1.564. This result indicates averagely that the majority of the respondents were neutral on the stakeholder's enthusiasm about the project's aims or purpose. The neutrality of the respondents may promote negative consequence on the sustainability of GHARHp.

Also item A5 intended to demonstrate the extent to which the project's stakeholders had influenced the approval of the programme before its full implementation. As a result, 138(75.8%) agreed, 14(7.7%) strongly agreed, while 24(13.2%) indicated neutral, 4(2.2%) disagreed and 2(1.1%) strongly disagreed. The mean was 3.879 and the standard deviation was 0.573. The result then meant that the majority of the respondents averagely agreed that the stakeholders could not have an opportunity to influence the approval of programmes.

On the factors of collaborative project stakeholder mobilization for sustainable implementation of GHARHp, Item B1 first sought to establish the extent to which project stakeholders' roles were defined by project implementers at the initiation; particularly as a criterion for mobilizing the relevant GHARHp actors. On this, 127(69.8%) of the respondents were neutral, 1 (0.5%) agreed, 3(1.6%) strongly agreed, while 45 (24.7%) disagreed and 6(3.3%) strongly disagreed. The mean score was 2.769 while the standard deviation was 0.435. This result implies, on average, the majority of the respondents were neutral that the stakeholder roles definition was part of the criteria by project implementers during the stakeholder mobilization at the initiation stages of the GHARH projects.

Information was further sought from the respondents through item B2, to establish project stakeholders' level of knowledge in their mobilization process. Based on this, 4 (2.2 %) of the respondents strongly agreed, 73 (40.1%) agreed, 101 (55.5%) were neutral, while 3(1.6%) disagreed and 1(0.5%) strongly disagreed. The mean score was 3.407 while the standard deviation was 0.493. This result averagely shows that majority of the respondents were neutral as to the mode of their mobilization at the GHARHp initiation process.

Also, item B3 intended to clarify how far the project's stakeholders participated in project steering communities. Out of the responses, 11 (6.0%) strongly agreed, 93 (51.1%) agreed, 58 (31.9%) indicated neutral, while 20 (11.0%) disagreed and

0(0.0%) strongly disagreed. The mean score was 3.522 while the standard deviation was 0.770. This result indicates that the majority of the respondents averagely were neutral that stakeholders participated in project steering communities as part of the initiation process.

It was also necessary to obtain extra information from item B4, on whether the stakeholders felt adequately empowered by more knowledge at the initiation phase of the programme. Based on this, 2(1.1%) of the respondents strongly agreed, 63(34.6%) agreed. 114(62.6%) were neutral, while 3(1.6%) strongly disagreed. The mean score was 3.346 while the standard deviation was 0.477. This result averagely indicated that the majority of the respondents moderately agreed that they were empowered at the initiation phase of GHARH programme. Moreover, on item B5, sought the opinions of the respondents to decide on whether the stakeholder had enough forums to share innovative team ideas during the initiation phase of the programme. It was proven that 116(63.7%) disagreed, 7(3.8%) strongly disagreed, 1(0.5%) of the respondents strongly agreed, 2(1.1%) agreed. 56(30.8%) were neutral. The mean score was 2.319 and the standard deviation was 0.467. The result indicates that the majority of the respondents disagreed to them sharing such innovative ideas as a team during the stakeholders' mobilization and initiation process for that matter.

Also, on the question of consultative projects feasibility studies of GHARHp, Item C1 was first sought to understand how stakeholders were involved in projects viability assessment forums of GHARHp. It was found that 125(68.7%) of the respondents agreed, 2(1.1%) strongly indicated agreed 42(23.1%) were neutral, while 11(6.0%) disagreed, and 2(1.1%) strongly disagreed. The mean score was 3.604 and the standard deviation was 0.637. On average, this result indicates that majority of the respondent agreed that they were not involved in projects viability stakeholder assessment forums of the GHARHp initiation process. This result would imply a negatively overall influence on the sustainability of GHARHp in the country.

Item C2 was interested in finding out whether the respondents had a series of stakeholder forums to assess GHARHp viability studies. Based on this, 78 (2.2%) of the respondents strongly disagreed, 64(35.2%) disagreed, 36(19.8%) agreed, while 4(9.6%) strongly agreed. The mean score was 2.033 while the standard deviation was

1.93. This result indicates that the majority of the respondents disagreed on any knowledge of a series of stakeholder forums for assessing GHARHp viability studies, as part of its initiation process. This result may imply a negatively overall influence on the sustainability of GHARHp in the country.

The respondents were then asked at item C3 to indicate whether all stakeholders were briefed on the feasibility studies procedures for decision making. Based on this, 6(3.3%) of the respondents strongly agreed, 123(67.6%) agreed, 41(22.5%) were neutral, while 9(4.9%) disagreed and 3(1.6%) strongly disagreed. The mean score was 3.643 while the standard deviation was 0.603. This result shows that the majority of the respondents agreed that all stakeholders were not briefed on the feasibility studies standard procedures for effective project decision making, as part of the initiation process.

Item C4 was sought to help establish whether stakeholders 'views were incorporated in the GHARHp impact assessments. The responses on this item indicated that. 86(47.3%) of the respondents agreed, 40(22.0) strongly agreed, while 26(14.3%) disagreed and 30(16.5%) strongly disagreed. The mean score was 3.440 while the standard deviation was 1.404. This result indicates that the majority of the respondents agreed their stakeholders' views were not incorporated in impact assessments, thereby possibly reducing the chance of stakeholders influencing the viability of the programme at the initiation point.

Finally, item C5 was sought on the initiation process to establish whether the stakeholders had any knowledge on the viability of projects. It was indicated that 103(56.6%) of the respondents strongly disagreed. 44 (24.2%) disagreed, while 33(18.1%) agreed and 2 (1.1) strongly agreed. The mean score was 1.830 while the standard deviation was 1.170. This result indicated that the majority of the respondents strongly disagreed that all stakeholders could confirm the viable project before its implementation, hence the results would imply a negatively overall influence on the sustainability of GHARHp in the country. With a sub-composite mean of 2.91 and a standard deviation of 1.001, for the responses was an indication that majority of the respondents were averagely neutral that the consultative projects feasibility aspects of the participatory project initiation process would influence the



overall sustainability ARH programme in Ghana. However, the overall result in Table 4.6 shows that the average means scores of all responses range between 1.44 and 4.879 and the standard deviation  $<1$  for most of the items, except for A4 (1.564), C2 (1.193), C4 (1.404) and C5 (1.170) respectively. Cumulatively, the results imply that almost all the response on the item components of the sub-variables were converging. These results could be interpreted to mean that the participatory project initiation process influences the sustainability of GHARHp.

Based on statistical analysis from Table 4.6, it was deduced that the stakeholders' participation in the project initiation process particularly through collaborative project stakeholder mobilization, consultative projects feasibility studies and finally in participative projects identification. On average, all the standard deviations were  $<1$ , except the consultative project's feasibility studies. This is an implication that most of the responses were converging around the mean, except consultative projects feasibility studies, which was rather diverging.

It implies that the majority of the respondents agreed that these sub-variables have varying degrees of influence on the overall sustainability of ARH programs in Ghana. The composite means for all the responses on the main variable; participatory project initiation process was, 2.891 and a standard deviation of 0.769. This was an indication that on average all the standard deviations were  $<1$ , an indication of convergence in the response around the mean. However, a number of them were  $>1$ , an indication of divergence from the mean. Although participatory project initiation process is seen as critical for successful project management, there exist a variety of obstacles.

Qualitative information obtained through various face-to-face in-depth interview meetings, opened-ended questions and observation further revealed the need for a participatory project initiation process. At all levels of the discussions, participants were unanimous that their engagement will empower them to a better understanding of the project chatter or background and hence enable effective collective decision making on key issues of concern.

In the first place, it was observed that most stakeholders are passionate about the success of the GHARH projects. Community leaders were not happy about the poor state of the programme so far. But most stakeholders lack the necessary knowledge about the true development effects of stakeholders' integration of even though some were often curious about the matter of development. When asked to kindly describe how they participated or would have in the initiation process of the programme; the majority of the respondents mentioned that they mainly received some briefing at a town hall meeting about the need to undertake GHARHp. The participants, however, indicated that they would wish to be engaged at all matters of the initiation of the project including the project needs assessment feasibility studies, stakeholder mobilization among others. On this issue a participant said:

“The project implementers have not done much in terms of integrating our development concerns into the overall objective of GHARHp at its commencement. Because of this, I do not think our views or opinions were so important at the initiation point of GHARHp.”

On issues relating to the extent of stakeholder engagement and participation in GHARHp initiation. The participants were asked to specifically show how their views were captured and their mode of engagement in major decisions into the project in their respective districts. Thus, the extent of their engagement at the early stages of the GHARHp conceptualization; goals/objectives settings, needs assessment, projects stakeholder identification and mobilization, and projects feasibility studies.

Respondents mentioned that

“I cannot remember or have heard of anything thing like needs assessment for that programme. We were in this community when the government officers came with their cars to tell us that our children are getting pregnant, HIV/AIDs and there was the need to protect them.”

At another event, a participant commented that;

“The major way the project engages with our community and citizens is was to arrange workshops where representatives from the community were briefed on the GHARHp' initiatives’.

When further asked to describe how their participation in the initiation process will influence the sustainability of the programmes. There was unanimity of responses. All participants were kicked to response;

Yes with the reason that participatory will boost their interest, knowledge, perception, and trust in the project's goals and objectives''.

During the interviewssome participants further mentioned that;

“For effective community ownership and participation in health development, it is essential to create an enabling framework for everyone in the community level to participate, as this will build community capacity, reorient the social health service delivery system to improve community access and utilization”

Most of the participants agreed that their municipal authorities and GHARHp implementers should have platforms to engage their communities and citizens in decisions that affect development. These opinions have given deeper meaning to the quantitative issues raise in the earlier section. The results indicated that project participatory project initiation could significantly influence GHARHp sustainability. Participatory project ignition largely plays a big role in determining the extent to which project beneficiaries and other relevant stakeholders will usually have a say in development matters that concerns them.

#### 4.6.1Correlation Analysis

Further,aPearsoncorrelationanalysis was conducted to establish an understanding ofthe nature of the relationshipbetween the participatory project initiation process and the sustainable implementation of GHARHp. The test results are reported in Table 4.7.

**Table 4.7: Correlation results for participatory project initiation process, andSustainability of ARH Programme**

		Participatory Project Initiation Process
Sustainability of GHARHp	Pearson Correlation Sig. (2-tailed)	0.822** 0.007
N		<b>182</b>

\* $p < 0.05$  significant (2-tailed)

The results in Table 4.7 the relationship between participatory project initiation process and the sustainability of the GHARHp was found to be strong and positive ( $r=0.822$   $p=0.007<0.05$ ). This result implies that increases or decreases in participatory project initiation process will significantly relate to a corresponding increase or decrease in the sustainability of the GHARHp. Therefore, be concluded that effectively engaging stakeholders at the project initiation will importantly improve the sustainability of GHARH projects.

#### 4.6.2 Simple Regression Analysis

Since association does not necessarily mean causality, the study also conducted a regression analysis to determine the amount of variance in the sustainability of ARH project that was accounted for by the participatory project initiation process.

##### Hypothesis 1

For objective one, it was hypothesized that:

**H<sub>01</sub>:** Participatory project initiation process does not significantly have a relationship with the sustainability of GHARHp, was the hypothesis intended to be tested by the study.

##### Regression Model

The mathematical model derived for testing the hypothesis is as follows: the sustainability of GHARH project = f (Participatory project initiation process)

$$Y = f(X_1, E); Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y is the Sustainability of GHARHp;

X<sub>1</sub> is Participatory project initiation process;

$\beta_0$  = Constant term;  $\beta_1$  = Beta coefficients;

$\varepsilon$  = Error term. Tables 4.8 shows the regression analysis and the process is as follows.

**Table 4.8: Simple regression results of the participatory project initiation process**

##### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.822	0.676	0.674	0.771

##### ANOVA Results

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	223.167	1	223.167	375.130	0.000
Residual	107.083	180	0.595		
<b>Total</b>	<b>330.25</b>	<b>181</b>			

### Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	0.811	0.187		4.337	0.000
Participatory Project Initiation Process	0.874	0.288	0.822	2.339	0.020

\* $p < 0.05$  significant (2-tailed)

The results in Table 4.8 shows that  $r=0.822$ , indicating that participatory project initiation process has a strong and positive relationship with the sustainability of GHARHp in Ghana.  $R^2= 0.676$  indicates that 67.6% of the variation in the sustainability of GHARHp is explained by participatory project initiation process, since  $R^2$  is coefficient of determination. It further implies that 32.4% of the changes in the sustainability of GHARHp cannot be attributed to participatory project initiation process, but other factors.

It further shows that the overall F statistics,  $(F=1,180) = 375.130$ ,  $p < 0.000 < 0.05$ , implies that there was very significant relationship between participatory project initiation process and sustainability of GHARHp. Based on this, the null hypothesis was therefore rejected and it was concluded that participatory project initiation process significantly influences the sustainability of GHARHp in the study region and Ghana at large.

Therefore, using the statistical findings from Table 4.8, the regression model  $Y = \beta_0 + \beta_1 X_1 + \epsilon$  can be substituted as follows;  $Y = 0.811 + 0.822 X_1$ .

This results significantly implies that project implementers and learning institutions across Ghana and around the world. It implies that project sustainability can be sought through the participatory project initiation process, hence institutions offering project management should be mindful of the effects of participatory project initiation process to address challenges of sustainable development.

### 4.6.3 Discussion of Key Findings

Largely, this study found a strong and significant association between participative projects identification assessment and sustainable implementation of adolescent's

reproductive health intervention. The results show that participatory project initiation where stakeholders are effectively consulted in project feasibility studies, goals setting and assessment, stakeholder mobilization have good effects on the sustainability of the project. The project initiation process ought to incorporate the interest of those for whom the project is being proposed. Implying that process of incorporating public interest or for whom the project is proposed is referred to as a participatory project initiation process. The project's purpose and its feasibility studies should be carried out with adequate inputs from project stakeholders.

These findings are consistent with Lienert, (2018), Barasa and Jelagat, (2013), Mulwa, (2008), PMI, (2008). Paprika et al., 2008 & Cooper, 2007), who generally considered community participation in the formulation of the project as the importance of measurement of the stakeholder performance, and improves the sustainability of community-based projects. These arguments are primarily supported by this current study which contends that for the sake of programmes sustainability effective participation of the project stakeholders should be significant to project management professionals. The findings are equally collaborated by those of Regional Partnership for Resource Development (2009) who maintained that as much as possible if project stakeholders help to identify and prioritize the causes and effects of the problems project success could easily be achieved. In furtherance to an agreement with these findings, Mwangi, (2005) revealed that about 65% of the study's participants confirmed that projects that commence with proper identification of computing needs can easily lead project success. Feasibility studies have the potential to uncover various facets of program implementation and predict sustainability (Perry and Weatherby, 2011). Implying that, the outcome of the project feasibility study is a confirmed solution for implementation. It, therefore, seeks to suggest that, the success of adolescent reproductive health programmes could be determined from effective stakeholder involvement at the need identification, objectives or purpose assessment during their initiation phases.

However, the findings of this study tend to contradict the finding by Ardichvili, (2012) who reported that stakeholder engagement is often anchored on the notion that 'only those groups who can affect or are affected by the achievements of an organization's

purpose' should be allowed to engage on the development projects at all levels of the implementation of the project. However, during the project initiation process rather than deciding whether the stakeholders want to engage with and not merely spectators in all project decisions that have to be taken about the purpose of engagement and the modalities and they need to be engaged. Further Lock, (2007), saw the early involvement of project stakeholders in the project's formulation or initiation as posing some disadvantages and bureaucratically costly and could serve the interests of dominant stakeholders than the larger majority. Hence the concept of participatory project management philosophy is evolving with critical challenges across the globe. Further, as established by this study, most of the previous related studies rather established or sought to demonstrate the omnibus elements of participatory project management, which did not show in specific roles and responsibilities the project's stakeholder's during projects initiation. This implies that the findings on this study on the individual effects of the sub-variables of collaborative project stakeholder mobilization, consultative projects feasibility studies and participative projects identification as part of the participatory project initiation process are very important discoveries that will help address some important shortfalls of participatory project management.

#### **4.7 Participatory project planning process and sustainability of Adolescent's Reproductive Health project.**

Objective two of the study was to establish how the participatory project planning process influences the sustainability of GHARHp. The participatory project planning process was measured based on consultative project scope planning, participative project resources planning, and consultative project activity scheduling.

To understand the barriers appropriate data was collected through a series of questions developed using a five-point Likert- scale questionnaires and administered to respondents. The respondents were required to indicate the extent of their agreement on 15 item statements concerning participatory project initiation process. The items were designed based on a 5-points Likert scale ranging from 1= strongly disagree (SD), 2=Disagree (D), 3=Neutral (N) 4=Agree (A) and 5=Strongly Agree (SA). Tables 4.9 presents the results obtained from the respondents.

**Table 4.9: Participatory project planning process and sustainability of Adolescents Reproductive Health Projects**

S/N	Item Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	S D	Total F (%)
<b>A) The extent of consultative projects scope planning</b>									
A1	I took part in stakeholder meetings to develop project workable schemes.	0 (0.0)	27 (14.8)	22 (12.1)	87 (47.8)	46 (25.3)	3.835	0.972	182 (100)
A2	The planning process incorporated my views into the workflows	102 (56.0)	11 (6.0)	18 (9.9)	7 (3.8)	44 (24.2)	2.341	1.7	182 (100)
A3	Majority of us participated but could not influence the process.	3 (1.6)	25 (13.7)	10 (5.5)	65 (35.7)	79 (43.4)	4.055	1.091	182 (100)
A4	The projects activities were not accepted for implementation by all of us	0 (0.0)	0 (0.0)	0 (0.0)	167 (91.8)	15 (8.2)	4.082	0.276	182 (100)
A5	I make inputs into Gh-ARHP communication and M&E plans	2 (1.1)	111 (61.0)	23 (12.6)	41 (22.5)	5 (2.7)	2.615	0.831	182 (100)
<b>The level of participative project resources planning</b>									
B1	Project resource plan meetings were opened all of us.	1 (0.5)	6 (3.3)	39 (21.4)	112 (61.5)	24 (13.2)	3.841	0.691	182 (100)
B2	Project land acquisition was not planned by all of us.	0 (0.0)	8 (4.4)	31 (17.0)	35 (19.2)	108 (59.3)	4.335	0.912	182 (100)
B3	We all agreed to project's estimated cost	7 (3.9)	139 (76.4)	20 (11.0)	16 (8.8)	0 (0.0)	2.247	0.664	182 (100)
B4	My participation in project resource planning was not up to my expectation	5 (2.7)	36 (19.8)	24 (13.2)	86 (47.3)	31 (17.0)	3.588	1.019	182 (100)
B5	We solicited for the use of community-level resources in the project.	4 (2.2)	117 (64.3)	57 (31.3)	3 (1.6)	1 (0.5)	2.324	0.469	182 (100)
<b>C The degree of consultative project activity schedule planning</b>									
C1	I was deeply involved in the planning activities deadlines.	0 (0.0)	0 (0.0)	0 (0.0)	123 (67.6)	59 (32.4)	4.324	0.469	182 (100)
C2	Terminal projects evaluation periods were determined by stakeholders' consensus.	2 1.1	5 (2.7)	11 (6.0)	86 (47.3)	78 (42.9)	4.291	0.749	182 (100)
C3	We were all educated on project deliverables critical path	3 (1.6)	94 (51.6)	78 (42.9)	6 (3.3)	1 (0.5)	2.495	0.564	182 (100)
C4	I was part of sequencing the overall projects deliverable schedules	59 (32.4)	45 (24.7)	12 (6.6)	59 (32.4)	7 (3.8)	2.506	1.337	182 (100)
C5	I have no idea on when the progress monitoring timetable was prepared.	6 (3.3)	0 (0.0)	6 (3.3)	146 (80.2)	24 (13.2)	4.066	0.441	182 (100)
<b>Composite mean &amp; Std. Dev.</b>							<b>.396</b>	<b>0.812</b>	



Based on statistical analysis from Table 4.9, indicates that Item A1 was first the participatory project planning process to establish the adequacy of stakeholder meetings to develop the project workable scheme. On this, 87 (47.8%) of the respondents agreed, 46 (25.3%) strongly agreed, 22 (12.1%) were neutral, while 27 (14.8%) disagreed and 0(0.0%) strongly disagreed. This resulted in an item mean score of 3.835 while the standard deviation was 0.972. On average, the result statistically indicates that the majority of the respondents agreed that they have adequately participated in stakeholders' consultative project scope planning meetings and the participatory planning process by extension.

Item A2 was to find out whether from the respondent the extent to which their views were incorporated into and workflows. In this regard, 102 (56.0%) of the respondents strongly disagreed, 11 (6.0%) disagreed, 18(9.9%) were neutral, while 7 (3.8%) agreed and 44 (24.2%) strongly agreed. The item means the score was 2.341 while the standard deviation was 1.705. This result on average indicates that the majority of the respondents disagreed that stakeholder views were incorporated into the planning process and workflows, hence could negatively influence the participatory planning process on the sustainability of GHARHp.

Item A3 intended to know the position of the respondents on participated and level of influence on the planning process. Out of the total respondents, 79 (43.4%) strongly agreed, 65(35.7%) agreed. 10 (5.5%) were neutral, while 25 (13.7%) disagreed and 3 (1.6%) strongly disagreed. The mean score was 4.055 while the standard deviation was 0.276. Averagely, this result indicates that the majority of the respondents agreed that the majority of stakeholders participated but could not influence the process and could not influence this component of the participatory planning process by extension.

