

**INFLUENCE OF MANAGEMENT PROCESS ON
IMPLEMENTATION OF GOVERNMENT SPONSORED
PROJECTS IN KIRINYAGA COUNTY: A CASE OF PUBLIC
SECONDARY SCHOOLS' PROJECTS IN KIRINYAGA
COUNTY**

BY

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**A Research Project Report Submitted in Partial Fulfillment of
the Requirements for the Award of the Degree of Master of Arts
in Project Planning and Management of the University of Nairobi**

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DECLARATION

This research project is my original work and has not been submitted to any other University.

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This research project has been submitted for examination with my approval as the University supervisor

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DEDICATION

This report is dedicated to my dear loving wife Ruth Wangari Wanjohi for her prayers and creating an environment for learning.

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TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT.....	xii
CHAPTER ONE:INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study.....	4
1.4 Specific objectives.....	4
1.5 Research Questions	5
1.6 Significance of the study	5
1.7 Delimitation of the Study	6
1.8 Limitations of the study.....	6
1.9 Basic assumptions of the Study.....	6
1.10 Definitions of Significant Terms Used in the Study	6
1.11 Organizational of the study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Implementation of Government Sponsored Projects.....	8
2.3 Planning Decision and Implementation of Projects	8
2.3 Organizing Decision and Implementation of Projects	10
2.3.1 MAP: Set up the project management plan.....	11
2.3.2 Organize: Keep the project paperwork organized.....	11
2.3.3 Implement: Put the project management plan into action	11
2.3.4 Recognize: Pay attention to progress with project management plan.....	12
2.3.5 Complete: Make sure that they are meeting project management plan deadlines ..	12
2.4 Staffing Decision and Implementation of Projects.....	12
2.5 Directing Decisions and Implementation of Projects.....	15

2.5.1	Initiation	16
2.5.2	Stage boundaries.....	16
2.5.3	<i>Ad hoc</i> direction.....	17
2.5.4	Project Closure	17
2.6	Controlling Decisions and Implementation of Projects	21
2.7	Theoretical framework	22
2.7.1	Evolution of Management	22
2.7.1.1	Classical Theory (1): Scientific Management (1900-1920).....	22
2.7.1.2	Classical Theory (2): Administrative View (1900-1916).....	23
2.7.1.3	Behavioral (1): Hawthorne Experiment (1928-1932)	23
2.7.1.4	Behavioral (2): Interpersonal Perspective (1920-1930)	23
2.6.1.5	Quantitative Theory: Management Science and Operations Management perspective view(1940's)	23
2.7.1.6	New Theory (1): Systems Perspective (1950s').....	23
2.7.1.7	New Theory (2): Contingency perspective (1980s').....	24
2.7.2	Henry Fayol Operational Management Theory.....	24
2.8	Conceptual Framework	25
2.9	Relationships of variables in the Conceptual Framework.....	26
2.9.1	Planning.....	26
2.9.2	Organizing	27
2.9.3	Staffing	27
2.9.4	Directing.....	27
2.9.5	Controlling.....	27
2.10	Gaps in literature reviewed.....	28
2.11	Summary of Literature Review	28
CHAPTER