Also, Item A4 sought to establish the extent to which the project's activities were not accepted by all the projects stakeholders for implementation. Based on this, 15 (8.2%) of the respondents strongly agreed, and 167 (91.8%) agreed. The mean score was 4.082 while the standard deviation was 1.337. This result averagely indicates that the majority of the respondents agreed, with diverging views that; 'The project's activities were not accepted by all stakeholders for implementation, implying that the planning process would have been negatively affected.

Item A5 sought to determine how far the respondents or the stakeholders had made inputs into projects communication and M&E plans. 2(1.1%) of the respondents strongly disagreed, 111 (61.0%) disagreed, 23(12.6%) were neutral, while 41(22.5%) agreed and 5 (2.7%) strongly disagreed. The mean score was 2.615 while the standard deviation was 0.831. On average, these results indicate that the majority of the respondents were neutral or uncertain, with diverging opinions that stakeholders had made inputs to projects scope planning. This result, therefore, implies that GHARHp stakeholders effectively part of this aspect of the planning process.

Closely linked to collaborative planning was participative project resources planning where Item B1 first sought to establish whether the respondents had equal opportunity to participate in the project resource plan meetings. Based on this, 24(13.2%) of the respondents strongly agreed, 112 (61.5%) agreed, 39 (21.4%) were neutral, while 6 (3.3%) disagreed and 1 (0.5%) strongly disagreed. The mean score was 3.841 while the standard deviation was 0.691. This result indicates that majority of the respondents agreed that they had equal opportunity to the project resource plan meetings and by implication were involved in the participatory planning process of GHARHp for its sustainability.

Item B2 was to find out the extent to which the project land acquisition was planned by all the respondent's stakeholders. Out of this, 108(59.3%) strongly agreed, 35(19.2%) agreed, 31(17.0%) were neutral, while 8(4.4%) disagreed and 0(0.0%) strongly disagreed. The mean score was 4.335, while the standard deviation was 0.912. On average, these results indicate that the majority of the respondents somewhat agreed with diverging opinions that 'project land acquisition was not planned by all stakeholders', as part of the participatory project resources planning process of GHARHp.

Item B3 sought to know whether all stakeholders agreed to the project's cost estimates or the financial plan. Out of the 182 participants, 16(8.8%) agreed, 20(11.0%) were neutral, while 139(76.4%) disagreed and 7(3.9%) strongly disagreed. The mean score was 2.247 while the standard deviation was 0.664. Averagely, the result indicates that the majority of the respondents disagreed that all stakeholders agreed to the project's cost estimates or financial plan as part of the participatory

planning process of GHARHp. Item B4 was to find out the extent of respondents' participation in project resource planning was not up to expectation. As a result, 31(17.0%) of the respondents strongly agreed, 86 (47.3%) agreed, 24(13.2%) were neutral, while 36(19.8%) disagreed and 5(2.7%) strongly disagreed. The mean score was 3.588 while the standard deviation was 1.019. By these result, it was deduced that the majority of the respondents averagely agreed that their participation in project resource planning was not up to expectation.

In item B5, the respondents were further asked to establish the extent to which GHARHp solicited the use of community-level resources during the implementation. From the total participants of the 182, 4(2.2%) strongly disagreed 117(64.3%) disagreed. 57(31.3%) were neutral, while 3(1.6%) agreed and 1(0.5%) strongly agreed. The mean score was 2.324, while the standard deviation was 0.469. Averagely, this result, implied that the majority of the respondents disagreed that the programme solicited the utilisation of local resources from the community during the planning processes. The result was an indication that the majority of the respondents were averagely neutral that the participative projects resource planning aspects of the participatory project planning process would influence the overall sustainability ARH programme in Ghana.

And another significant indicator in the participatory planning process was consultative project activity scheduling, where participants were rate statements from C1-C5. First of all, Item C1 sought to establish the extent of GHARHp stakeholders involved in the planning process of activities deadline. The responses were; 123(67.6%) respondents agreed and 59(32.4%) indicated strongly agreed, while the mean score was 4.324, and the standard deviation was 0.469. This result indicates that the majority of the respondents agreed that 'stakeholders were involved in planning activities of the various deadlines, as part of the project planning process.

Item C2 was carried to find out whether terminal projects evaluation periods were determined with inputs by all the respondents, otherwise known as the stakeholders; 2(1.1%) of the respondents strongly disagreed, 5(2.7%) disagreed. 11(6.0%) were neutral, while 86(47.3%) agreed and 78(42.9%) strongly agreed. The mean score was 4.291, and the standard deviation was 0.749. This results averagely shows that

the majority of the respondents agreed that terminal projects evaluation periods was by stakeholders' consensus and therefore, their involvement in this part of the planning process could have been measured. Also, item C3 was to determine the extent to which all project stakeholders had educated on deliverables critical path of the project. As a result, 1(0.5%) strongly agreed, 6 (3.3%) agreed, and 78(42.9%) were neutral, while 94 (51.6%) disagreed and 3 (1.6%) strongly disagreed. The mean score was 2.495 while the standard deviation was 0.564. This result indicates that the majority of the respondents disagreed that; all the project stakeholders have educated on deliverables critical path of the GHARH during its planning phase.

Item C4 sought to know the project stakeholders had any consensus on sequencing the overall projects deliverable schedules. Table 4.9 shows that 7(3.8%) of the respondents strongly agreed, 59(32.4%) agreed, 12(6.6%) were neutral, while 45(24.7%) disagreed and 59(32.4%) strongly disagreed. The mean score was 2.506, while the standard deviation was 1.337. This result indicates that the majority of the respondents disagreed on any consensus on the overall sequencing of the deliverables of the project. Imply that the involvement of the respondents was not enough on all aspects of the project planning processes.

Finally, in Table 4.9 item C5, was to establish how the respondents were engaged for the preparation of the progress monitoring time table of GHARHp. From the 182 participants, 6(3.3%) strongly disagreed 0(0.0%) disagreed. 6(3.3%) were neutral, while 146(80.2%) agreed and 24(13.2%) strongly agreed. The mean score was 2.324 while the standard deviation was 0.469. Based on this result, the study concluded that the majority of the respondents agreed that they had no idea on when the progress monitoring time table was prepared, and hence would have the significant negative consequence of participatory planning process of the GHARHp.

In brief, the results in Table 4.9 revealed that the composite mean score and standard deviation for all the responses on the participatory project planning process were, 3.396, and 0.812 respectively. With an overall composite mean and standard deviation of 3.396 and 0.812 respectively, the result implies that the majority of the respondents somewhat agreed that participatory planning process was critical in the sustainability issues of the GHARHp. Hence not paying proper attention to it may eventually

influence the overall sustainability of GHARHp. However, on average, all the standard deviations were  $<1$ , except only 4 items. This result supports the interpretation that, most of the responses were converging around the mean and with only a few diverging views.

Qualitative data obtained and analyzed from key informer's in-depth interviews and observations were much collaborating with most the quantitative views of the respondents. When asked about how the stakeholders participated in the GHARH projects planning its possible impacts on the sustainability of GHARHp, the responses indicated that they were not consulted up to their expectations. However, the majority of the responses confirmed that willing to be engaged through community dialogues and consultations, to boost their trust and confidence in the programme. One participant said;

“There were many levels of issues that needed to be covered in planning stages; .... maybe through many public meetings, which were not done by the decision makers of the GHARHp. I think the officers rushed with good issues or overlooked them”.

Participant 2 in an interview also commented that;

“Not all stakeholders were called during the planning meetings of the programme, I only remember those occasions were a few municipal officials were engaged at the regional level meetings but they did not include adolescents in those meetings. At least those workshops could have been with the local community and citizens and representatives from the community to part of the dialogue on important development initiatives.”

Regarding the specific issues relating to project scope, resource and schedule planning, most of the participants were reluctant to talk, which indicated a scenario of possible non-engagement. Only a few identifiable vocal persons who were the district assembly level representatives; labelled by the program as focal persons could offer some meaningful views on these key matters. For instance, one focal person said;

“The representative of the municipalities also known as the focal persons held a two days' workshop with project implementers, during which programme activities and the budgets were discussed on the project templates. We were always divided into groups, and after these discussions, monies meant for project activities transferred for implementation”.

However, when asked about their involvement impact on sustainability, the responses indicated that their engagement will enhance transparent projects project resources

management from initiation to end. Participants confirmed that the only way to measure project performance will have to begin from quantifying the stakeholder's contribution based on existing plans and targets to ensure that sustainability-related targets are met. The majority of the respondents noted that scheduling project activities with stakeholders' involvement will have strong relationship projects sustainability.

#### 4.7.1 Correlation Analysis

From the statistical analysis, Pearson correlation and regression analysis was further conducted to identify the kind of relationships between participatory project planning process and the sustainability of GHARHp. The results are presented in Table 4.10.

**Table 4.10: Correlation results for the participatory project planning process**

Participatory Project Planning Process		
Sustainability of GHARHp	Pearson Correlation	0.812**
	Sig. (2-tailed)	0.012
	N	182

The results in Table 4.10, participatory project planning process was found to be related to sustainability of GHARH project ( $r=0.812$ ) at 5%. This result reflects a positive and a strong correlation, hence it was concluded that the higher the score on the participatory project planning process, the higher will be the score on the sustainability of GHARHp. It was assumed that stakeholder engagement is highly crucial for the sustainability of ARH project.

#### 4.7.2 Simple Regression Analysis

Regression analysis was further conducted to establish the causal relationship and the degree of variance between participatory project planning process and sustainability of GHARHp. This was deemed necessary because causality of variance could not be established in the correlation analysis.

For objective two and **Hypothesis 2H<sub>02</sub>**, was that: The participatory project planning process does not significantly relate to the sustainability of GHARHp.

#### Regression Model

The mathematical model derived for testing the hypothesis is as follows: the sustainability of GHARHp = f (Participatory project planning process).

$$Y = f(X_2, E); Y = \beta_0 + \beta_2 X_2 + \varepsilon.$$

Where;

Y is sustainability of GHARHp;

X<sub>2</sub> is Participatory project planning process;

β<sub>0</sub>=Constant term; β<sub>2</sub>=Beta coefficients;

ε = Error term.

The result is presented in Table 4.11.

**Table 4.11: Regression results of the participatory project planning process**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error
1	0.812	0.660	0.658	0.760

**ANOVA Results**

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	223.167	1	223.167	349.053	0.000
Residual	115.083	180	0.639		
<b>Total</b>	<b>338.25</b>	<b>181</b>			

**Regression Coefficients**

		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	
(Constant)		0.801	0.179		4.337	.000	
Participatory Project Planning Process		0.837	0.345	0.812	2.135	.034	

Table 4.11 presents results that shows that r=0.812, an indication that participatory project planning process has a strong and positive relationship with the sustainability of GHARHp. R<sup>2</sup>= 0.660 indicates that 66.6% of the variation in the sustainability of GHARHp is explained by participatory project planning process. It further implies that 34.4% of the changes in the sustainability of GHARHp cannot be attributed to participatory project planning process, but other factors.

It further shows that the overall F statistics,  $(F= 1,180) = 349.053$ ,  $p < 0.000 < 0.05$ , implies that there was very significant relationship between participatory project planning process and sustainability of GHARHp. Therefore, the null hypothesis was therefore rejected and it was concluded that participatory project planning process significantly influences the sustainability of GHARHp in the study region and Ghana at large. Using the statistical findings from Table 4.13, the regression model  $Y = \beta_0 + \beta_2 X_2 + \varepsilon$  can be substituted as follows;  $Y = 0.801 + 0.812 X_2$ .

This results significantly implies that project implementers and learning institutions across Ghana and around the world. It means that institutions offering project management should be awareness of the effects of participatory project planning process to address challenges of sustainable development.

#### **4.7.3 Discussion of Key Findings**

The findings of the study revealed that collaborative project scheduling, followed by project scope planning, and participative project resource planning are critical indicators in participatory project management process. However, most of the respondents were explicit that their involvement in the planning decision of the ARH service provision was not up to their expectations. These findings partially agree with observations made by PMI, (2015), who reported that the project appraisal, planning, and design stage are among the most crucial determinants of solving community problems and thereby leads to project success. Also, Chen and Volden, (2013) argued that integrated project planning and appraisal plays an important role in choosing the right projects for public investments. However, these findings are rather contrary and inadequate in the context of the participatory planning process where the involvement is specifically measured by stakeholders' active involvement in the planning of project scope or initiatives, in project activity scheduling, and project resource planning mandates, as established this new study. These must be considered critical hallmarks or indicators for the active participatory project planning process. Thus, it is necessary for project stakeholders' involvement in deciding the project scopes, activity scheduling, projects monitoring/evaluation schemes and have full knowledge of the total resource of the intended projects before the execution phase commences.



The study further found that participatory project planning process has a significant influence on sustainable provision of ARH service; the sustainability of ARH programme will improve when there is greater project stakeholder participation in the project planning process since there was a finding that 66% of the variation in sustainable provision of ARH programme was explained by the participatory project planning process. These findings are consistent with findings by Mulwa, (2008), contends that for sustainable development to be realized, the community, which is the major beneficiary of the project, must participate fully through project decision-making committees at the project planning and other aspects. The findings equally agreed with Carlos and Stefan, (2015), and Pedro, (2013) who established the need to encouraging community engagement in project planning as a means of ensuring smooth implantation of social programmes, transparency and necessary avenues for dialogues and interactions during project formulation. To promote project sustainable outcomes, the adoption of project planning procedures eliminates adverse consequences of not meeting project deadlines and reduced cost, which in turn affects the quality of the project (Ofori, 2013).

Also, Chioma, (2012) in China, reported that proper project planning is critical as it helps the project team to define the major task of a project, estimate the time needed to execute those set of activities and estimate the resources required to carry out such activities, and thereby creating exposure participants knowledge to project monitoring, review and control at the implementation phase. Reynolds, (2017) indicated that 'the original purpose of project management ethics is to provide project managers with necessary skills to plan, implement and monitor all aspects of the project implementation process; including project risk identification, determining stakeholder needs, good communication strategy and promoting collective project benefits or satisfaction. In Ghana Buerterey, et al, (2016), also found that consultation in the project planning phase relatively occupies the shortest duration in the project cycle; typically overlooking the roles of primary stakeholders by project implementers on grounds of perceived stakeholder technical deficiencies. Meaning that, after a successful project initiation process, it is highly commendable to build stakeholder consensus in the project planning process is the procedure of getting project budget, project deliverables and project time frame of the approved project or programme.

#### **4.8 Participatory project execution process and sustainability of Adolescents Reproductive Health Projects**

The objective three of this current study was to establish how participatory project execution process influences the sustainability of GHARHp, where participatory project execution process was measured in terms of the level of participative project plan implementation, the extent of participative projects monitoring and control and the degree of consultative progress reporting and communication as contained in Table 4.12.

To achieve that objective, relevant data were collected from the respondents' and analysed statistically. The respondents were required to indicate the extent of their agreement on 15 item statements (5 to a sub-indicator) concerning the participatory project execution process. The items were designed based on a 5 points likert scale ranging from 1= strongly disagree (SD), 2=Disagree (D), 3=Neutral (N) 4=Agree (A) and 5=Strongly Agree (SA). Tables 4.12 presents an analysis of data the results obtained.

**Table 4.12: Participatory project execution process and sustainability of Adolescents Reproductive Health Projects**

S/N	Item statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	S. D.	Total F (%)
<b>A) The level of participative project activity implementation</b>									
A1	I attended the project kick-off meeting upon invitation.	5 (2.7)	24 (13.2)	54 (29.7)	58 (31.9)	41 (22.5)	3.582	1.062	182 (100)
A2	GHARHp stakeholder orientation workshops were organized to enhance understanding roles and expectations	3 (1.6)	27 (14.8)	39 (21.4)	108 (59.3)	5 (2.7)	3.484	0.799	182 (100)
A3	I am not aware of contracts award in the kick-off meeting agenda.	2 (1.1)	8 (4.4)	14 (7.7)	103 (56.6)	55 (30.2)	4.115	0.767	182 (100)
A4	All project's stakeholders were found in working committees and without apathy	1 (0.5)	11 (6.0)	17 (9.3)	95 (52.2)	58 (31.9)	4.088	0.836	182 (100)
A5	All stakeholders were motivated that GHARHp had commenced	1 (0.5)	11 (6.0)	9 (4.9)	103 (56.6)	58 (31.9)	4.132	0.803	182 (100)
<b>B) The extent of participative projects monitoring and control</b>									
B1	My participation was limited in events monitoring and controlled.	3 (1.6)	6 (3.3)	4 (2.2)	133 (73.1)	36 (19.8)	4.077	0.643	182 (100)
B2	I know the projects changes tracking was collective by stakeholders	2 (1.1)	2 (1.1)	4 (2.2)	133 (73.1)	36 (19.8)	3.978	0.147	182 (100)
B3	I took part in monthly key performance indicators and quality reviews meetings	6 (3.3)	10 (5.5)	12 (6.6)	152 (83.5)	2 (1.1)	3.753	0.603	182 (100)
B4	All of us as project stakeholder approved scope changes	3 (1.6)	1 (0.5)	2 (1.6)	100 (54.9)	76 (42.9)	4.401	0.555	182 (100)
B5	I could not take part in project cost management or financing	0 (0.0)	0 (0.0)	68 (37.4)	101 (55.5)	13 (7.1)	3.698	0.596	182 (100)
<b>C) The degree of consultative progress reporting and communication</b>									
C1	I was kept informed as the project work progresses	1 (0.5)	3 (1.6)	2 (1.1)	140 (78.0)	36 (19.8)	4.22	0.415	182 (100)
C2	All stakeholders have a medium to provide feedback to the GHARHp	3 (1.6)	0 (0.0)	22 (13.7)	127 (69.8)	30 (16.5)	4.028	0.551	182 (100)
C3	I attended face-to-face project meetings organized with other project stakeholders	3 (1.6)	31 (17.0)	46 (25.3)	5 (2.7)	97 (53.3)	3.89	1.27	182 (100)
C4	We did discuss the project reports effectively and frequently to help expose knowledge.	11 (6.0)	28 (15.4)	27 (14.8)	12 (6.6)	104 (57.1)	3.934	1.373	182 (100)
C5	I communicated with different stakeholders through comprehensive formal meetings	1 (0.5)	56 (30.8)	45 (24.7)	74 (40.7)	6 (3.3)	3.154	0.921	182 (100)
<b>Composite Mean &amp; Std. Dev.</b>							<b>3.888</b>	<b>0.756</b>	

The results in Table 4.12, shows that Item A1 was sought to determine whether the project ‘stakeholders personally participated in the participatory projects execution processthrough attended the kick-off meeting upon invitation. On this, 41 (22.5%) of the respondents strongly agreed, 58(31.9%) indicated agreed, 54(29.7%) indicated neutral, while 24(13.2%) disagreed and 5(2.7%) strongly disagreed. The item means the score was 3.582, and the standard deviation was 1.062. By implication, the result on average indicates that the majority of the respondents agreed that the stakeholders personally attended the kick-off meeting upon invitation, as a sign of participatory project execution process of GHARHp.

Item A2 was intended to establish the extent to which ‘stakeholder orientation workshops were organized to enhance stakeholder understanding of the concepts and expectations concerning GHARHp. Based on this, 108(59.3%) of the respondents agreed, 5(2.7%) strongly agreed, 39 (21.4%) remained neutral, while 27 (14.8%) disagreed, and 3(1.6%) strongly disagreed. 3.484 was the mean score, while the standard deviation was 0.799. This result suggests that, on average, the majority of the participants agreed with diverging opinions that ‘stakeholder orientation workshops were organized, as part of the projects execution process.

Item A3, the aim was to know the level at which contracts award were part of the kick-off meeting agenda. It was revealed that 55(30.2%) of the respondents strongly agreed, 103(56.6%) agreed, 14(7.7%) remained neutral, while 8(4.4%) disagreed, and 2(1.1%) strongly disagreed. 4.115 was the mean score, while the standard deviation was 0.767. This result suggests that the majority of the participants agreed that the award of contracts was not part of the kick-off meeting agenda implying that the execution process could not involve all stakeholders as expected.

Item A4 was determined to obtain some data on how stakeholder apathy was managed in the process and whether the response was had the chance of belonging to working committees during the execution. Based on this, 58 (31.9%) of the respondents strongly agreed, 95(52.2%) agreed, 17(9.3%) indicated neutral, while 11(6.0%) disagreed and 1(0.5%) strongly disagreed. The process resulted in an item mean score was 4.088, and a standard deviation of 0.836. Averagely, the result shows that majority of the respondents agreed with diverging opinions that apathy was reduced

among stakeholders' as working committees were instituted involving all most stakeholders, at that stage of the execution of the project. Item A5 sought to know whether all stakeholders were motivated about the commencing GHARHp implementation. It was revealed that 58(31.9%) of the respondents strongly agreed, 103(56.6%) agreed, 9(4.9%) remained neutral, while 11 (6.0%) disagreed, and 1(0.5%) strongly disagreed. 4.132 was the mean score, while the standard deviation was 0.803. The result suggests that the majority of the participants agreed with diverging opinions that were collectively motivated about the commencement of GHARHp. This implies that the participatory execution process of GHARHp. This was an indication that the majority of the respondents were averagely agreed that the participative project activity implementation aspects of the participatory project execution process would influence the overall sustainability ARH programme in Ghana.

To further determine the extent of participative projects monitoring and control, Item B1 was first of all to acquired data on whether respondents' participation was limited for all events monitoring and cost-controlled.'. It was revealed that 36(19.8%) of the respondents strongly agreed, 133(73.1%) agreed, 4(2.2%) indicated neutral, while 6 (3.3%) disagreed, and 3(1.6%) strongly disagreed. 4.077 was the mean score, while the standard deviation was 0.643. The results averagely suggest that the majority of the participants agreed that 'stakeholder participation was limited in events monitoring and controlled cost, and would by extension imply that participatory project execution was equally; limited at this point.

Additionally, Item B2 was proposed to help establish whether projects implementation changes were collective tracked by all stakeholders' On this, 36(19.8%) of the respondents strongly agreed, 133(73.1%) agreed, 4(2.2%) indicated neutral, while 2(1.1%) disagreed, and 2(1.1%) strongly disagreed. The process resulted in an item mean score of 3.978 and a standard deviation of 0.147. The implication from these results was that the majority of the respondents agreed that that changes in the implementation of the project were collective tracked by stakeholders through monitoring and reviews and would imply an overall agreement of participation in the project execution process.

From Item B3 the aim was to find out whether the respondents took part in monthly projects performance and progress reviews meetings. It was revealed that 2(1.1%) of the respondents strongly agreed, 152(83.5%) agreed, 12(6.6%) recorded neutral, while 10(5.5%) disagreed, and 6(3.3%) strongly disagreed. 3.753 was the mean score, while the standard deviation was 0.603. The result suggests that the majority of the participants agreed that they took part in monthly progress reviews meetings, hence an overall endorsement in the participatory project execution process.

Item B4 also obtained some information to know how far the respondents were involved in approving major scope changes during the execution levels of implementation of GHARHp. Accordingly, 76(42.9%) of the respondents strongly agreed, 100(54.9%) agreed, 2(1.1%) specified neutral, while 1(0.5%) disagreed and 3(1.6%) strongly disagreed. This resulted in an item mean score of 4.401 and a standard deviation of 0.555. Based on this, results it was concluded that the majority of the respondents agreed that all stakeholders were involved in approving major scope changes, hence agreement that most had participated in the project execution process.

Item B5 sought relevant information to determine the extent to which the respondents took part in project cost management at the execution phase of GHARHp implementation. On this, 13(7.1%) of the respondents strongly agreed, 101(55.5%) agreed, 68(37.4%) indicated neutral, while no responses were recorded further. This resulted in an item mean score of 3.698 and a standard deviation of 0.596. This result would imply that the majority of the respondents agreed that the stakeholders could not take part in the project cost management aspects of the project execution process. This was an indication that the majority of the respondents were averagely agreed that the participative project monitoring and control aspects of the participatory project execution process would influence the overall sustainability ARH programme in Ghana

Consultative progress reporting and communication was deemed crucial participatory execution process for the sustainability of ARH projects. The results in Table 4.12, shows that Item C1 first sought to establish how the respondents or the project stakeholders participated in work progress meetings.’ Out of the 182 respondents, 36

(19.8%) of the respondents strongly agreed, 140(78.0%) did agree, 2(29.7%) chose neutral, while 3(1.6%) disagreed and 1(2.7%) indicated strongly disagreed. The item means the score was 4.220, and the standard deviation was 1.415, which implies that the majority of the respondents agreed that the project stakeholders participated in work progress meetings of the GHARHp.

Item C2 was aimed at gathering significant information on the extent to which the respondents were frequently part of the GHARHp medium to provide feedback. As a result, 127(69.8%) of the respondents agreed, 30(16.5%) strongly agreed, 22(13.7%) indicated neutral, while 3(1.6%) strongly disagreed. 4.028 was the mean score, while the standard deviation was 0.551. The result averagely shows that majority of the participants agreed that stakeholders were frequent and had the medium to provide feedback during the project execution process.

Thirdly, Item C3 was to establish the level at which meetings were organized with face-to-face between project implementers and stakeholders. It was revealed that 97(53.3%) of the respondents strongly agreed, 5(2.7%) agreed, 46(25.3%) remained neutral, while 31(17.0%) disagreed, and 3(1.6%) strongly disagreed. 3.890 was the mean score, while the standard deviation was 1.270. On average, the results show that the majority of the participants agreed face-to-face meetings were organized with project implementers and stakeholders participating as part of the collective project execution process.

Item C4 sought to obtain some data on how stakeholders effectively and frequently discussed the project reports to expose relevant knowledge. The analysis revealed that 104(57.1%) of the respondents strongly agreed, 12(6.6%) agreed, 27(14.8%) indicated neutral, while 28(15.4%) disagreed and 11(6.0%) strongly disagreed. The mean score was 3.934, and a standard deviation of 1.373. The result shows that the majority of the respondents agreed with diverging opinions that most stakeholders discussed the project reports effectively at the time of the project execution process.

Item C5 sought for information whether the respondents 'Project information flow-ups and monitoring sessions were informative and comprehensive. It was revealed that 6(3.3%) of the respondents strongly agreed, 74(40.7%) agreed, 45(24.7%) remained neutral, while 56 (30.8%) disagreed, and 1(0.5%) strongly disagreed. 3.154

was the mean score, while the standard deviation was 0.921. This result suggests that the majority of the participants were neutral that project information flow-ups and monitoring sessions were informative.

The sub-composite mean for all the responses was 3.845 and a standard deviation of 0.906. This was an indication that the majority of the respondents were averagely agreed that the consultative progress reporting and communication aspects of the participatory project execution process would influence the overall sustainability ARH programme in Ghana. In effect, the results in this variable show a mixture of implications and interpretations. With the mean ranging from 3.154 and 4.401 and the standard deviation <1 except for only three items, that culminates into an overall composite mean and standard deviation of 3.888 and 0.756 respectively, imply that the almost all the line items of the participatory project execution process had a good influence on the sustainability of GHARHp independently.

The interpretation of these results in Table 4.12 therefore, shows that; participatory project execution process influences the sustainability of GHARHp. However, the indirect influence of participative projects monitoring and controls, stakeholder participation in projects plan implementation and consultative progress reporting and communication, and more importantly, participative projects monitoring and controls, cannot be undervalued to the effect.

The quantitative findings have been confirmed by qualitative information gathered from in-depth studies. Further interaction during key informant sessions found that engaging with the rightful stakeholders such as adolescents, local level institutional directors, administrators and planners in the implementation of the primary health care projects has good impacts on project execution and sustainability.

According to a local level director;

“stakeholders must be fully recognized in community-level projects initiatives to have proper knowledge in the main components of the invention for the sake of continuity at post-implementation”.

If the overall planning process and the purpose of the project are clear, then it will be easier to find out who these stakeholders are. In such circumstances, it is possible to identify those key people. It is worth noting that on a construction project, different



kinds of stakeholders are involved in different steps such as pre-design, design, bidding, and construction.

An interview participant-health director- stated that;

“I do not doubt that we will also be able to continually monitor the progress of each stage of the implementation and sustainability plan against the target”. Evaluating that performance among all the project stakeholders provides the basis for judgments about how well the projects are performing in meeting sustainability-related targets. Adapting the above-mentioned performance measurement plan assists the project in setting targets and adapt to changing needs, requirements and the external social environment”.

Majority of the participants showed a high sense of team spirit in the implementation of the programme. However, most adolescents felt relegated during the implementation stages of the programme. Their opinions suggest that their involvement was not as expected. In effect, the validators or respondents made recommendations for further improvement of their engagement at project execution to make programme implementation easier. These recommendations centred on the outlook, practical and, flexibility strategies of effective stakeholders’ engagement in project planning and management. The need for flexibility in collaboration among the internal stakeholders that will serve as either the stakeholder management leaders at the various stages of programmes.

#### 4.8.1 Correlation Analysis

A Pearson correlation analysis was further conducted to identify the nature of relationships regarding objective three; the influence participatory project execution process on the sustainability of GHARHp. The result is shown in Table 4.13.

**Table 4.13: Correlation Results for and participatory project execution process**

Participatory Project Execution Process		
Sustainability of GHARHp	Pearson Correlation	0.873**
	Sig. (2-tailed)	0.013
	N	182

\* $p < 0.05$  significant

The results from Table 4.13 revealed that participatory project execution process was found to be related with sustainability of GHARH project ( $r=0.873$ ) at the 5% error margin. This result reflects a positive and strong correlation, which led to the conclusion that any form of numerical change in participatory project execution process should significantly lead to corresponding effect in the sustainability of GHARH project. Since all the 2-tailed significant values are less than 0.05 at 95% level of confidence it can be assumed that stakeholder is highly crucial sustainability of ARH project.

#### 4.8.2 Simple Regression Analysis

The fact that causality was not established in the correlation analysis, a simple regression analysis was conducted on the objective three to further establish the causal relationship between the participatory project execution process and sustainability of GHARH project.

For objective three, it was hypothesized that: **Hypothesis 3:**

H<sub>03</sub>: Participatory project execution process does not significantly relate to the sustainability of GHARH project.

##### **Regression Model:**

The mathematical model derived for testing the hypothesis was that the sustainability of GHARH project ( $Y$ ) =  $f$  (Participatory project initiation process);  $Y = f(X_3, E)$ ;  $Y = \beta_0 + \beta_3 X_3 + \varepsilon$ .

Where;

$Y$  is sustainability of GHARH project;

$X_3$  is a participatory project execution process;

$\beta_0$  = Constant term;  $\beta_3$  = Beta coefficients;

$\varepsilon$  = Error term.

Tables 4.14, reported the result of the linear regression analysis.

**Table 4.14: Simple Regression Results of the participatory project execution process**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error
1	0.873	0.763	0.762	0.767

**ANOVA Results**

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	341.118	1	341.118	579.164	0.000
Residual	106.017	180	0.589		
<b>Total</b>	<b>447.135</b>	<b>181</b>			

**Regression Coefficients**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	0.981	0.187		5.246	0.000
Participatory Project Execution Process	0.876	0.254	0.873	3.372	0.000

\**p* < 0.05 significant

Table 4.14 presents results that shows that  $r = 0.873$ , an indication that participatory project execution process has a strong and positive relationship with the sustainability of GHARHp.  $R^2 = 0.763$  indicates that 76.3% of the variation in the sustainability of GHARHp is explained by participatory project execution process. It further implies that 23.7% of the changes in the sustainability of GHARHp cannot be attributed to participatory project execution process, but other factors.

It further shows that the overall F statistics,  $(F = 1, 180) = 579.164, p < 0.000 < 0.05$ , which implies that there was a significant relationship between participatory project execution process and sustainability of GHARHp. Therefore, the null hypothesis was therefore rejected and it was concluded that participatory project execution process significantly influences the sustainability of GHARHp in the study region and Ghana at large. Therefore, using the statistical findings from Table 4.13, the regression model  $Y = \beta_0 + \beta_3 X_3 + \epsilon$  can be substituted as follows;  $Y = 0.981 + 0.873 X_3$ .

The results in effect imply that ARH project implementers and learning institutions should seek project sustainability through the participatory project execution process. This means that institutions offering project management ought to be awareness of the effects of the participatory project execution process to address the challenges of sustainable development.

### 4.8.3 Discussion of Key Findings

Under this objective, the study established through its descriptive results that on the average majority of the projects stakeholders had different positive attitudes towards the various indicators of participatory projects execution process. This reflected in the means and standard deviations of the level of stakeholder support for execution of projects plan (3.880 and 0.853), the extent of participative project monitoring and control (3.940 and 0.509), and the degree of consultative progress reporting and communication (3.845 and 0.906). This finding agrees with WHO, (2014), that revealed that despite the multitude of reviews on “what works for the stakeholders’ perspective” in GHARH programming, as very little attention is often paid to “what’s working” or to how successful programmes are implemented. This means that for successful project implementation, particularly in light of the sensitive nature of GHARHp approaches, different stakeholder opinions and attitudes are critical to determining its unique prospects and challenges.

The results show that the correlation between the participatory project execution process and sustainability of adolescent reproductive health programme was positive and significant. These findings affirm findings by PMI (2014), who reported that trust and commitment between project implementers and stakeholders can be developed through effective relationship project management, in which monitoring and evaluation of developmental projects, must include all stakeholders as an attempt to gauge the long-term success of the projects. Additionally, the finding is also agreed with (Aaltonen and Sivonen, 2009), whose study established in African countries, political and key stakeholders’ acceptability and engagement in project management are the most fundamental for projects to succeed. The performance of development projects and their ability to satisfy stakeholders is dependent on decisions that are made and the care taken by policy-makers to offer stakeholder with accurate project information. This implies that project managers of ARH should effectively engage project stakeholders in every aspect of the project's execution decision making; since effective participatory project management was identified to have a strong association with service ownership and sustainability.

The works of ACP EU, (2016) further found that if much credence is given to participatory project execution and combine controls through effective consultation with all stakeholders to guarantee participatory interaction is necessary to promote successful project implementation. Also, if stakeholders, project staff, the community, and other resources are engaged to achieve a successful outcome, (Barron and Barron, 2013). In Latin America World Bank, (2011), found that participatory project monitoring and evaluation framework has a great influence on projects outcomes. Civic participation in project implementation influences sustainability in several ways: it helps keep the project relevant and adapted to a changing situation; it makes use of a wider range of resources, skills, and expertise and acknowledges and supports local capacities and expertise; the community can contribute labour and/or materials as well as financial resources for the implementation of the project, (ALNAP, 2009), a situation that may generate a sense of ownership over the development interventions, particularly from the local people perspective. In Rwanda, Giramata (2016) conducted a study entitled "Effects of Beneficiary Participation in Project M&E on Project Success"; an empirical descriptive case study, where it found that 60% of active participation of beneficiaries in projects M&E enhances projects transparency and accountability.

Also, researching on separate studies on 'the role of M&E to the Sustainability of Electricity Access and Stakeholder Participatory M&E on Urban Water Supply' in Rwanda and Kenya respectively, Umugwaneza and Warren (2016) and Ondieki, (2015), found that participatory M&E was scored very critical for project success. Both studies were unanimous on the role of participatory M&E towards achieving project sustainability. It is a way of promoting project ownership, organizational learning, and accountability and at the same time facilitating project control actions to improve project performance and outcomes during and after completion (Tengan and Aigbavboa, 2017).

#### **4.9 Participatory project closure process and sustainability of Adolescents Reproductive Health Projects**

This study intended to establish how participatory project execution process influences the sustainability of GHARH project as the objective four. Participatory project execution process was measured in terms of the scope of collaborative project outputs evaluation, the extent of consultative projects lessons documentation and the level of participative projects commissioning. To achieve that objective, a series of a 5 point Likert scale ranging from 1= strongly disagree (SD), 2=Disagree (D), 3=Neutral (N) 4=Agree (A) and 5=Strongly Agree (SA), questions were developed and administered to respondents for relevant data. Table 4.15 presents an analysis of data the results obtained from the respondents.

**Table 4.15: Participatory Project Closure Process and Sustainability of Adolescents Reproductive Health Projects**

S/N	Item statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	SD.	Total F (%)
<b>A) Degree of collaborative project outputs evaluation</b>									
A1	Do you believe that GHARHp met its overall intended objective?	1 (0.5)	82 (45.1)	81 (44.5)	6 (3.3)	12 (6.6)	2.582	0.614	182 (100)
A2	I could not willingly participate in the project review sessions.	2 (1.1)	0 (0.0)	122 (67.0)	15 (8.2)	43 (23.6)	3.555	0.851	182 (100)
A3	I was not allowed to fully examine the final deliverables of GHARHp	5 (2.7)	2 (1.1)	70 (38.5)	52 (28.6)	53 (29.1)	3.874	0.835	182 (100)
A4	I am not sure whether the project final deliverables were up to expectation	1 0.0	4 (2.2)	31 (17.0)	112 (61.5)	34 (18.7)	3.995	0.617	182 (100)
A5	I see the evaluation process as a purely ceremonial.	0 0.0	19 (10.4)	48 (26.4)	65 (35.7)	50 (27.5)	3.874	0.835	182 (100)
<b>B)The extent of consultative projects lessons documentation</b>									
B1	My views were not incorporated into project lessons; ie archivepaperwork	68 (37.4)	57 (31.3)	52 (31.3)	4 (2.2)	1 (0.5)	4.06	0.829	182 (100)
B2	I had the opportunity to query the total expenditure and revenue of GHARHp.	3 (1.6)	45 (24.7)	73 (40.1)	60 (33.0)	1 (0.5)	3.907	0.865	182 (100)
B3	Could you appreciate whether the project's life-cycle was adopted in GHARHp management?	1 (0.5)	3 (1.6)	32 (17.6)	67 (36.8)	79 (43.4)	4.236	0.761	182 (100)
B4	Open forums platforms were enough during review sessions by stakeholders	2 1.1	42 (23.1)	92 (50.5)	45 (24.7)	1 (0.5)	3.742	0.831	182 (100)
B5	Majority of us appreciated the review process.	3 (1.6)	2 (1.1)	163 (92.9)	13 (7.1)	1 (0.5)	3.401	0.574	182 (100)
<b>C)The level of participative projects commissioning</b>									
C1	Myself and other stakeholders attended the projects inaugural durbars	0 0.0	51 (28.0)	73 (40.1)	58 (31.9)	0 0.0	3.039	0.775	182 (100)
C2	We commissioned GHARHp to mark our satisfaction.	80 (44.0)	26 (14.3)	21 (11.5)	35 (19.2)	20 (11.0)	1.808	1.171	182 (100)
C3	There were optional speeches at the event by stakeholders and gate-keepers gave.	15 (8.2)	87 (47.8)	20 (11.0)	32 (17.6)	28 (15.4)	2.841	1.258	182 (100)
C4	I think participating in the event may improves the programme's out put	2 (1.1)	4 (2.2)	73 (40.1)	43 (23.6)	60 (33.0)	3.896	0.87	182 (100)
C5	Project' users were entreated to maintain the facility during the event.	4 (2.2)	1 (0.5)	2 (1.1)	125 (68.7)	57 (31.3)	4.582	0.495	182 (100)
<b>Composite mean &amp; Std. Dev.</b>							<b>3.626</b>	<b>0.813</b>	

Based on statistical analysis from Table 4.15, it was deduced that Item A1 sought to establish the extent to which GHARHp met its overall intended objective after its implementation. Responses were that 12(6.6%) of the respondents strongly agreed, 6(3.3%) agreed, 81(2.2%) indicated neutral, while 82(45.1%) disagreed, and 1(0.5%) strongly disagreed. The mean score was 2.582 was, while the standard deviation was 0.614. On average, this result suggests that the majority of the participants disagreed that 'GHARHp met its overall intended objective, per the project closure evaluation criteria.

Item A2 was explored data to establish whether the project stakeholders were willing to participate in the project review sessions. 43(23.6%) of the respondents strongly agreed, 15(8.2%) agreed, 122(67.0%) indicated neutral, and 2(1.1%) strongly disagreed. The item means a score of 3.555 and a standard deviation of 0.851. This result implies that majority of the respondents agreed that they were willing to participate in the project review sessions, as a component of the participatory GHARHp closure process.

Item A3 sought data on the extent to which the respondents were allowed to fully examine GHARHp final deliverables. As a result, 53(29.1%) strongly agreed, 52(28.6%) agreed, 70(38.5%) recorded neutral, while 2(1.1%) disagreed, and 5(2.7%) strongly disagreed. 3.874 was the mean score, while the standard deviation was 0.835. This result suggests that the majority of the participants agreed with diverging opinions that an opportunity was not granted for proper examination of the final deliverables of GHARHp. And this would imply a negative impact as part of the participatory closure process of the programme.

In Item A4, the researcher sought to obtain extra information from the respondents on how far the project deliverables were not endorsed by all stakeholders. consequently, 34(18.7%) of the respondents strongly agreed, 112(61.5%) agreed, 31(17.0%) chose neutral, while 4(2.2%) disagreed and 1(0.5%) strongly disagreed. The item means score obtained from this was 3.995, and a standard deviation was 0.617. Based on this, it was concluded that the majority of the respondents agreed with converging opinions that 'That all the project deliverables were not endorsed by stakeholders, as part of the closure process of GHARHp.



Through Item A5, the researcher further sought to find the impression of the respondents on projects evaluation reviews ceremony. Out of the total respondents, 50(27.5%) of the respondents strongly agreed, 65(35.7%) agreed, 48(26.4%) indicated neutral, while 19(10.4%) disagreed. This resulted in an item mean score of 3.874 and a standard deviation of 0.835. The implication was that the average majority of the respondents agreed with diverging opinions that the process was crucial but purely ceremonial in their communities. This result marked an indication that majority of the respondents were averagely agreed that the collaborative project outputs evaluation aspects of the participatory project closure process would influence the overall sustainability ARH programme in Ghana.

Consultative project's lessons documentation was considered an important measure to the participatory project closure process. Hence, the respondents were requested to rate statements to determine the extent of their agreement in involvement in consultative projects lessons documentation component of participatory projects closure process. Table 4.15, indicates the results obtained from five statements that were used to measure that component of the participatory projects planning process, where, Item B1 was sought to measure how far the respondents or stakeholders' views were incorporated into the key lessons learned on the GHARHp. Based on this, 1(0.5%) of the respondents strongly agreed. 2(1.1%) indicated agreed. 52(28.6%) were neutral, while 57 (31.3%) disagreed and 68 (37.4%) strongly disagreed. The mean score was 4.061 while the standard deviation was 0.829. This result indicates that the majority of the respondents agreed with converging views as to whether 'the project stakeholders' views were not incorporated into the key lessons learned on the implementation of GHARHp to enhance its closure process.

In item, B2 sought to whether the stakeholders had the opportunity to examine project total expenditure and finances. The responses obtained were, 1 (0.5%) of the respondents strongly agreed. 60(33.0%) agreed. 73(41.1%) were neutral, while 45 (24.7%) disagreed and 3(1.6%) strongly disagreed. The mean score was 3.907 while the standard deviation was 0.865. This result indicates that the majority' of the respondents had agreed that 'stakeholders had limited opportunity to examine GHARHp expenditure during the closure process.

Item B3 was to find out whether the respondents had appreciated the methodology of the project's life-cycle in GHARHp implementation. Opinions obtained indicated that 79 (43.4%) strongly agreed, 67(36.8%) did agreed, 32(17.6%) were neutral, while 3 (1.6%) disagreed and 1(0.5%) strongly disagreed. The mean score was 4.235 while the standard deviation was 0.761. This result averagely indicated that the majority' of the respondents had agreed that 'stakeholders had appreciated the project's life-cycle methods, as part of the lessons learned in the closure process.

Item B4 sought to know the extent to which stakeholders' open forums at the review sessions were not suitable for the purpose. Based on this, 1(0.5%) of the respondents strongly agreed, 45(23.1%) agreed, 92(50.5%) were neutral, while 42 (23.1%) disagreed and 2 (1.1%) strongly disagreed. The mean score was 3.742 while the standard deviation was 0.831. This finding indicates that the majority of the respondents agreed that stakeholders' open forums during review sessions are not fit for purpose, during the closure process of GHARHp.

Item B5 whether the stakeholders appreciated the need for projects review process. The opinions obtained indicated that 1(0.5%) strongly agreed, 13(7.1%) agreed, 163(92.9%) were neutral, 2(1.1%) disagreed and 3(1.6%) strongly disagreed. The mean score was 3.401 while the standard deviation was 0.574. This finding indicates that the majority' of the respondents were neutral that the 'majority of the stakeholders were uncertain on the need for the project review process as a component of the participatory closure of the GHARH initiative.

Participative projects commissioning was also an important factor that inspires more participation in the project's closure for sustainability. The resultsshow that Item C1 was sought to establish whether all project stakeholders attended the projects inaugural durbars'. On it, 58(31.9%) agreed, 73(40.1%) indicated neutral, while 51(28.0%) disagreed, and 0(0.0%) strongly disagreed. The mean score was 3.039 was, while the standard deviation was 0.775. This results on average shoed that the majority of the participants were neutral with converging opinions on their participation on the projects inaugural durbars, during the closure process of GHARHp'.

On Item C2 relevant information was sought to determine whether the commissioning was or could have been a sign of satisfaction by stakeholders. Based on this, 20(11.0%) of the respondents strongly agreed, 35(19.2%) agreed, 21(11.5%) indicated neutral, and 80(44.0%) strongly disagreed, 26(14.3%) disagreed. The item means a score of 1.808 and a standard deviation of 1,171. This result implies that the majority of the respondents disagreed that ‘The commissioning was a sign of satisfaction by stakeholders and beneficiaries’, during the closure phase of the GHARHp.

From Item, C3 the researcher asked to know whether optional speeches were given by the project stakeholders and gate-keepers to commemorate the event. It was realized that 28(15.4%) strongly agreed, 32(17.6%) agreed, 20(11.0%) recorded neutral, while 87(47.8%) disagreed, and 15(8.2%) strongly disagreed. 2.841 was the mean score, while the standard deviation was 1.258. This result averagely suggests that the majority of the participants disagreed with diverging opinions that the project gate-keepers gave optional speeches during the closure event.

Item c4 sought to establish extra information if participative projects commissioning could help improve the programme outcome. Consequently, 60(33.0%) of the respondents strongly agreed, 43(23.6%) agreed, 73(40.1%) selected neutral, while 4(2.2%) disagreed and 2(1.1%) strongly disagreed. The item means score obtained from this was 3.896, and a standard deviation was 0.870. Based on this, it was concluded that the majority of the respondents agreed that participative projects commissioning could improve programme success after the closure.

Item C5 was to establish if user agencies were reminded of project maintenance responsibility during the commissioning. On this, 50(27.5%) of the respondents strongly agreed, 125(68.7%) agreed, 2(1.1%) indicated neutral, while 1(0.5%) disagreed, 4(2.2%) disagreed. This resulted in an item mean score of 4.582 and a standard deviation of 0.495. The results show on average that majority of the respondents strongly agreed that the service user was entreated on maintenance responsibilities during the closure event.

The sub-composite mean for all the responses was 3.233 and a standard deviation of 0.914. This was an indication that the majority of the respondents were averagely neutral that the participative projects commissioning aspects of the participatory project closure process would influence the overall sustainability ARH programme in Ghana. The overall results in the Table 4.15 average offer significant interpretation as the means scores of the various items range between 1.808 and 4.582 and with the standard deviation  $<1$  for most of the items, except for the issue of event inaugural optional and commissioning of GHARHp implementation as a mark of stakeholder satisfaction, which had a standard deviation of 1.258 and 1.171 respectively. The result implies that the almost all the respondents or the stakeholders' views on the components of the sub-variables were converging on the impact of participatory project closure process towards accomplishing the sustainability of GHARH implementation in Ghana.

The results also give an elaborative interpretation that, consultative projects' lessons documentation is the most influencer with a sub-composite mean of 3.869, and a standard deviation of 0.772, followed by collaborative project outputs evaluation with sub-composite mean of 3.776 and a standard deviation of 0.750, and then participative projects commissioning with a mean score of 3.626 and a standard deviation of 0.813. It implies that majority of the respondents agreed that these sub-variables have varying degrees of influence on the overall sustainability of GHARHp implementation in Ghana.

The composite mean for the entire response under this variable was 3.626, while the standard deviation is 0.813. This was an indication that on average the respondents agreed to many of or all the aspects of the project closure process. Averagely, all the standard deviations were  $<1$ , an indication of convergence in the response around the mean. However, a number of them were  $>1$ , an indication of divergence from the mean. The interpretation of these results, therefore, shows that; participatory project closure process influences the sustainability of GHARHp. It can therefore be deduced that consultative projects' lessons documentation collaborative project outputs evaluation and then participative projects commissioning are important indicators in pursue participatory project closure process.

To validate the quantitative information, the key informant interviewees were further conducted with selected project stakeholders. When asked the extent to which stakeholders were engaged at GHARHp implementation closure activities such as final project inspection, acceptance documentation of lessons learned and project commission? Majority of validators agreed that they were not effectively consulted or engaged. Major of them indicated they were only a few debates on regional meetings and durbars marking the exit of the programme. A participant mentioned that;

“I cannot have called that a closing ceremony for an important programme of that nature. In my understanding the programme implementers were supposed to make enough time to discuss with the local authorities on the sustainability modalities, commissioning and communities and line agency responsibilities among others”

On the issues of project sustainability through participation; the majority of the responses indicated their involvement would have facilitated documentation of project results, enhanced proper evaluation of the projects in terms of resources and expenditure and thereby enhancing the operation and maintenance as well as encouraging ownership of the ARH projects.

These qualitative provided some form of validation to the descriptive analysis of the project participatory project closure. Such views could significantly reinforce the quantitative influence between the two variables under investigation, and as well help determine the extent to which project beneficiaries and stakeholders’ concerns ought to be managed in project management.

#### 4.9.1 Correlation Analysis

The study moved to establish the relationship between the variables under investigation. The result is presented in Table 4.16.

**Table 4.16: Correlation Results for the participatory project closure process**

			<b>Participatory project closure process</b>
Sustainability of GHARHp	of	Pearson Correlation Sig. (2-tailed)	0.836** 0.019
<b>N</b>			<b>182</b>

Table 4.16 result indicates a strong but a positive correlation ( $r=0.836$ ) between participatory project closure process and sustainability of GHARHp. This result supports the conclusion that an increase or decrease in participatory project execution process should significantly leads to corresponding increase or decrease in the sustainability of GHARHp. Since all the 2-tailed significant values are less than 0.05 at 95% level of confidence it can be assumed that stakeholder participation is highly crucial for the sustainability of GHARH project.

#### 4.9.2 Simple Regression Analysis

A simple regression analysis was further conducted to establish the causal relationship between participatory project closure process and sustainability of GHARHp.

For this objective 4, it was hypothesized that:

**Hypothesis 4:**  $H_{04}$ : The participatory project closure process does not have a significant relationship with the sustainability of GHARHp.

##### Regression Model

The model derived for testing the hypothesis was as follows: the sustainability of GHARHp = f (Participatory project closure process)

$$Y = f(X_4, E); Y = \beta_0 + \beta_4 X_4 + \varepsilon$$

Where;

Y is sustainability of GHARHp;

$X_4$  is Participatory project planning process;

$\beta_0$ =Constant term;  $\beta_4$ =Beta coefficients;

$\varepsilon$  = Error term.

Tables 4.17 contains the regression analysis

**Table 4.17: Regression Results of Participatory project closure process**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error
1	0.836	0.698	0.696	0.870

**ANOVA Results**

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	314.821	1	314.821	416.225	0.000
Residual	136.147	180	0.756		
<b>Total</b>	<b>450.968</b>	<b>181</b>			

**Regression Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.817	0.176		4.642	0.000
Participatory Project Closure Process	0.888	0.322	0.836	2.448	0.015

\* $p < 0.05$  significant

Table 4.17 presents results that shows that  $r = 0.836$ , an indication that participatory project closure process has a strong and positive relationship with the sustainability of GHARHp.  $R^2 = 0.698$  indicates that 69.8.3% of the variation in the sustainability of GHARHp is explained by participatory project closure process. It further implies that 30.2% of the changes in the sustainability of GHARHp cannot be attributed to participatory project closure process, but other factors.

It further shows that the overall F statistics,  $(F = 1,180) = 416.225$ ,  $p < 0.000 < 0.05$ , which implies that there was a significant relationship between participatory project closure process and sustainability of GHARHp. Therefore, the null hypothesis was therefore rejected and it was concluded that participatory project closure process significantly influences the sustainability of GHARHp in the study region and Ghana at large. Therefore, using the statistical findings from Table 4.13, the regression model  $Y = \beta_0 + \beta_4 X_4 + \epsilon$  can be substituted as follows;  $Y = 0.817 + 0.836 X_4$ .

The results in effect imply that ARH project implementers and learning institutions should seek project sustainability through the participatory project closure process. This means that institutions offering project management ought to be awareness of the effects of the participatory project closure process to address the challenges of sustainable development.

### 4.9.3 Discussion of Key Findings

Several significant findings are worth discussing under this variable. First of all, results of the descriptive showed that all the indicators of participatory project closure process; collaborative project outputs evaluation, consultative projects lessons evaluation and participative projects commissioning, are critical in the participatory project closure process. The stakeholders believe that these indicators influence the participatory project closure process and sustainable provision of GHARHp by extension. These results were found to be inconsistent with the findings observed in other studies. Hormozi, McMinn & Nzeogwu, (2000); Havila, Medlin & Salmi, (2013) for example reported that fewer than 5% of development projects typically experience official closure ceremonies; this is worst in developing countries where those ceremonies are often taken out of context to represent political rallies. This means that the official closure of development projects where user education is expected in the control, operation, and maintenance of the final product is not achieved. It has been observed that, unlike the other phases such as initiating, planning and executing, inadequate literature is available on project closure.

Additionally, the study established that the participatory project closure process has a significant influence on the sustainability of the GHARH programme in Ghana. Thus, the sustainability of the programme improves with greater stakeholder participation in the project closure processes. This indicates that the project closure phase in project life cycle management is an important factor to consider for enhancing public projects success. These findings were found to be similar to those of Maunda, and Moronge, (2016) who established that project life-cycle management has a statistically significant correlation with the long-term performance of public projects in Kenya. Similarly, Kyriakopoulos, (2011), further found that if project closure is not well managed it can present serious consequences on the project's immediate or long-term successes, achievements, and failures. Hence participative project closure must be critical for project implementers.

Mahonge, (2013) in a study purposed to analyze the "Factors behind the sustainability of activities in the post-project period in Matengo highlands of Tanzania" also put forward similar findings of project closure and the global usefulness of sustaining



projects by the beneficiary after the expiring date. Using mixed methods to generate the required data and information, the study established that, project sustainability could be achieved through participatory community-based project closure management.

#### 4.10 Combined participatory project management processes and the sustainability of Adolescents Reproductive Health Projects

As the fifth and the main objective of this research, the study sought to establish the extent to which participatory project management processes influences the sustainability of adolescent reproductive health programme in Ghana and around the world. The participatory project management processes were measured in participatory by initiation process, planning process, execution process, and closure process. The variables were subsequently measured through various indicators. Table 4.18 presents the combined descriptive analysis of the variables before correlation and regression analysis.

**Tables 4.18 Combined Descriptive Analysis**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Sustainability of GHARHp	182	3.625	0.701
Participatory project initiation process	182	2.891	0.769
Participatory project planning process	182	3.396	0.812
Participatory project execution process	182	3.888	0.756
Participatory project closure process	182	3.626	0.813

The result in Table 4.18 shows average means and standard deviations of the major variables of the study. The result shows that the lowest mean level was obtained from the participatory project initiation process values (2.891), while participatory project execution process was the highest average mean (3.888). This is an indication that different aspect of the predictor variables was emphasized by the respondents than the others.

#### 4.10.1 Correlation Analysis

The overall intent of this study was to establish the relationship between the participatory project management processes and the sustainability of GHARHp. As a result, a correlation analysis was conducted to establish the extent to which the combined associated with the sustainability of GHARHp. The result is presented in Table 4.19.

**Table 4.19: Correlation Results for Combined participatory project management processes**

		Participatory Project Initiation Process	Participatory Project Planning Process	Participatory Project Execution Process	Participatory Project Closure Process	Combined participatory project management processes
Sustainability of GHARHp	Pearson Correlation	0.822	0.812	0.873	0.836	0.888**
	Sig. (2-tailed)	.007	0.012	0.013	0.019	0.026
	N	<b>182</b>	<b>182</b>	<b>182</b>	<b>182</b>	<b>182</b>

The results Table 4.19 indicate a strong and positive correlation of 0.888 between the combined variable; participatory project management processes and sustainability of GHARHp. It also shows a strong, positive and statistically significant association between the individual independent variables (participatory project planning process (0.812), participatory project initiation process (0.822), and participatory project closure process (0.836) participatory project execution process (0.873), since all the 2-tailed significance values were less than 0.05 at 95% level of confidence. This means that increases or decreases in any one variable will significantly relate to increases or decreases in the dependent variable.

#### 4.10.2 Multiple Regression Analysis

Multiple regression analysis was further conducted on objective five to establish the causal relationship between the participatory project management process and the sustainability of GHARHp. **Hypothesis 5:H<sub>05</sub>**; For objective five, it was hypothesized that; The combined participatory project management processes have a significant influence on sustainability of GHARHp. Tables 4.20 presents the results.

##### Regression Model

The regression model derived for the testing is as follows:

$$Y=0.912+0.822X_1 +0.812X_2+0.873X_3 +0.836X_4,$$

Where;

Y is sustainability of GHARHp;

X<sub>1</sub> is the participatory project initiation process;

X<sub>2</sub> is the participatory project planning process;

X<sub>3</sub> is the participatory project execution process; and

X<sub>4</sub> is the participatory project closure process.

**Table 4.20: Multiple Regression Results of Combined participatory project management processes**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.888	0.788	0.784	0.846

### ANOVA Results

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	478.765	4	159.588	220.357	0.000 <sup>b</sup>
Residual	128.912	177	0.724		
<b>Total</b>	<b>607.677</b>	<b>181</b>			

### Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	0.912	0.189		4.825	0.000
Participatory project initiation process	0.874	0.288	0.822	2.339	0.020
Participatory project planning process	0.837	0.345	0.812	2.135	0.034
Participatory project execution process	0.876	0.254	0.873	3.372	0.000
Participatory project closure process	0.888	0.322	0.836	2.448	0.015

\* $p < 0.05$  significant

From Table 4.20 it can be seen that  $r = 0.822$ , an indication that participatory project management processes have strong and positive relationship with the sustainability of GHARHp.  $R^2 = 0.788$  indicates that 78.8% of the variation in the sustainability of GHARHp is explained by participatory project closure process. It further implies that 21.2 % of the changes in the sustainability of GHARHp cannot be attributed to participatory project management processes, but other factors.

It further shows that the overall F statistics, ( $F = 1,180$ ) = 220.357,  $p < 0.000 < 0.05$ ), which implies that there was a significant relationship between participatory project

management processes and sustainability of GHARHp. Therefore, the null hypothesis was therefore rejected and it was concluded that participatory project management processes significantly influences the sustainability of GHARHp in Ghana and the world at large. Therefore, using the statistical findings from Table 4.13, the regression model can be substituted as follows;  $Y = 0.912 + 0.822X_1 + 0.812X_2 + 0.873X_3 + 0.836X_4$

The results in effect imply that ARH project implementers and learning institutions should seek project sustainability through the participatory project management processes. This means that institutions offering project management ought to be awareness of the effects of the participatory project management processes to address the challenges of sustainable development

#### **4.10.3 Discussion of Key Findings**

The study established that participatory project management processes had a combined positive and significant effect on the sustainability of adolescent's reproductive health (ARH) programme. About 78.8% of the total variation in the sustainability of adolescent reproductive health programme. In general, these findings are in line with Enghel (2011), who indicated that allowing project administrators the autonomy and discretion to engage freely in consultations and dialogue with communities without authoritative orders from decision-makers can enable them to gain extra knowledge fundamental in the implementation of appropriate participatory interventions and plans for future development. Further, Felix (2016), underscores the importance of participation and project sustainability as critical determinants of development. It was indicated that, while participation can act as a driver for the provision of social change, sustainability is a requirement for the long-term sustainability of social change. When development administrators involve communities in development processes that affect their livelihoods it will be easy to create popular ownership of such development programmes.

Notwithstanding, this study also found out that in participatory development approaches whereby communities, are engaged through consultations and dialogues were mere ambitions than realities at the implementation of the GHARH programme. This was evident in much of the qualitative data collected to determine the extent of

participants' engagement techniques; such as community consultations and dialogues initiatives. The findings confirmed the findings of WHO (2016), who reported that for many organizations, successful engagement with young people is more of an ambition than a reality, though several United Nations (UN) agencies, governments, non-governmental organizations, and private sector actors would have benefited from engaging young people in innovative ways, and vice-versa.

The current study findings further concurred with the study by Kadurenge, Nyonje, and Ndunge(2016) established through a qualitative study in community-level market infrastructure projects that development projects might not succeed without the participation of their stakeholders in implementation. The study largely found out that top-down,contractual and non-consultative stakeholder-participation models were applied in the implementation of market stalls projects and the models were largely responsible for the failure of the four projects. The findings were also in congruence with Gareis, Huemann, & Martinuzzi (2010), who indicated that, although there has been increasing global interest achieving sustainable development through the project management practice, concepts on how to integrate the principles of sustainable development in project management processes have often been missing. Barasa and Jelagat (2013) also argue that community participation in project implementation allows people to build their capacities and identify and own the project, leading to efficiency and sustainability.

#### **4.11 Social support structures and sustainability of Adolescents Reproductive Health Projects**

Objective six of this study was to establish the extent to which social support structures influence the sustainability of GHARHp. In this case,the social structures were measured in terms institutional accessibility, institutional capacity (personnel skills; technical and logistics) and institutional collaboration were considered important indicators for assessing the moderating effects of social support structures on the sustainability of the GHARH programme in Ghana.

As a result, a 5-point Likert scale questions were developed and administered to collectrelevant data from the respondents where they were required to indicate the extent of their agreement on 15 item statements concerning social support

structures. Tables 4.21 presents an analysis of data the results obtained from the respondents.

**Table 4.21 Social support structures and sustainability of adolescents reproductive health projects**

S/N	Item Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Dev.	Total F (%)
<b>A) Institutional Accessibility</b>									
A1	I agree there is adequate access to support institutions	3 (1.6)	154 (84.6)	28 (15.4)	0 0.0	1 0.5	2.154	0.362	182 (100)
A2	Poor coverage of institutional support influences social support service seeking	0 0.0	19 (10.4)	48 (26.4)	65 (35.7)	50 (27.5)	3.802	0.96	182 (100)
A3	Challenges affect access to service SSS platforms	1 (0.5)	30 (16.5)	23 (12.6)	32 (17.6)	96 (52.7)	4.06	1.157	182 (100)
A4	I know the level of access to SSS equally affects ARH patronage	3 (1.6)	32 (17.6)	32 (17.6)	57 (31.3)	58 (31.9)	3.758	1.101	182 (100)
A5	I agreed public knowledge on the social mandate of SSS is adequate.	10 (5.5)	172 (94.5)	0 0.0	0 0.0	0 0.0	1.945	0.229	182 (100)
<b>B) Institutional Capacity</b>									
B1	The educational level of staff continues to affect the operations of social support institutions.	0 0.0	0 0.0	0 0.0	168 (92.3)	14 (7.7)	4.077	0.267	182 (100)
B2	I do agree that requisite skills of social workers are good	32 (17.6)	125 (68.7)	16 (8.8)	9 (4.9)	0 0.0	2.011	0.681	182 (100)
B3	That institutional transport capacity affects effective service delivery	3 (1.6)	1 0.5	2 1.1	87 (47.8)	89 (48.9)	4.489	0.501	182 (100)
B4	Inadequate residential accommodation is one of the issue to SSS	2 (1.1)	1 0.5	165 (90.7)	13 (7.1)	1 0.5	3.071	0.258	182 (100)
B5	I agree that adequate financial support is also a critical issue for SSS smooth operations	5 2.7	1 0.5	0 0.0	113 (62.1)	63 (34.6)	4.346	0.477	182 (100)
<b>C) Institutional Collaboration</b>									
C1	That SSS hardly collaborate for social service delivery	2 (1.1)	4 (2.2)	6 (3.3)	169 (92.9)	1 0.5	3.901	0.395	182 (100)
C2	There are visible constraints in creating social network platforms (group WhatsApp) by SSS	0 0.0	0 0.0	0 0.0	125 (68.7)	57 (31.3)	4.313	0.465	182 (100)
C3	That SSS does have challenges of integrated social action plans reflecting social needs.	3 1.6	1 0.5	23 (12.6)	87 (47.8)	68 (37.4)	4.225	0.688	182 (100)
C4	That SSS also hardly conduct joint social supervisory schemes	2 1.1	8 (4.4)	30 (16.5)	69 (37.9)	73 (40.1)	3.956	0.468	182 (100)
C5	I least see SSS collaborating on youth health matters.	5 2.7	6 (3.3)	29 (15.9)	69 (37.9)	73 (40.1)	4.126	0.88	182 (100)
<b>Composite Mean &amp; SD</b>							<b>3.616</b>	<b>0.593</b>	

Based on statistical analysis from Table 4.21, Item A1 was sought to establish the level of accessibility of social support structures. Data show that 28(15.4%) of the respondents indicated neutral, 154(84.6%) disagreed, 3(1.6%) strongly disagreed, and 0(0.0%) agreed, while 1(0.5%) strongly agreed. The mean score was 2.154 and the standard deviation (SD) was 0.362. This result averagely means that the majority of the respondents disagreed that support institutions were accessible.

Based on Item A2, the study intended to know if the coverage situation of the support institutions affects services seeking. The responses revealed that 48(26.4%) rated neutral, 19(10.4%) disagreed, 65(35.7%) agreed and 50(27.5%) strongly agree. The mean was 3.802 and the standard deviation was 0.960. Averagely, these pieces of evidence mean that majority of the respondents agreed that 'access of the support institutions is affected by the extent of coverage of social support structures.

Item A3 further sought to found out whether some specific challenges are affecting the accessibility of support systems in the area. Based on this, 23(12.6%) indicated neutral, 32 (17.6%) agreed, 96(52.7%) strongly agreed, 30(16.5%) disagreed and 1(0.5%) strongly disagreed. The mean was 4.060 and the standard deviation (SD) was 1.157. This result was an indication that the majority of the respondents had agreed to the existing challenges of inhibiting service access to the support structures.

Item A4 sought to know the issue of poor access to support is affecting ARH care in the area. On this, 57(31.3%) agreed, 58(31.9%) strongly agreed, 32(17.6%) indicated neutral, 32(17.6%) disagreed and 3(1.6%) strongly disagreed. The mean was 3.758 and the standard deviation was 1.101. These results indicated that the majority of the participants agreed to the existence of the social support structures issue that has consequences on ARH initiatives in the area.

Finally, item A5 was to test the level of knowledge of the respondents on the mandate of the social support systems in the community. Based on this, 92(51.0%) were neutral, 83(45.6%) disagree, 172(94.5%) strongly disagreed, and 10(5.5%) disagreed. The analysis resulted in a line mean score of 1.945 and a standard deviation (SD) of 0.229. It implies that majority of the respondents averagely disagreed of having any such knowledge regarding the role of these social support institutions in communities.



In regards to institutional capacity, Item B1 was sought to establish the extent to which educational qualification of staff affect the delivery of their mandates. From the descriptive result, 14(7.7%) strongly agreed and 168(92.3%) strongly agreed with the item statement. The item mean score was 4.077 and the standard deviation (SD) was 0.267. The results averagely implied that the respondents agreed that the educational qualification of staff of the support structures is a challenge.

Item B2 also sought to find out the extent of adequacy of staff specific skills to deliver the programme. The results show that; 9(4.9%) agreed, 16(8.8%) indicated neutral, 125(68.7%) strongly disagreed, 32(17.6%) strongly disagreed with the assertion. The mean score 2.011 and standard deviation (SD) of 0.681. This result averagely means that majority of the respondents disagreed on the assertion of the appropriateness of staff skills of social support structures.

Item B3 was also sought to know how effective service delivery was affected by the institutional transport capacity of the social support structures. It was shown that; 1(0.1%) disagreed, 3(1.6%) strongly disagreed, 87(47.8%) agreed, 89(48.9%) strongly agreed, while 2(1.1%) indicated neutral. As further shown in Table 4.30, the line item means was 4.489 and the standard deviation was 0.501 This result implies that majority of the respondents agreed that the social support structures transport capacity was effecting the delivery of routine mandate.

Item B4 sought to establish accommodation situation of the support organizations. The responses were; 1(0.5%) strongly agreed, 13(7.1%), were in agreement, while 165 (90.7%) indicated neutral, 1(0.5%) indicated agreed, 2(1.1%), strongly agreed. With a mean of 3.071 and SD of 0.258, it indicates that the majority of the respondents took a neutral ground on the accommodation issues of the support institutions.

Item B5 was sought to determine the financial capacity of the support institutions. On this; 63(34.6%) indicated strongly agreed, 113(62.1%), were in agreement 5(2.7%) indicated strongly disagreed and 1(0.1%) indicated disagreed. The item means the score was 4.346 and the SD was 0.4770, which is an indication that the majority of the respondents averagely agreed that the financial capacity of the support institutions was limited.

On the extent of the respondents' opinion on the institutional collaboration among social support structures, Item C1 was sought to establish the extent to which support institutions collaborate for service delivery. Findings revealed that 169 (92.9%) of the respondents were in agreement, 1 (1.1%) strongly agreed, while 6 (3.3%) were neutral. 4 (2.2%) of the respondents disagreed, and 2 (1.1%) strongly disagreed. The mean score was 3.901 and SD was 0.395. This results meant that the majority of the respondents averagely agreed that support organization hardly initiates collaboration for social service delivery.

Item C2 sought to establish if there are visible constraints in creating joint social network platforms (group WhatsApp) by the support institutions. It was revealed that 125 (68.7%) indicated disagreed, and 57 (31.3%) strongly agreed. 4.313 and 0.465 were the item mean score standard deviation recorded respectively. The result implies that the majority of the respondents agreed that there are visible constraints in creating joint social network platforms (group WhatsApp) for their clients by the support institutions.

Item C3 wanted to establish if SSS have challenges of integrated social welfare action plans'. Based on that 68 (37.4%) did strongly agreed, 87 (47.8%) agreed, 1 (0.5%) disagreed, 3 (1.6) strongly disagreed and 23 (12.6%) remained neutral. The item means recorded was 4.225 and the standard deviation was 0.688, which then implies that the majority were in agreement that SSS does have challenges of integrated social welfare action plans.

Item C4 was sought to establish if SSS have issues relating to joint supervisory schemes. Out of the total response; 69 (37.9%), agreed, 73 (40.1) strongly agreed, and 30 (16.5%) reported neutral, while the mean and the deviation were 3.954 and 0.468, respectively. On average the results imply that the majority of the respondents agreed that SSS is constrained with joint supervisory schemes to reflect effective institutional collaboration and networking.

Item C5 established the extent to which collaboration reflects ARH service provision. Responses indicated that 29 (15.9%) indicated neutral, 69 (37.9%) agreed, 73 (41.0%) strongly agreed, while 6 (3.3%) disagreed, 5 (2.7%) strongly disagreed. The mean was 4.126 and the standard deviation was 0.880. The result implies that the majority of the

respondents agreed that there was limited collaboration reflecting ARH service provision. Averagely, the results in the Table 4.21 shows that the means scores range between 1.945 and 4.489 and with a majority of the standard deviation  $<1$  for most of the items, except for two of the items (A3 and A4). The result implies that almost all the respondents by the stakeholders were converging on the impact of social support structures on the sustainability of GHARHp.

The computed mean for all response was 3.616, while the standard deviation is 0.593. This was an indication that on average the respondents agreed to many of or all the issues raised regarding this variable. On average, all the standard deviations were  $<1$ , an indication of convergence in the response around the mean. Nevertheless, two of them (Item A3 and A4) were  $>1$ , an indication of divergence from the mean. It could therefore be deduced that intuitional collaboration, intuitional capacity and institutional accessibility are significant indicators of social support structures the moderating variable.

The quantitative findings have been confirmed by qualitative information gathered from in-depth studies; opened-ended questions, and interviews with key informants. For instance, during an interactive session with key informants it indicated by the majority of them that even though proper recognition has not usually been given to the social support systems in the implementation of such social intervention programmes, support institutions have an enormous role to successful implementation and programming of community-level adolescents' reproductive health initiatives. Further, majority of the support structure officials indicated there were still alarming cases of adolescents issues of pregnancies, STIs, leading to school dropout among adolescent girls, which they blamed on the lack of coordinated efforts between existing public agencies in dealing with complicated issues. They noted that the implementation of ARH intervention came with a narrow framework that reduces effective stakeholder engagement of support systems and institutions. In justifying this one participant from the department of social welfare noted that;

“Even though my department is mandated to championed the issues of adolescent's welfare, we were not integrated into the programme. So our enormous experiences were not included in building a proper exit planned for the programme. I think the community entry

adopted for the programme was not the best, in the programme isolated core stakeholders at the level of the most crucial decision”.

When asked about the skills and logistical capacity of social support structures; the majority of the interviewees, indicated that they have limited human resources challenges as compared with institutional operational logistics; funds, transport, and accommodation. On the part of requisite skills, the participants indicated they only need periodic refresher courses to bring them to speed with current issues of adolescent's socio-economic needs. A participant noted that;

“Due to poor funding and operational logistics, as well as acute lack of means of transport the support institutions in this country are not often able to achieve the mandates, .....we hear vulnerable people suffer in communities every day because they can't be reached, .....the central government subvention does not come as expected. As a result, institutions cannot collaborate on joint actions to address popular needs”.

These qualitative revelations further imply that support was confronted by varying development issues in their quest to discharge their mandates on the social development needs of the Ghanaian society. Such issues constitute very useful lessons for adolescents' reproductive health care delivery, initiations, planning and implementation, and sustainable efforts.

#### 4.11.1 Correlation Analysis

Further, both correlation and regression analysis were conducted to establish the association and cause of the association, between Social Support Structures and the sustainability of the ARH programme's implementation, as contained in objective 6. The results were presented in Table 4.22.

**Table 4.22: Correlation results of Social support structures**

		<b>Social support structures</b>
sustainability	of Pearson Correlation	0.831**
GHARHp	Sig. (2-tailed)	0.013
	N	<b>182</b>

The results presented in Table 4.22 indicate a significantly strong and a positive correlation ( $r=0.831$ ) between social support structures and the sustainability of

GHARH project. This results supports the conclusion that the higher the change on the social support structures the higher change on the sustainability of GHARH project.

#### 4.11.2 Simple Regression Analysis

To determine causality or variances on the sustainability of GHARHp by the social support structures, it was necessary to further conduct a regression analysis. Tables 4.23 reported the result of the linear regression analysis based on the 6<sup>th</sup> hypothesis, which stated that; H<sub>0</sub>: Social Support Structures do not have a significant relationship with the sustainability of GHARHp.

##### Regression Model

The regression model derived for the testing is as follows:

$$Y = f(X_6, E); Y = \beta_0 + \beta_6 X_6 + \varepsilon;$$

Where

Y is the sustainability of GHARHp; which implies that (Y) = f (Social Support Structures X)

X<sub>6</sub> is Social Support Structures;

$\beta_0$  = Constant term;

$\beta_6$  = Beta coefficients;

$\varepsilon$  = Error term.

**Table 4.23: Simple regression results of social support structures**

##### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.831	0.691	0.685	0.862

ANOVA Results					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	298.562	1	298.562	401.713	0.000
Residual	133.78	180	0.743		
<b>Total</b>	<b>432.342</b>	<b>181</b>			

##### Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	0.974	0.189		4.624	0.000
Social Support Structures	0.876	0.104	0.831	6.500	0.000

Table 4.23 presents the results showing that  $r = 0.831$ , indicating that social support structures have strong and positive relationship with the sustainability of GHARHp.  $R^2 = 0.691$  indicates that 69.1% of the variation in the sustainability of GHARHp is explained by social support structures. It further implies that 30.9% of the changes in the sustainability of GHARHp cannot be attributed to social support structures, but other factors.

It further shows that the overall F statistics,  $(F = 1,180) = 401.713$ ,  $p < 0.000 < 0.05$ , which implies that there was a significant relationship between social support structures and sustainability of GHARHp. Therefore, the null hypothesis was therefore rejected and it was concluded that social support structures significantly influences the sustainability of GHARHp in Ghana and the world at large. Therefore, using the statistical findings from Table 4.13, the regression model can be substituted as follows;  $Y = 0.974 + 0.831X_6$ .

The results in effect imply that ARH project implementers and learning institutions should seek project sustainability through the social support structures. This means that institutions offering project management ought to be awareness of the effects of the social support structures to address the challenges of sustainable development.

#### **4.11.3 Discussion of Key Findings**

The study established that the moderating influence of social support structures and its key indicators of institutional accessibility, institutional capacity and institutional collaboration or networking had a positive sign on the sustainability of GHARHp service in Ghana.

It was noticed that the variation accounted for by the model by  $R^2 = 0.691$ , which indicate a significant percentage of 69.1 % by the moderating variable of social support structures. This result shows that social support structures independently played a critical role in the sustainability of GHARHp service. These findings were found to be consistent with the key findings of James et al. (2018), who established in an assessment of programme specifically addressing sexual, reproductive and mental health that, almost 50% all adolescents have limited access to psycho-social and physical related healthcare; as management of adolescents' presenting complaints and their comprehensive management including psycho-social status and risk profile, due

to poor availability of support systems in developing countries. However, unlike this study James et al. (2018), could not further explore the capacity of support institutions in terms of their influence on the sustainability of ARH initiatives. The results further indicated that appropriate social support infrastructure is should no more be an option in the provision of ARH programme but a compelling critical component for better adolescents' health care delivery. It revealed that, with rightful availability of well-resourced local level support structures, the greater chance of better welfare for the adolescents. On this note WHO, (2014) found that through considerable efforts and investments in proper resources in the United States, the rate of adolescent pregnancy and complications significantly decreased (57% declined) over the past two decades as opposed large geographical and socioeconomic disparities in the developing countries, where rural adolescents are more likely to give birth than teens in urban areas, as are young black females as compared to white females. Six key strategies and programmatic efforts were identified by the study to help address the challenge of adolescent pregnancies. They include seeking a better understanding of the complexity of adolescent lifestyle; expand the frontiers of quality sexual health education; active youth engagements through efficient technology and media; enhance access to sexual health service; create tailored interventions; and above all create a supportive policy environment. This indicates both challenges and the critical role of logistics in the development, strengthening, and promotion of the health and sexual well-being of all adolescents.

Also, WHO, (2015). argued that adolescents have unique, fundamental needs related to their health and wellbeing. As a result, they socially support and organizational care during puberty means that adolescents need to be prepared and assisted to manage their emotional challenges aside from good hygiene, access to adequate sanitation and disposal mechanisms. Other evidence shows that social linkages or institutional networks are necessary components of social support infrastructure. Barker, (2007) argued that despite the considerable interest among programmes on the theme of adolescent help-seeking and the need to promote it, much work is needed to arrive at a consensus about the dimension, promotion and measurement procedure of help-seeking through the positive use of both informal and formal sources of support. The importance of caring and meaningful relationships, as well as pro-social

connections with individuals and social institutions for promoting healthy and positive developmental outcomes, have been confirmed by various consultations and studies (WHO, 2014). It was rather found that youth involvement in informal groups is higher than structured youth programmes. In total, more than 38% of young people surveyed, it was found that about 40% had used informal social support in the community, as a strategy to manage stresses. This study will seek to establish innovative, collaborative, context-sensitive and systemic project management approaches to social support structures for improved community-level sustainable adolescents' healthcare interventions. These findings, therefore, provide several useful ideas on the roles of support structures in youth health care programming.

#### **4.12 Regression Analysis of the Moderating effect of Social support structures on the Relationship between Participatory project management processes and the sustainability of adolescent reproductive health projects**

This commenced with a significant assertion that viable social support structures have could moderating influence on the relationship between participatory project management process and sustainability of Ghana adolescent reproductive health programme. A moderator is a variable that supports or buffers the influence predictor (Independent Variable) to the outcome (Dependent Variable). Moderation implied an interaction effect, which often comes as a result introducing a third variable has changed the direction or magnitude of the relationship between two dominant variables (Elite Research LLC, 2013).

Based on that claim, a separate multiple regression analysis was conducted to examine the moderating effect of social support structures on the relationship between participatory project management processes and sustainability of Ghana adolescent reproductive health programme in Ghana. The tested was conducted on the H<sub>07</sub> which stated that; Social support structures have no significant moderating effect on the relationship between participatory project management processes and the sustainability of Ghana adolescent reproductive health programme in Ghana.

The statistical model was expressed as: Sustainability of GHARHp. Thus, (Y) = f (Social support structures + participatory project initiation process + participatory



project planning process+ participatory project execution process+ participatory project closure process).

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_1 X_2 X_3 X_4 X_5 + e$$

Where:

Y= sustainability of GHARHp

$\beta_0$ = constant

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$  = Beta coefficients

X<sub>1</sub>= Participatory project initiation

X<sub>2</sub>= Participatory project planning

X<sub>3</sub>= Participatory project execution

X<sub>4</sub> = Participatory project closure

X<sub>5</sub> = Social support structures

(X<sub>1</sub>X<sub>2</sub>X<sub>3</sub>X<sub>4</sub>X<sub>5</sub>) = Interaction term (Product of X<sub>1</sub>X<sub>2</sub>X<sub>3</sub>X<sub>4</sub>X<sub>5</sub>)

e = error term

Stepwise regression technique consisting of three models was used to test the moderating influence of Social Support Structures on the relationship between participatory project management processes and the sustainability of Ghana adolescent reproductive health programme in Ghana.

**Step 1:** Participatory project management processes were regressed on the sustainability of Ghana adolescent reproductive health programme in Ghana. The results are presented in Table 4.24.

**Table 4.24: Multiple Regression Result of Combined participatory project management processes**

Model	R	R Square	Adjusted R Square	Std. Error
1	0.888	0.788	0.783	0.846

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	478.765	4	119.691	164.340	0.000 <sup>b</sup>
Residual	128.912	177	0.728		
<b>Total</b>	<b>607.677</b>	<b>181</b>			

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	0.912	0.189		4.825	0.000
Participatory Project Initiation Process	0.874	0.288	0.822	2.339	0.020
Participatory Project Planning Process	0.837	0.345	0.812	2.135	0.034
Participatory Project Execution Process	0.876	0.254	0.873	3.372	0.000
Participatory Project Closure Process	0.888	0.322	0.836	2.448	0.015

\**p* < 0.05 significant

From the regression results conducted in step one (1), in Table 4.24 the R-squared or coefficient of determination stood at 78.8% indicating that about 79% of the variation in the sustainability of the GHARHp is explained by the changes in the combined independent variable; participatory project management processes. And by implication, 21.2 % of the changes in the sustainability of the GHARHp can be attributed to other factors.

**STEP 2:** The moderating variable; social support structures was introduced as a third variable, to enable the study to establish its interaction effect, on the relationship between the combined participatory project management processes and the sustainability of Ghana adolescent reproductive health programme in Ghana. The results are presented in Table 4.25.

**Table 4.25: Moderating Effect Multiple Regression Results**

<b>Model Summary</b>					
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error</b>	
1	0.907	0.823	0.818	0.763	
<b>ANOVA</b>					
	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	487.712	5	97.542	163.641	0.000 <sup>b</sup>
Residual	104.909	176	0.596		
<b>Total</b>	<b>592.621</b>	<b>181</b>			
<b>Coefficients</b>					
	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
(Constant)	0.936	0.107		8.748	0.000
Participatory project initiation process	0.894	0.224	0.839	3.813	0.000
Participatory project planning process	0.853	0.321	0.827	2.657	0.008
Participatory project execution process	0.883	0.217	0.876	4.069	0.000
Participatory project closure process	0.892	0.312	0.862	2.859	0.005
Social support structures	0.876	0.104	0.831	6.500	0.000

Table 4.25 indicates the moderating effect of social support structures on the relationship between combined participatory project processes and the sustainability of GHARH project. The results showed a significant positive effect after the introduction of social support structures into the relationship, the interaction term in

model 2 increased the R square (Model 2;  $R^2 = 0.823$ - Model 1  $R^2 = 0.788$ ) by 0.035 (3.5%).

The foregoing result implies that the interaction between social support structures and combined participatory project management processes is explained by the 3.5% variations in the sustainability of GHARH project. F was at  $F(5, 176) = 163.641$ ,  $p < 0.000 < 0.05$ , which is an indication that the overall moderating influence was significant. In this case, where the p-value is  $< 0.05$ , the null hypothesis was rejected and it was concluded that there was a significant interaction effect by social support structures on the relationship between combined participatory project processes and the sustainability of GHARHp. In other words, the moderator's effect was significant, since its introduction has led to an increasing effect on the predictor (independent variable) to the outcome variable (dependent variable).

#### **4.12.1 Discussion of Key Findings**

The study established that the moderating influence of social support structures had a positive significance on the sustainability of GHARHp service in Ghana. It was noticed that the percentage of variation accounted for by the model by  $R^2 \Delta = 0.035$ , which indicates a significant increment of 3.5% after introduction of the moderating variable of social support structures. This result shows that social support structures play a critical role in the sustainability of GHARHp service. The findings were supported by the study of Mohammed (2015) who argues that proper stakeholder management is a measure of project success. Though the study has relevance to the global subject area of the study, it, however, lacks specificity found in the Ghanaian context. Further, the research did not include an interview survey that would have provided more in-depth information, as achieved by this current study.

Findings also affirm findings by Inagaki (2007), and Narayan (1993) cited by Barasa and Jelagat (2013) participatory development approach has emerged as a recognition of the failures of the top-down approach to community development, and for which reason, there was a major shift in the last 50 years in the participatory paradigm for citizen's participation in development. Stakeholder participation was reported as the most significant factor for project sustainability. It was argued that when people are involved in the project design to maintenance- best results may

occur. The findings are also in line with Chambers (1989) and Roark, (1998) cited by Khwaja's, (2003) who found that about 70% of community-managed projects may be better maintained, hence more sustainable than those managed by local governments. In the Philippines, and Felix, (2016) indicated that lack of citizen's participation as a possible reason for these failures. It was significantly found that during ten years the national irrigation project governance was shifted from a top-down government approach to a local farmer perspective. It means that, unless people are made central actors in activities and programmes that affect their lives, the impact of such interventions would either be negative, irrelevant or insignificant as far as transforming people's lives is concerned.

**Table 4.26: Summary of Tests of Hypotheses**

<b>Research Purpose</b>	<b>Objective</b>	<b>Hypothesis</b>	<b>Findings</b>	<b>Conclusion</b>
The purpose of this study was to establish how participatory project management processes and social support structures influence the sustainability of GHARHp.	To establish how participatory project initiation process influences the sustainability of GHARHp.	<b>H<sub>0</sub></b> : Participatory project initiation process has no significant relationship with the sustainability of GHARHp.	Participatory project initiation process had a positive and significant relationship with the sustainability of GHARHp.	Null Hypothesis rejected
	To establish how participatory project initiation process influences the sustainability of GHARHp.	<b>H<sub>0</sub></b> : Participatory project planning process has no significant relationship with the sustainability of GHARHp.	Participatory project planning process had a positive and significant relationship with the sustainability of GHARHp.	Null Hypothesis rejected
	To establish the extent to which a participatory project initiation process influences the sustainability of GHARHp.	<b>H<sub>0</sub></b> : Participatory project execution process has no significant relationship with the sustainability of GHARHp.	The participatory project executive process had a positive and significant relationship with the sustainability of GHARHp.	Null Hypothesis rejected
	To establish how participatory project initiation process influences the sustainability of GHARHp.	<b>H<sub>0</sub></b> : Participatory project closure process has no significant relationship with the sustainability of GHARHp.	Participatory project closure process had a positive and significant relationship with the sustainability of GHARHp.	Null Hypothesis rejected
	To establish the extent to which the combined participatory project management processes influence the sustainability of GHARHp.	<b>H<sub>0</sub></b> : The combined participatory project management processes have a significant relationship with the sustainability of GHARHp.	Combined participatory project management processes had a positive and significant relationship with the sustainability of GHARHp.	Null Hypothesis rejected
	To establish how social support structures influence the sustainability of GHARHp.	<b>H<sub>0</sub></b> : Social support structures have no significant relationship with the sustainability of GHARHp.	Social support structures had a positive and significant relationship with the sustainability of GHARHp.	Null Hypothesis rejected

To establish the extent to which social support structures influence the relationship between combined participatory project management processes and sustainability of GHARHp

**H<sub>0</sub>:** Social support structures have no significant moderating relationship on the relationship between participatory project management processes and sustainability of GHARHp.

Social support structures had a positive and significant moderating relationship on the relationship between participatory project management processes and sustainability of GHARHp.

Null Hypothesis rejected

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In effect, this chapter has established some results from the research data analyzed. Key in the results was on project management strategies for effective stakeholder consultation and engagement for participatory project management processes to promote sustainable adolescent reproductive health initiatives in Ghana and elsewhere. The next chapter, therefore, presents those findings and their implication for research and professional development.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the relevant findings of the study, discussions, conclusions, and recommendations of the study. The presentation was focused on the specific objectives and the hypotheses of the study. This chapter also presented the study's contribution to knowledge-both research and practice- as well as suggestions for future research.

#### **5.2 Summary of Findings**

The section summarizes the findings of the study, based on the descriptive, inferential and the qualitative analysis as contained in the previous chapter. The summary has been done following each of the study objectives.

##### **5.2.1 Participatory project initiation process and sustainability of Adolescent Reproductive Health projects**

The first objective of this study was to establish how the participatory project initiation process influences the sustainability of Ghana adolescent reproductive health programme Ghana. Based on this objective, it was hypothesized that; participatory project initiation process has no significant relationship with the sustainability of GHARHP, which was subsequently tested through descriptive data from the study and resulted in the following findings.

From the data gathered and the descriptive analysis, the study found that 69% and 73% of the stakeholders of GHARH programme were not actively engaged in its viability assessment, as well as its approval for implementation respectively. It was also found that 51 % project stakeholders did not receive an adequate briefing on the programme's purpose or its operational and strategic goals, 70% of all the stakeholders' were not properly mobilized and sensitized on their roles, hence they were uncertain on their initial roles and responsibilities regarding the programme.

This means that participative projects identification, collaborative project stakeholder mobilization and consultative projects feasibility studies are critical in the



sustainability of ARH projects. Through the analysis, it was evident that the participatory project initiation process had a positive and significant association with the sustainability of ARH projects. Following the analysis, the null hypothesis was rejected with a conclusion that participatory project initiation process had a statistically significant influence on the sustainability of the Ghana adolescent reproductive health programme in Ghana. This implies that participatory project initiation process including its indicators such as participative projects identification, collaborative project stakeholder mobilization, and consultative projects feasibility studies are all together critical factors towards the sustainability of GHARHp across Ghana and around the world.

### **5.2.2 Participatory project planning process and the sustainability of Adolescent Reproductive Health projects**

The second objective sought by the study was to establish the extent to which participatory project planning process influences the sustainability of adolescent reproductive health implementation in the Brong Ahafo Region, Ghana. It was hypothesized that; participatory project planning process has no significant relationship with the sustainability of GHARHp.

From the inferential analysis, it was found that there was a positively strong and significant association between the participatory project planning process and with the sustainability of GHARHp. It implies that the indicators such as the consultative projects scope planning, participative project resource planning, and consultative projects scheduling are crucial factors in the participatory project planning process for the sustainability of GHARHp.

Based on the descriptive analysis, it was established that the variable, participatory project planning process had an average mean of 3.396. It was also revealed that 56% of the respondents indicated that their views were not incorporated in the programme's workflows, and communication, while 74% disagreed of their involvement in project financial planning. The result shows that the project stakeholders were not actively involved in the project planning processes of the programme.

Following the inferential analysis, the study found it necessary to reject the null hypothesis and concluded that participatory project planning process had a statistically significant influence on the sustainability of Ghana adolescent reproductive health programme in Ghana. This corroborated finding that participatory project planning process including its indicators of the consultative projects scope planning, participative project resource planning, and consultative projects scheduling are critical elements for the sustainability of GHARHp in the study location, across Ghana and around the world. For that matter.

### **5.2.3 Participatory project execution process and the sustainability of Adolescent Reproductive Health projects**

The third objective of the study was to access the extent to which the participatory project execution process influences the sustainability of adolescent reproductive health programme in Ghana. Based on the objective, the study hypothesized that “participatory project execution process has no significant relationship with the sustainability of GHARHp.

Findings from the descriptive results showed that the majority (50% +) of the stakeholders’ confirmed their involvement in the main activities of the participatory project execution process. This resulted in an overall mean score of 3.888 and a standard deviation of 0.756, implying that majority of the stakeholders were engaged for the purposes of offering direct labour and the provision of land towards physical project construction. This may be good for ensuring project ownership and sustainability.

Also, through the inferential analysis the study found a strong, positive, and significant correlation between participatory project execution process and the sustainability of the GHARHp implementation. More importantly, evidence provided a good basis for rejecting the null hypothesis under this variable. This implies that the participatory project execution process is critical towards the sustainability of GHARHp implementation to a large extent.

#### **5.2.4 Participatory project closure process and the sustainability of Adolescent Reproductive Health projects**

In its fourth objective, the study to assess the influences of the participatory project closure process on the sustainability of the GHARHp implementation in Ghana. Following which it was hypothesized that there was no significant relationship between participatory project closure process and the sustainability of GHARHp implementation.

From the descriptive results, it was revealed that participatory project closure process had a composite mean score of 3.626, while the inferential analysis revealed that there was a significant relationship between participatory project closure process and the sustainability of GHARHp, hence the null hypothesis was rejected and concluded that there was a statistically significant relationship between the independent variable and sustainable implementation of the GHARH programme in Ghana, and possibly elsewhere.

#### **5.2.5 Combined Influence of participatory project management processes and sustainability of Adolescent Reproductive Health projects**

The fifth objective of the study was to establish the extent to which the combined participatory project management processes influence the sustainability of the GHARHp. From this objective, a null hypothesis was that there is no significant relationship with the combined of participatory project management processes on the sustainability of GHARHp implementation.

The statistical analysis established that all the key variables of the participatory project management processes had significant mean scores and a significant impact on the sustainability of the GHARHp implementation for that matter. Thus, participatory project planning process (3.396), participatory project execution process (3.888), participatory project closure process (3.626), while participatory project initiation process had the least mean score of (2.891). This implies that the more the engagement or consultation of stakeholders through participatory project management processes, the higher may be the chances of sustainability of GHARHp.

It was revealed there was a strong, positive, significant correlation between the combined participatory project management processes and sustainability of GHARHp.

As a result, the null hypothesis was rejected and the study concluded that combined participatory project management processes had a statistically significant influence on the sustainability of the GHARHp.

Further, this study also found particularly through the qualitative data that in participatory development approaches whereby communities, are engaged through consultations and dialogues were mere ambitions than realities at the implementation of the GHARH programme. This gives the indication there are still obstacles of effective engagements to drive transformative change.

#### **5.2.6 Social support structures and sustainability of Adolescent Reproductive Health projects**

The sixth objective of this study was to establish the extent of influence of the social support structures on the sustainability of the GHARHp implementation in the Brong Ahafo Region of Ghana. It was then hypothesized that social support structures have no significant relationship with the sustainability of GHARHp implementation in Ghana. Based on the descriptive analysis, the study found that institutional access, institutional capacity and institutional collaboration are very important factors of social support structures.

Also, the study found it necessary to reject the null hypothesis and concluded that social support structures had a statistically significant, and strong relationship with the sustainability of GHARHp.

#### **5.2.7 The moderating influence of social support structures on the relationship between participatory project management processes and sustainability of Adolescent Reproductive Health projects**

The seventh objective of the study was to establish the moderating influence of the social support structures on the relationship between combined participatory project management processes and sustainability of GHARHp. Hence, it was hypothesized that social support structures have no significant moderating relationship with the relationship between participatory project management processes and sustainability of

GHARHp implementation in Ghana. The study found a significant influence of social support structures have on the relationship between participatory project management processes and sustainability of GHARHp implementation and hence the basis for a rejection of the initial null hypothesis.

### **5.3 Conclusion**

Largely, the study has unearthed critical findings regarding the influence of participatory project management processes to the sustainability of Ghana adolescent's reproductive health (ARH) programme in Ghana and elsewhere. The following specific conclusions were therefore organized for each research objective of the study. The conclusions were drawn and presented from the key findings as follows:

#### **5.3.1 Participatory project initiation process and sustainability of Adolescent Reproductive Health projects**

Following the established findings on this objective, it was concluded that participatory project initiation process plays a significant role in the sustainability of ARH projects programme. It means with adequate participation of necessary projects stakeholders in the project initiation process the greater the chance of increasing the beneficiary access to ARH programme, utilization of the programme and enhancing the support environment for acceptance of ARH programme.

It, therefore, follows that; consultative the identification of the project is the most important indicator participatory project initiation process. In this current study, it implies that, if projects stakeholders are actively engaged and consulted during the projects need assessment, stakeholder commitment, trust and understanding in the overall philosophy of the project charter, ownership and sustainability of such interventions will be enhanced. Similarly, project stakeholder mobilization was also seen as a critical indicator with second-highest influence during project initiation, especially in a situation where the stakeholders are expected to play key roles project start-up resources mobilization, work in steering committees, and contribute meaningful ideas towards reshaping programme or project concept. It can be concluded that if the project stakeholders are made familiar with the programmes initial benefits and ensure ownership or sustainability. It was further concluded that the third most critical indicator in the participatory project initiation process is

participative project feasibility studies. Thus, it was concluded that in a situation where project stakeholders are effectively engaged in forums to assess the project viability, incorporating their views and concerns into project goal during project initiation, the better the success of such an intervention.

Following the findings, it was concluded that GHARHp implementers cannot succeed without proper respect for project stakeholder views and opinions in the project's identification, project feasibility studies, and stakeholder mobilization at the early stages of formulation ARH programmes. Since the majority of the respondents agreed that engagement will provide a clear understanding of the relevant components of the project charter, which engender project ownership, transparency and ultimate sustainability of the public interventions.

### **5.3.2 Participatory project planning process and sustainability of Adolescent Reproductive Health projects**

Informed by the findings of this study, it was concluded that the solutions of poor sustainability of ARH programmes cannot be improved without greatly adhering to the ethics of participatory planning process. Participative project scope planning, collaborative resource planning, and consultative project scheduling are critical indicators for the sustainability of those ARH programmes.

### **5.3.3 Participatory project execution process and sustainability of Adolescent Reproductive Health projects**

In line with the findings established on this variable, it was concluded that sustainability of ARH programme cannot be achieved without a positive condition of participatory project execution. It implies that learning institutions aiming at sustainable ARH programme delivery should first of all focus on improving stakeholders' involvement in projects execution. It further implies that project managers of ARH should effectively engage project stakeholders in every aspect of the project's execution decision making; since effective participatory project management was identified to have a strong association with service ownership and sustainability.

### **5.3.4 Participatory project closure process on the sustainability of Adolescent Reproductive Health projects**

It can be concluded from the findings of the study that participatory project closure process is a very useful variable that can significantly explain both the association and the variations in the sustainability of ARH programme in the community. It, therefore, implies that all seekers of ARH programme sustainability should do so through participatory project closure process, which is determined by how many projects stakeholders take part in project output evaluation, documentation of project output lessons, and project output commissioning.

### **5.3.5 Participatory project management processes and the sustainability of Adolescent Reproductive Health projects.**

Judging from the findings obtained on this variable, it can be concluded that, participatory project management processes play a significant and positive role on the sustainability of adolescents' reproductive health (ARH) programme. Overall, the sustainability of ARH service improves with greater stakeholder participation throughout the project cycle processes. Therefore, learners and project designers who wished to attain project sustainability must pay attention to the principles and formalities of the new participatory project management cycle that was established by this study. The new project management approach marks a significant approach to project stakeholders' engagement through the project life cycle.

### **5.3.6 Social support structures influence on the sustainability of Adolescent Reproductive Health projects.**

Based on the results obtained by the study, it can be concluded that social support structures have a very significant supplementary contribution to the sustainability of the ARH programme. It is, therefore, necessary to acknowledge this fact in the field of projects planning and management.

### **5.3.7 Social support structures moderating influence on the relationship between combined participatory project management processes and sustainability of Adolescent Reproductive Health projects**

Based on the findings the study finally concluded that social support structures influence the relationship between combined participatory project management processes and sustainability of adolescent reproductive health programme. Overall, the sustainability of ARH service improves with greater functionality and influences of

social support structures to the stakeholder participation throughout the project cycle or processes.



## **5.4 Research Contribution to Knowledge**

This research has contributed to the body of research knowledge at different levels. The contributions of this research to theoretical and industrial practices are presented in the following subsections.

### **5.4.1 Academic and Theoretical Contributions**

From the theoretical and academic sides, the study originally concentrated on the conceptualisation of the participatory project management processes, moderating influence of social support structures and the sustainability of adolescent reproductive health projects. This was guided by an extensive review of the literature and relevant theoretical construct, leading to a conceptualized and advanced theoretical understanding on the critical strategies to transform the typical project management cycle into a participatory project management cycle (PPMC). Thus, the findings of this study established important ways on how participatory principles can be effectively combined with the project management cycle to produce participatory projects development outcomes and sustainability, as recommended by PMI (2019). In this regards the study filled significant gaps in project management literature. Also, the findings on the key variables of the research have contributed to the Novelty of the research. Table 5.1, presents information on how the key variables of the study could contribute empirical knowledge to deepen academic discourse on project planning and management literature, across Ghana and around the world. As a result, the content of each objective could be published to enhance global academic knowledge on participatory project management systems and processes.

### **5.4.2 Project Management Practice**

The research also concentrated on the practicality of the stakeholder engagement to achieve the sustainability of adolescents' reproductive health projects. The findings of this study have contributed to the practical novelty of project management tools and techniques for project managers. It created very useful information to the projects or programme management professionals in their quest to attain projects success and sustainability.

Considering the strategic impacts of stakeholder engagement in participatory project management processes, the findings may guide the routine judgment of project

management professionals to focus on effectively engaging and motivating projects stakeholders to promote the achievement of projects sustainability. Several statistically significant relationships among participatory project management processes or stakeholder engagements, social support structures and sustainability of ARH projects programme have been identified.

The evidence such as the correlations could be useful for the practitioners since they can be applied in a particular area of need in multi-faceted project implementation (small, medium or large). Besides, the participatory project management framework provides a series of practical strategies as a feasible guideline to accommodate projects investor adaptability for immediate and future redevelopment. Thus, the strategic impacts of participative stakeholder consultation and engagement, as demonstrated in this study, may serve as very useful guide the practitioners to effectively manage projects stakeholders towards sustainability-related project implementation.

**Table 5.1: Empirical Knowledge Contributions**

<b>Objective</b>	<b>Findings</b>	<b>Conclusion</b>	<b>Empirical Knowledge Areas</b>
To establish how participatory project initiation process influences the sustainability of GHARHp.	Participatory project initiation process had positive and significant influence sustainability of GHARHp	Participative projects; purpose assessment, stakeholder mobilization, and feasibility studies have a statistically significant influence on the sustainability of ARH programme in Ghana	The findings of this study have empirically established that an effective participatory project initiation process contributes to the sustainability of the ARH programme in Ghana. As a result, the findings of this variable have been published in IJSR for both academic and professional benefits.
To establish how participatory project initiation process influences the sustainability of GHARHp.	Participatory project planning process had a positive and significant influence on the sustainability of GHARHp.	Consultative projects; scope planning, resource planning, and scheduling have a statistically significant influence on the sustainability of ARH programme in Ghana.	The empirical results on this objective indicated a statistically significant influence of an effective participatory project planning process on the sustainability of ARH programme in Ghana Hence those findings shall be published in competent International Journals, including Innovative Research and Development, to enhance professional and academic judgments.
To establish the extent to which participatory project initiation process influences the sustainability of GHARHp.	Participatory project executive process had a positive and significant influence on the sustainability of GHARHp.	Collaborative projects; kick-off meetings, monitoring, and standards review progress reporting and communication have a statistically significant influence on the sustainability of ARH programme in Ghana.	The study provided empirical evidence that the participatory project executive process to an appreciable extent influences sustainability of ARH programme in Ghana. This objective result could be published in some International Journals for societal benefits in terms of project management
To establish how the participatory project initiation process influences the sustainability of GHARHp.	Participatory project closure process had a positive and significant influence on the sustainability of GHARHp.	Consultative projects; inspection, lessons documentation, and commissioning have a statistically significant influence on the sustainability of ARH programme in Ghana, Ghana.	The study findings have empirically indicated that Participatory project closure process influences the sustainability of ARH programme in Ghana This objective result could be published in the in some International Journals for project management benefits

<b>Objective</b>	<b>Findings</b>	<b>Conclusion</b>	<b>Empirical Knowledge Areas</b>
<p>To establish the extent to which the combined participatory project management processes influence the sustainability of GHARHp.</p> <p>To establish how social support structures, influence the sustainability of GHARHp.</p>	<p>Combined participatory project management processes had a positive and significant influence on the sustainability of GHARHp.</p> <p>Social support structures had a positive and significant influence on the sustainability of GHARHp.</p>	<p>Combined participatory project management processes have a statistically significant influence on the sustainability of ARH programme in Ghana</p> <p>Social support structures; institutional capacity, requisite staff skills and institutional collaboration have a statistically significant influence on the sustainability of ARH programme in Ghana.</p>	<p>Empirically, the study established that combined participatory project management processes had positive and significant influence sustainability of ARH programme in Ghana that can be replicated elsewhere.</p> <p>This study established useful empirical evidence that social support structures can statistically contribute to the sustainability of the ARH programme in Ghana if they are well supported. The results of this variable have been accepted for publication in the <i>Journal of Sustainable Development to enhance academic</i>. The empirical study findings provided evidence that Social support structures have a crucial moderating effect on the relationship between combined participatory project management processes and sustainability of ARH programme in Ghana This study finding</p>
<p>To establish the extent to which social support structures influence the relationship between combined participatory project management processes and sustainability of GHARHp.</p>	<p>Social support structures had a positive and significant moderating influence on the relationship between participatory project management processes and</p>	<p>Social support structures have a crucial moderating effect on the relationship between combined participatory project management processes and sustainability of ARH programme in Ghana</p>	

## **5.5 Recommendations**

In line with the findings and conclusions of this research work to ensure very effective participatory project management processes influence the sustainability of ARH programme in Ghana, the following recommendations are hereby proffered;

### **5.5.1 Recommendations for Practice**

This study contends that the science and art of managing development projects and programmes in Ghana can be improved with the adoption of more efficient and effective participatory project management processes (PPMP), whereby project stakeholders are deliberately engaged in project management and implementation. The study, therefore, recommends PPMP as a critical tool in projects implementation for sustainable outcome in Ghana, and around the world. In particular, the findings of the study have useful implications for the sustainability of adolescent SRH programmes, including the need to incorporate sex education in the level of education, to ensure that appropriate information on SRH is communicated by individuals and institutions. There is a need to involve all stakeholders including parents/guardians and community leaders in addressing adolescent SRH needs. This will enhance community participation and address cultural barriers and inhibitions to the optimum realization of the impacts of ARH programmes at their post-implementation.

It is argued that all concerned state agencies should be involved as stakeholders in the earlier stages of the project cycle; project initiations, planning stage, monitoring, and leading up to final project evaluation, to facilitate ownership and sustainability. This participation should be done with commitment and a great sense of ownership to create value in projects implementation. However, an effective participatory project management process framework is yet to be fully embraced as a deliberate strategy for management of public projects in many developing countries like Ghana (Amponsah, 2012). It is recommended that active stakeholders' involvement in all stages of the project implementation should be adopted to promote transparency, accountability, hence judicious application of public resources.

### **5.5.2 Recommendations for Policy**

The findings of this study indicated that adolescents face greater adverse complications due to underlying factors include smoking, substance abuse, anaemia, malaria, HIV and AIDS as well as other sexually transmitted infections. There is a need for a strategic policy framework with nationally focus to guide

Adolescents Sexual Reproductive Health (SRH) issues are addressed within various legislative instruments under with constitution backing and specific interest interventions sustainability. It is critical for Adolescent Sexual and Reproductive Health Policy to make room for in-depth consultations with a wide range of stakeholders through actionable consultative processes such as meetings and to enhance the national Sexual Reproductive Health status of adolescents and contribute towards the realization of their full potential in national development. This includes the need to strengthen inter-sectoral coordination and networking, partnership and community participation in SRH planning and programming at all levels. The findings demonstrated that the intervention with significant that participatory project management yielded more positive results than non-participatory situations.

### **5.5.3 Recommendations for Methodology**

This study employed a cross-sectional survey by using the questionnaires, in-depth interviews, and observations to collect data on the three key variables, descriptive analysed and different hypothesis tested to establish level and cause of the variance. This approach allowed an in-depth analysis and understanding of each project team's diversity variable. Further, this study used a mixed-method research approach which allowed the researcher to obtain both qualitatively and quantitatively, compare and interpret results. Mixed research approaches are recommendable because they facilitate triangulation of data from multiple sources, which strength's reliability and minimize research biases and weaknesses.

### **5.6 Direction for Future Research**

The results of this research provide further opportunities to explore the application of participatory project management processes in projects management and implementation. Thus, some areas can be further studied and improved.

To promote uptake of participatory management processes, there is a need to assess the implications of project stakeholder capacity in participatory management processes, and the sustainability social programmes in developing countries. It was realized during the interviews that projects stakeholders have unique characteristics and factors, including capacity limitations that tend to influence their functionality in project management. Consequently, this further research if conducted should help discover the stakeholder capacity and limitations. reveal empirical evidence to guide governments and international development agencies.

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## APPENDICES

### APPENDIX1: LETTER OF TRANSMITTAL

**Stephen Lurimuah,  
C/o Odel Campus University of Nairobi, Kenya  
P.O Box 48413 -00100,  
Nairobi.**

**Dear Respondent,**

#### **RE: ACADEMIC RESEARCH**

I am a student at the University of Nairobi, who is currently undertaking a research study as part of the basic requirements for the award of a Ph.D. degree in Project Planning and Management on the thesis topic "**Participatory Project Management Processes, Social support structures and sustainability of Ghana Adolescent Reproductive Health Project.**" This study intends to gather relevant academic information relating to the sustainability of the programme as implemented.

I, therefore, humbly request you to fill the attached questionnaire to facilitate the achievement of this academic mission. Please, kindly answer all the questions as completely, correctly and honestly as possible. Your responses shall be treated with the utmost confidentiality and shall only be used for academic purposes. Thank you in advance for your co-operation.

Yours faithfully,

Stephen Lurimuah  
(L83/51746/2017)

## **APPENDIX II: RESEARCH QUESTIONNAIRE**

### **Introduction**

This questionnaire is intended to gather data from the following categories of the study population in relation to how their involvement in the formulation and implementation ensures the sustainability of the GHARH project. They include National Director of; Education, Health, Local Government Programme and Population Council, Regional Director of; Education, Health and Population Council, Municipal and District Assembly Officials; Director of; Education, Health and Assembly Focal Persons, Local Level Social Support Structures; District Director of; Social Welfare, Ghana Police Service-DOVVSU, CHRAJ and Caregivers of GHARH project. This questionnaire contains the following seven major sections; A, B, C, D, E, F, and G. Please, kindly **tick (√)**, in the appropriate box and write in the blank space provided to indicate your opinion.

### **Informed Consent**

Your signature below indicates that you have decided to volunteer as a research participant for this study and that you have read and understood the research content. That you understand that all information you provide for this study will be treated confidentially. That you understand that in any report on the results of this research your identity will remain anonymous. And finally, you agree that the researcher may record relevant portions interviews with you through audio-recording.

Participant's Signature/Tom print:..... Date:.....

Researcher; I believe the participant is giving informed consent to participate in this study.

Signature of the researcher; .....Date; .....

Thank you.

## SectionA: Personal Information of Respondents

This section contains items on the personal profile of respondents. Kindly tick (√) appropriately on the provided spaces,

1) Please, indicate your Institutional Designation:

Category 1 National Officials/Respondents

Category 2 Regional Respondents

Category 3 MDAs Respondents

Category Beneficiary Respondents

2) Positions; Directors of;

Education  Health  Population Council  Local Gov't  
Service

RCC Rep  MMDAs Rep.  CHRAJ Officer  Social Welfare  
Officer , DOVSU officer , ASRH Caregivers , and Adolescent

3) Gender of Respondent: Female  Male

4) Age in years:

10-19  20-29  30-39  40+

5) What is your highest level of education?

Certificate  Diploma  Undergraduate  Postgraduate  Ph.D.

6) How long have you lived or work here?

Less than 2 years  3-5 years  6-8 years  Over 9 years

**Section B: Sustainability of Ghana’s Adolescents Reproductive Health Project (GHARHp) Service:**This section contains information on the sustainability of the GHARH programme, where sustainability is being measured in terms of the following dimensions **geographical accessibility to ARH Services, utilization of ARH services and support environment.**

7) Please using the Likert scale of 1 to 5, kindly indicate your level of agreement with the following statements on the sustainability of the programmes; where 1 = strongly disagree, 2= Disagree, 3= Neutral, 4=Agree and 5 = strongly agree.

	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Geographical accessibility to the services of the GHARH project</b>					
A1	Opinion on the distance to seek project by adolescents					
A2	Do you find ARH coverage in your area inadequate?					
A3	Appropriateness of road condition to facility centres.					
A4	To what extent is accessing ARH friendly care difficult?					
A5	Clinicians’ availability and competence					
<b>B</b>	<b>Utilization of ARH project</b>					
B1	Demand ARH programme is high					
B2	Availability to pay ARH programme					
B3	Number of clients receiving ARH is below expectation					
B4	Clients-caregivers trust is within standards					
B5	Beneficiaries level of satisfaction with exiting ARH services					
<b>C</b>	<b>Support Environment</b>					
C1	Community norms support are friendly with ARH project					
C2	Staff receptivity with adolescents is as expected.					
C3	Parent’s service seeking support is good					
C4	Availability of community volunteer platforms is a problem					
C5	There is appropriate social marketing for ARH					

8) What challenges do think contributed to the poor sustainability of the GHARH project?

.....  
 .....  
 .....

9) Kindly comment on what should have been done to enhance the success of the project

.....  
 .....

10) Kindly indicate your opinion on how various stakeholders can contribute to the sustainability of the GHARH project?

.....  
 .....

**Section C: Participatory Project Initiation Process:**  
 This section contains statements bothering on participatory project initiation process of the GHARH programme, where participatory is measured in terms of stakeholder involvement in the following dimensions; **participative programme identification, collaborative stakeholder mobilization and consultative project’s feasibility studies,** to justify the rationale for implementation.

11) Please using the Likert scale of 1 to 5, kindly indicate your level of agreement with the following statements on Participatory Project Initiation Process; where 1 = strongly

disagree, 2= Disagree, 3= Neutral, 4=Agree and 5 = strongly agree.						
	Statements	1	2	3	4	5
<b>A</b>	<b>Participative project identification</b>					
A1	I was adequately briefed on the goal of GHARH at its initiation					
A2	Your views were incorporated into the projects goal setting.					
A3	I could not take part in detail needs assessment of GHARHp					
A4	I were enthusiastic about the project purpose and objectives					
A5	I could not influence the approval decision of GHARH before take-off.					
<b>B</b>	<b>Collaborative project stakeholder mobilization</b>					
B1	My role as a stakeholder was defined during the project initiation					
B2	But I am not sure whether we were effectively mobilized as expected					
B3	I could not participate in project steering communities					
B4	I wanted to be empowered with more knowledge of at beginning but it was not possible					
B5	I was part of stakeholder forums to shared innovative ideas on GHARH					
<b>C</b>	<b>Consultative projects feasibility studies</b>					
C1	I could not take part in the project's viability assessment with stakeholders					
C2	I am aware of stakeholder forums to discuss GHARH viability studies					
C3	Feasibility studies procedures were not made available.					
C4	I can't tell the extent of incorporation of views in the impact assessments.					
C5	I can confirm that I knew how viable GHARHp was initially.					

12) Kindly describe your participation in the initiation process of the project could have enhanced its service sustainability

.....  
 .....

13) Kindly give your opinion on the level of stakeholder participation in the initiation phase of the GHARH project.

.....  
 .....

14) In your own opinion, how do stakeholders' participation in the initiation process influence sustainability of the project?

.....  
 .....

15) How can stakeholder's participation in the initiation process in GHARH project be improved?

.....  
 .....



<b>Section D: Participatory Project Planning Process:</b>						
Therefore, this section contains statements bothering on the participatory project planning process of the GHARH project, where participatory is measured in terms of stakeholder involvement in the following dimensions; <b>consultative projects scope planning, participative projects resource planning and consultative projects activities schedule planning</b> , to justify the rationale for implementation.						
16) Please using the Likert scale of 1 to 5, kindly indicate your level of agreement with the following statements on Participatory Project Planning Process; where 1 = strongly disagree, 2= Disagree, 3= Neutral, 4=Agree and 5 = strongly agree.						
	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Consultative projects scope planning</b>					
A1	I took part in stakeholder meetings to develop project workable schemes.					
A2	The planning process incorporated my views into the workflows					
A3	Majority of us participated but could not influence the process.					
A4	The project's activities were not accepted for implementation by all of us					
A5	I make inputs into GHARH communication and M&E plans					
<b>B</b>	<b>Participative project resources planning</b>					
B1	Project resource plan meetings were opened all of us.					
B2	Project land acquisition was not planned by all of us.					
B3	We all agreed to the project's estimated cost					
B4	My participation in project resource planning was not up to my expectation					
B5	We solicited for the use of community-level resources in the project.					
<b>C</b>	<b>Consultative project activity schedule planning</b>					
C1	I was deeply involved in the planning activities deadlines.					
C2	Terminal evaluation periods was by stakeholders' consensus.					
C3	We were all educated on deliverables critical path of the project					
C4	I was part of sequencing the overall projects deliverable schedules					
C5	I have no idea on when the progress monitoring timetable was prepared.					

17) In your view, which category of the stakeholders could have been involved more in the planning process of GHARH project to enhance its sustainability? Kindly explain

.....  
 .....

18) In your own opinion, how do stakeholders' participation in the project planning process influence sustainability of the GHARH project?

.....  
 .....

19) In which ways stakeholders can participate in the project planning process in the initiation process in GHARH programme improved?

.....

.....

<b>Section E: Participatory Project Execution Process:</b>						
Therefore, this section contains statements bothering on participatory project execution process of the GHARH project, where participatory is measured in terms of stakeholder involvement in the following dimensions; participative <b>projects plan implementation, collaborative projects monitoring and controls and consultative progress reporting and communication</b> , to justify the rationale for implementation.						
20) Please using the Likert scale of 1 to 5, kindly indicate your level of agreement with the following statements on participatory project execution process; where 1 = strongly disagree, 2= Disagree, 3= Neutral, 4=Agree and 5 = strongly agree.						
	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Participative projects plan implementation</b>					
A1	I directly attended project kick-off meeting upon invitation.					
A2	Stakeholder orientation workshops were organized to guide my roles and expectations in GHARHP					
A3	The kick-off meeting did not include the award of contracts					
A4	My apathy was reduced among us as the project's stakeholders					
A5	Every stakeholder expectation was boosted.					
<b>B</b>	<b>Participative projects monitoring and control</b>					
B1	My participation was limited in events monitoring and controlled.					
B2	I know the projects changes tracking was collective by stakeholders					
B3	I took part in monthly quality management reviews meetings					
B4	All of us as project stakeholder approved scope changes					
B5	I could not take part in project cost management or financing					
<b>C</b>	<b>consultative progress reporting and communication</b>					
C1	I participated in work progress meetings					
C2	That you frequently attended GHARHp status information review meetings					
C3	I attended project meetings organizedwith other project stakeholders					
C4	We did discuss the project reports effectively and frequently.					
C5	Project information flow was informative and comprehensive for me					

21) How did you participate in the execution process of the ASRH project? I participated by;

Adversarial action

By actively attending project meetings/forums

Others (please specify) .....

22) In your own opinion, how do stakeholder's participation in the project execution process influence the sustainability of the project?

.....

.....

23) In which ways stakeholders can participate in the project execution process in the initiation process in GHARHprojectbe improved?

.....

.....

<b>Section F: Participatory Project Closure Process:</b>						
Therefore, this section contains statements bothering on participatory project closure process of the GHARH projects, where participatory is measured in terms of stakeholder involvement in the following dimensions; project <b>collaborative project outputs evaluation, projects commissioning and consultative project implementation lessons documentation</b> , to justify the rationale for implementation.						
24) Please using the Likert scale of 1 to 5, kindly indicate your level of agreement with the following statements on participatory project closure process; where 1 = strongly disagree, 2= Disagree, 3= Neutral, 4=Agree and 5 = strongly agree.						
	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Collaborative project review and acceptance of outputs</b>					
A1	Do you believe that GHARHP met its overall intended objective?					
A2	I was willing to participate in the project review sessions.					
A3	I was not allowed to fully examine the final deliverables of GHARHP					
A4	I am not sure whether the project final deliverables were up to expectation					
A5	I see the evaluation process as a purely ceremonial.					
<b>B</b>	<b>Consultative review and documentation of lessons learned</b>					
B1	My views were not incorporated into project lessons; ie archive paperwork					
B2	I had limited opportunity to examine the total expenditure of GHARHP.					
B3	I have an appreciation for the project's life-cycle principles and methods.					
B4	Open forums platforms were not suitable during review sessions by stakeholders					
B5	Majority of us appreciated the need for the review process.					
<b>C</b>	<b>Participative projects commissioning</b>					
C1	I and other stakeholders attended the projects inaugural durbars					
C2	We commissioned GHARHP to mark our satisfaction.					
C3	There were optional speeches at the event by stakeholders and gate-keepers gave.					
C4	I think participating in the event may improve the project's output					
C5	Project' users were entreated to maintain the facility during the event.					

25) Please give your opinions on the influence of stakeholders' participation in the project closure on the sustainability of the project?

.....  
 .....

26) In which ways stakeholder's participation in the project closure in the initiation process in GHARH project improved?

.....  
 .....

**Section G: Social Support Structures:**  
 This study anticipates that Social Support Structures, including; the Police-DOVVSU, Social Welfare Officers and CHRAJ have a mandated to play for effective implementation and sustainability of the GHARHP at the local level. This section, therefore, aims at obtaining data on the accessibility, capacity and collaboration level of those institutions to help assess their supplementary mandate in ensuring the general welfare of the adolescents in the study location.

27) Please using the Likert scale of 1 to 5, kindly indicate your level of agreement with the following statements on the social support structure; where 1 = strongly disagree, 2= Disagree, 3= Neutral, 4=Agree and 5 = strongly agree.						
	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Institutional Accessibility</b>					
A1	I agree there is adequate access to support institutions					
A2	Poor coverage of institutional support influences social support service seeking					
A3	Challenges affect access to service SSS platforms					
A4	I know the level of access to SSS equally affects ARH patronage					
A5	I agreed public knowledge on the social mandate of SSS is adequate.					
<b>B</b>	<b>Institutional Capacity</b>					
B1	The educational level of staff continues to affect the operations of social support institutions.					
B2	I do agree that the requisite skills of social workers are good					
B3	That institutional transport capacity is affected effective service delivery					
B4	Inadequate residentialaccommodation is an issue to SSS operations					
B5	I agree that adequate financial support is a critical issue for SSS smooth operations					
<b>C</b>	<b>Institutional Collaboration</b>					
C1	That SSS collaboration on social service affects reproductive health-seeking in the area.					
C2	There are constraints in visible joint social network platforms (group WhatsApp)					
C3	That SSS does not have integrated social welfare action plans reflecting reproductive health needs.					
C4	That SSS are constrained with joint social welfare supervisory schemes					
C5	That there is limited collaboration on youth reproductive health service.					

28). Kindly comment on how social support infrastructures ensuring the sustainability of GHARHp;

.....

.....

.....

.....

THANK YOU FOR YOUR COOPERATION

### **APPENDIX III: FOLLOW-UP INTERVIEW SCHEDULE FOR STUDY KEY INFORMANTS**

**Introduction;** This instrument is proposed as a follow-up mechanism to collect only academic research data from the study’s key informants on “participatory project management processes, social support structures and sustainability of adolescent sexual and reproductive health programme in the Brong Ahafo Region, Ghana.” The following sections contain information about the key informants in terms of their categories and the structure of their interview questions.

#### **D) Caregivers and Adolescents’**

This interview is meant to gather academic research information on the level of your participation in the implementation in of GHARHp in your district. You are requested to respond by giving accurate information as a basis for only academic informed judgment. You are assured that all the information provided will only be used for this study.

#### **Section A: Sustainability of GHARHp**

1. How well does the programme satisfy the health needs of adolescents?
2. Indicate your opinion on the extent of health improvement before and after the implementation of the project;  
.....  
.....
3. Are the existing GARH facilities (health corners, and clubs) functioning as expected [ ] No [ ]  
  
If No, give reasons?.....  
.....
4. Does the project put in place a facility maintenance plan?
5. If yes, what is the nature of the plan?
6. In your opinion, what can you say about the future of GARH project?  
.....

Thank You

**II) National and Regional Level Officials**

This interview is designed to gather academic research information on the level of your participation in the implementation and sustainability of GARH project. Being national stakeholders, your accurate responses may be necessary to aid in effective sustainable policy recommendations at both academic and national levels. The interview will take 30 minutes. Thank you.

**Section A: GHARHp Rationale and Concept**

1. Do you have any idea about the primary concept of the ASRH project? If yes, what is it?  
.....
2. What role does your institution play on the project implementation and management?.....

**Section B: Sustainabilityof GHARHp**

1. Do you think the programme is sustainable? What is your reason for the response?
2. Is there any plan for sustaining this project? If yes, please describe it. If no, why?
3. What is the current condition of the ASRH facilities at the various districts?  
.....

**Section C: Remarks**

4. Do you have any personal observation of the project?  
.....

Thank You

### **III) Social Support Structures**

This interview is designed to gather academic information on the supplementary role of social support structures ineffective implementation and the sustainability of the GARH programme at the district level. This interview will last for 25-30 minutes and you are humbly requested to give accurate information as a basis for only an academic informed judgment. Thank you.

#### **Section A: GHARHp Sustainability**

1. Please comment on the situation of adolescent's health complication in your locality and role you play in containing them.
2. How does GHARHp help in addressing those complications?
3. The future of the GHARHp; in terms of sustainability

#### **Section B: Institutional Accessibility**

4. Can you please, comment on how accessible are SSS the adolescents?

#### **Section C: Logistics Capacity**

5. Briefly comment on your logistical (means of transport, rehab homes, etc) situation with regards to the discharge of your duties

#### **Section D: institutional linkages**

6. What challenges does your outfit encounter in the course of handling adolescents sexual and reproductive health issues?

#### **Section D: Remarks**

- Can you comment on the challenges of your outfit in addresses adolescent social issues?

Thank You

## APPENDIX IV: OBSERVATION GUIDE

The following issues are designed to gather information through observation guide.

Preliminary activities: (Locate a site)

Name of project:.....

Site/Location:.....

Project Activity:.....

Date/Time:.....

1. Observe and describe the site seen
2. Observe and describe the composure of the interviewee
3. Observe Commitment
4. Observe the satisfaction level of participants
5. Observe the facilities
6. Observe how it is being maintained
7. Table 1. Summary of participants per site

### IVb: Data Collection Tools, Key Issues Covered and how FGDs was conducted

<b>Tools</b>	<b>Data collection method</b>	<b>Key issues covered</b>
<b>Interview with Health Officers and Staff</b>	Interviewer administered using a structured questionnaire; FGDs questionnaire checklist administered	1. Target population characteristics 2. Perceived friendliness of the programme 3. Consent, confidentiality, and privacy 4. Referral linkages 5. Information management
<b>Client exit questionnaire</b>	FGDs questionnaire checklist administered to clients upon exit (after receiving programme)	1. Accessibility of programme 2. The physical environment of the facility 3. Respect, for clients by staff 4. Privacy and confidentiality 5. Programme and referral approaches
<b>Facility and inventory assessment</b>	Observation checklist/ verifying documents (stocks, MIS and outreach activity details)	1. Infrastructure and supplies a. Physical environment b. Logistics Inventory 2. Human resources, training a. Counselling, Referral and follow-ups 5. Service utilization



## Appendix V: Focus Group Discussion Schedule for Adolescents'

This interview is meant to gather academic research information on the level of your participation in the implementation in of GHARHp in your district. You are requested to respond by giving accurate information as a basis for only academic informed judgment. You are assured that all the information provided will only be used for this study.

### Section A: Sustainability of GHARHp

7. How well does the programme satisfy the health needs of adolescents?
8. Indicate your opinion on the extent of health improvement before and after the implementation of the project.

.....  
 .....

9. Are the existing GARH facilities (health corners, and clubs) functioning as expected [ ] No [ ]

If No, give reasons?.....  
 .....

10. Does the programme put in place a facility maintenance plan?

11. If yes, what is the nature of the plan?

12. In your opinion, what can you say about the future of GARH project?

.....

Thank You

### VI Focus Group Discussion (FGD) Membership for Adolescents

Location (FGDs at Adolescent Health Club)	Group 1 (mixed groups)				Group 2 (female groups)				Group 3 (male groups)			
	Age range	No. of persons	Gender		Age range	No. of persons	Gender		Age range	No. of persons	Gender	
			F	M			F	M			F	M
Acherensuah –Club	12 -17	11	5	6					12- 15	6		
Sunyani MA – Club	12 -15	12			12 – 15	9			15 -17	10		
Drobo –Club.	12 -15	5	4	1	15 -17	6			12- 16	5		
Dormah-Club	15 -17	11	5	6	16 17	11			12 15	8		
Techima- Club	15 -17	8	4	4	12 -15	12			15 17	8		
Nkrunaza-Health Centre	15 -22	11			16-19	11			12-23	9		
Kwamedanso-Health Centre	12-18	12			15-16	7			12-17	8		

Note; f = female; m = male and n=number per a FDG.

## APPENDIX VI: ETHICAL CLEARANCE

*In case of reply the  
number and date  
should be quoted*

WEBSITE: [www.barcc.gov.gh](http://www.barcc.gov.gh)  
EMAIL: [barcc.gh@gmail.com](mailto:barcc.gh@gmail.com)  
TEL: 03520 27115/23595  
FAX: 03520 27345/27183

Our Ref. No: RPCU/CORR./CO.1/27  
Your Ref. No: .....



OFFICE OF THE  
BRONG AHAF0 REGIONAL  
CO-ORDINATING COUNCIL  
P.O. BOX 104  
SUNYANI

18<sup>th</sup> January, 2019

### **ETHICAL CLEARANCE FOR RESEARCH**

This is to certify that; Mr. Stephen Lurimuah of the University of Nairobi, has been permitted to conduct his research on a topic, Participatory Project Management Processes Social Support Structures, and Sustainability of Adolescent Sexual and Reproductive Health Programme in the Brong Ahafo region, Ghana.

In this regard, we humbly appeal to you to assist him for a successful research work.

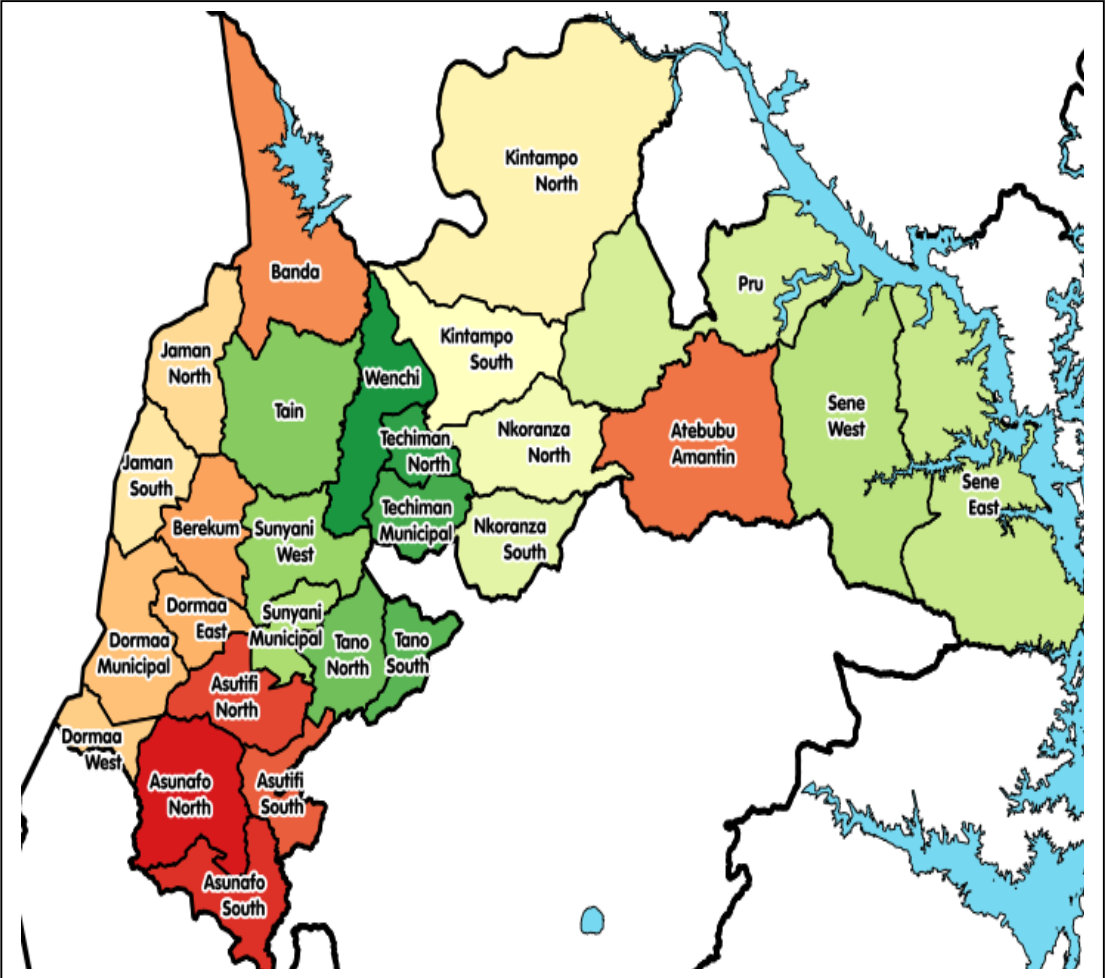
Counting on your co-operation.

Thank you.

**D. A. ACHEAMPONG**  
REGIONAL ECONOMIC PLANNING OFFICER  
for: REGIONAL MINISTER

**DISTRIBUTION**  
ALL HEADS OF DEPARTMENT  
& INSTITUTIONS OF MMDAs - B/AR

**APPENDIX VII: BRONG AHAFO IN REGIONAL AND DISTRICT CONTEXTS**



## APPENDIX VIII: VALIDITY ANALYSIS

	Component																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
There is adequate institutional logistical capacity (transport, and equipment)	0.059	<b>0.490</b>	0.400	0.281	0.287	0.110	0.109	.001	0.080	0.022	0.067	0.119	0.022	0.112	0.002	0.097	0.006	0.114
There is adequate support financially for the programme	.487	.209	.256	<b>.497</b>	.133	.153	.031	.092	.016	.023	.030	.035	.214	.011	.046	.064	.157	.124
There are adequate infrastructures key for better adolescents' health care delivery	<b>.408</b>	.390	.111	.341	.007	.283	.067	.101	.018	.212	.376	.234	.101	.012	.266	.047	.044	.131
Office accommodation for program officials is adequate	<b>.406</b>	.107	.078	.143	.020	.140	.042	.063	.002	.075	.317	.026	.188	.065	.040	.358	.290	.290
There is capacity building and training of program staff	.052	.149	.222	.358	.077	.113	.051	.129	<b>.479</b>	.109	.303	.035	.211	.299	.290	.242	.018	.166
The educational qualification is considered when selecting program staff	.123	.314	<b>.651</b>	.204	.043	.073	.226	.145	.041	.154	.244	.041	.058	.102	.035	.099	.114	.080
Requisite staff critical thinking and tolerance are essential when handling ARH matters	.366	.381	.104	.316	.021	.302	.010	.077	.003	.197	<b>.422</b>	.296	.145	.039	.258	.066	.011	.153
The Requisite staff have excellent communication ability	.309	.128	.086	<b>.626</b>	.337	.313	.043	.073	.016	.171	.104	.227	.052	.060	.134	.083	.065	.005
Emotional intelligence of the requisite staff enables them to run ARH efficiently	.248	.176	.292	<b>.430</b>	.080	.184	.068	.132	.118	.262	.103	.031	.051	.013	.049	.022	.165	.073
The staff have excellent skills to mentor adolescents in ARH programs	.032	.164	.024	.457	.042	<b>.522</b>	.065	.384	.281	.062	.054	.102	.036	.078	.133	.127	.073	.000
There is a collaboration on ARH service provision.	.096	.095	.020	.236	.149	.079	.039	.329	.104	.363	.225	.254	.221	.166	.020	.117	<b>.420</b>	.136
There are joint adolescents social network platforms (group whatsapp)	.392	.184	.179	<b>.466</b>	.346	.379	.034	.181	.042	.145	.186	.135	.036	.059	.159	.047	.062	.032
The program leaders have integrated action planning for adolescents welfare	.455	<b>.532</b>	.442	.151	.148	.024	.104	.112	.045	.028	.111	.085	.083	.089	.078	.067	.109	.049
The program incorporates joint supervision schemes for all the beneficiaries	.326	.092	.243	.114	.033	.005	.014	.003	.219	.315	<b>.533</b>	.159	.046	.135	.183	.030	.179	.062
There are collaborations among various organisations towards establishment of sustainable ARH programmes	.114	.149	.034	.305	.032	.013	.015	.043	.107	.080	.043	.074	.595	.015	.033	.013	.160	.144
Stakeholders received adequate briefing on the goal GHARH at its initiation	<b>.858</b>	.144	.224	.081	.079	.011	.109	.019	.024	.042	.036	.220	.100	.050	.024	.114	.012	.045

Stakeholder views were incorporated into the projects goal setting.	<b>.756</b>	.491	.041	.062	.140	.114	.024	.052	.014	.113	.037	.030	.155	.042	.054	.021	.063	.053
All stakeholders were enthusiastic about the project purpose	<b>.865</b>	.300	.018	.141	.107	.073	.016	.037	.039	.173	.052	.047	.076	.026	.043	.043	.000	.063
Majority of stakeholders influenced the programme approval	<b>.653</b>	.154	.312	.157	.166	.104	.192	.143	.152	.342	.123	.013	.100	.084	.055	.033	.061	.024
The stakeholders conducted needs assessment before identifying the project	<b>.718</b>	.276	.532	.038	.108	.042	.035	.020	.002	.093	.027	.038	.049	.019	.051	.051	.017	.037
The programmer's implementers identified and mobilized stakeholders at the initiation.	<b>.760</b>	.395	.030	.185	.170	.075	.098	.079	.094	.111	.055	.197	.030	.026	.010	.010	.012	.025
Stakeholder mobilization is done by local community members	<b>.859</b>	.239	.202	.097	.127	.023	.035	.012	.052	.012	.061	.229	.070	.014	.033	.065	.001	.079
Stakeholders participated in project steering communities	<b>.844</b>	.152	.058	.060	.011	.102	.033	.213	.034	.274	.018	.057	.170	.015	.058	.059	.046	.004
There is an empowerment of all stakeholders at the initiation phase.	<b>.850</b>	.377	.109	.027	.152	.041	.140	.064	.047	.098	.029	.058	.007	.005	.001	.012	.033	.010
The project team uses local leaders when mobilizing the stakeholders	<b>.829</b>	.412	.067	.014	.099	.017	.125	.047	.013	.096	.004	.024	.015	.001	.006	.042	.161	.026
Project implementers were willing to involve stakeholders in projects viability assessment	<b>.769</b>	.531	.067	.088	.126	.032	.028	.103	.033	.063	.005	.039	.029	.059	.086	.002	.059	.010
Stakeholders' views are incorporated into the social impact assessments.	<b>.588</b>	<b>.617</b>	.203	.177	.072	.016	.059	.043	.145	.085	.039	.119	.038	.062	.046	.046	.081	.049
There are enough stakeholder forums for viability studies	<b>.751</b>	.535	.109	.038	.113	.071	.037	.135	.041	.037	.009	.006	.098	.063	.130	.055	.017	.014
All stakeholders' take part in decision making over projects viability approval.	<b>.575</b>	.139	.059	.286	.185	.115	.154	.106	.119	.254	.166	.248	.272	.104	.021	.023	.136	.006
There are consultations amongst all stakeholders on how to conduct feasibility studies.	<b>.848</b>	.387	.016	.148	.095	.055	.083	.089	.124	.009	.032	.044	.029	.052	.003	.045	.023	.032
There are adequate stakeholder consultative meetings on the major components of the project scope.	<b>.484</b>	.035	.349	.079	.229	.294	.190	.178	.215	.096	.085	.163	.055	.238	.109	.061	.034	.024
Projects plan and design incorporates all the views both divergent and convergent	<b>.857</b>	.408	.064	.024	.080	.046	.007	.022	.001	.122	.017	.001	.060	.016	.074	.019	.010	.001
Majority of stakeholders influences process as participated high.	<b>.009</b>	<b>.603</b>	.103	.146	.132	.274	.350	.151	.051	.134	.047	.193	.081	.024	.042	.016	.208	.059

All stakeholders accepts the implementation of the main project activities	<b>.492</b>	.346	.469	.065	.249	.037	.166	.210	.173	.024	.177	.059	.027	.089	.146	.016	.080	.111
The source of scope of project plan idea was from the stakeholders	<b>.882</b>	.381	.095	.135	.003	.042	.054	.022	.030	.077	.001	.003	.016	.009	.038	.016	.021	.064
The project implementation team involves stakeholders in project cost estimation	<b>.844</b>	.198	.347	.047	.015	.093	.036	.105	.068	.082	.026	.021	.167	.015	.082	.018	.010	.041
Stakeholders were involved in planning and acquisition land for the project.	.100	.492	.154	<b>.529</b>	.049	.151	.177	.057	.040	.036	.175	.125	.122	.199	.197	.064	.073	.002
Adequate consultation was made resource planning.	<b>.733</b>	.335	.363	.034	.246	.028	.128	.072	.191	.030	.038	.093	.063	.112	.010	.008	.058	.018
Consulting stakeholders on project resource planning increases their rate of participation in projects	<b>.531</b>	.528	.148	.014	.142	.176	.307	.041	.018	.140	.097	.052	.107	.025	.007	.192	.168	.030
Project resources are obtained from the community	<b>.834</b>	.410	.076	.011	.116	.002	.149	.049	.019	.087	.001	.031	.016	.002	.008	.053	.147	.027
Stakeholders were involved in determining the project realistic planned activities deadline.	<b>.834</b>	.410	.076	.011	.116	.002	.149	.049	.019	.087	.001	.031	.016	.002	.008	.053	.147	.027
Stakeholders participate in establishing project deliverables.	<b>.770</b>	.101	.020	.040	.102	.035	.175	.185	.006	.239	.103	.122	.140	.022	.166	.078	.128	.036
Key decisions on possible project termination points were by stakeholders' consensus.	<b>.848</b>	.131	.098	.109	.004	.019	.206	.100	.022	.119	.071	.139	.138	.033	.041	.142	.083	.012
The time it takes to complete the program is agreed upon by the stakeholders All agreed on time sequence of major activities	<b>.940</b>	.118	.123	.076	.032	.050	.007	.046	.011	.091	.030	.019	.014	.001	.030	.035	.093	.077
Stakeholders participate in establishing project deliverables	<b>.689</b>	.110	.470	.078	.096	.022	.127	.144	.186	.068	.116	.046	.086	.036	.095	.080	.042	.049
All identified projects stakeholders attended the kick-off meeting upon invitation.	.031	.102	.263	.018	.160	.048	.085	.152	<b>.300</b>	.230	.118	.253	.149	.038	.034	.182	.038	.004
Stakeholder orientation workshops were organized on roles, expectations and formation of steering groupings	.147	.089	.348	.075	.056	.269	.142	.140	.009	.010	.067	.370	.138	.292	.114	.111	<b>.376</b>	.004
The possible award of contracts as part of the kick-off meeting agenda.	.134	.220	.195	.062	<b>.353</b>	.158	.198	.227	.083	.122	.033	.007	.031	.200	.035	.243	.016	.226
Apathy was reduced among stakeholders' and collective enthusiasm boosted.	.081	.113	.292	.232	<b>.707</b>	.302	.252	.043	.010	.191	.014	.052	.047	.044	.024	.128	.049	.031

The project managers were asked to prepare the programme of works for the project	.068	.089	.284	.263	<b>.729</b>	.195	.287	.057	.037	.215	.034	.040	.010	.006	.034	.009	.109	.044
The project steering participated in events monitoring and controlled cost.	.181	.040	.236	.057	<b>.583</b>	.364	.346	.081	.175	.087	.208	.111	.041	.022	.101	.148	.045	.136
There was collective awards of projects contracts	.051	.178	.102	.078	.114	.248	.171	.273	.206	.161	.174	.022	.048	.173	.380	.368	.031	<b>.392</b>
The changes proposed during the monthly stakeholder progress reviews meetings were incorporated	<b>.508</b>	.459	.328	.063	.121	.084	.120	.113	.084	.058	.126	.097	.154	.120	.017	.056	.119	.102
All stakeholder were involved in approving major scope changes	.182	.148	.482	.152	.236	.006	<b>.526</b>	.038	.087	.019	.019	.095	.205	.004	.082	.058	.033	.012
Quality of work was not properly monitored and controlled by the project managers	.223	.308	.287	.122	.095	.048	<b>.522</b>	.185	.185	.123	.016	.131	.073	.057	.148	.129	.164	.014
The project stakeholders attend meetings for information on the progress of work	<b>.515</b>	.333	.151	.154	.405	.148	.365	.011	.012	.142	.012	.053	.048	.134	.044	.093	.063	.119
The project team frequently presented current project status for review way forward.	.325	.151	.160	.138	.198	.075	.129	.105	.260	<b>.546</b>	.104	.016	.043	.072	.089	.157	.163	.040
There are organized meetings with project financiers and duty-bearers	.275	.199	.354	.096	.115	.080	<b>.575</b>	.230	.145	.119	.060	.134	.009	.054	.232	.096	.123	.143
There was efficient communication channels for reaching all the stakeholders	.209	<b>.411</b>	.009	.090	.279	.132	.071	.125	.118	.022	.001	.326	.132	.126	.137	.091	.184	.286
The community was always engaged to enlighten them on how the programme will affect them through meetings	.194	.184	.150	.242	.104	.058	.070	.032	.132	.061	.277	.102	<b>.345</b>	.044	.302	.103	.070	.266
Project implementers accounted to stakeholders the standards of the final projects deliverables	.467	.006	.021	<b>.552</b>	.236	.308	.075	.015	.062	.062	.089	.201	.113	.145	.046	.002	.072	.199
Stakeholders participated willingly in the project review sessions.	.200	.021	.036	.128	.009	.184	.429	.077	.071	.149	.097	.126	.155	<b>.444</b>	.147	.169	.191	.228
Participants were allowed to demonstrate their impression.	.008	.183	.060	.234	.030	.424	.129	<b>.657</b>	.271	.027	.275	.227	.134	.002	.008	.100	.003	.034
Stakeholders were involved in endorsing all the project deliverables	.065	.092	<b>.631</b>	.178	.209	.134	.321	.013	.206	.236	.124	.172	.025	.214	.088	.010	.064	.158
There are regular and random reviews by internal programmes and consultants on the progress of the programme.	.008	.183	.060	.234	.030	.424	.129	<b>.657</b>	.271	.027	.275	.227	.134	.002	.008	.100	.003	.034

Stakeholders views were incorporated into lessons learned from the reviews	.145	.061	.017	.243	.159	.455	.066	.111	<b>.436</b>	.074	.105	.048	.086	.088	.094	.221	.263	.095
Major lessons covered project total expenditure and revenue by stakeholders.	.044	.193	.139	.352	.053	.154	.024	.013	<b>.487</b>	.069	.359	.039	.254	.277	.185	.215	.019	.205
The best stakeholder who can assess and provide the best expert testimony of the project is identified through consultative reviewing.	.096	.190	.208	<b>.330</b>	.163	.291	.151	.060	.252	.054	.196	.028	.318	.115	.048	.048	.082	.312
Stakeholders felt empowered enough by the consultative review process since they understood the deliverables	.030	.202	.046	.457	.148	<b>.584</b>	.142	.211	.302	.021	.068	.123	.129	.079	.000	.030	.130	.033
All the programme stakeholders are involved in the summative review process	.455	<b>.532</b>	.442	.151	.148	.024	.104	.112	.045	.028	.111	.085	.083	.089	.078	.067	.109	.049
Stakeholders attended the projects inaugural durbars	.099	.086	.002	.058	.137	.108	.165	.063	.244	.263	.048	.081	.012	<b>.585</b>	.303	.118	.290	.146
The commissioning was a sign of satisfaction by stakeholders and beneficiaries	.028	.059	.125	.027	.082	.067	.130	.171	.259	.263	.075	.371	.060	.025	<b>.395</b>	.343	.139	.046
Stakeholders and gate-keepers gave optional speeches to commutate the event.	.007	.265	.243	.021	.206	.297	.182	.334	.219	<b>.362</b>	.090	.173	.028	.232	.072	.307	.005	.078
Participative projects commissioning improves the programme sustainability	.012	.153	.217	.049	.016	.102	.177	.253	.241	.308	.147	.079	.020	.179	.294	<b>.347</b>	.049	.246
All the programme information and data was handed over during commissioning.	.068	.447	<b>.486</b>	.042	.259	.104	.047	.134	.212	.070	.017	.029	.111	.042	.026	.151	.047	.041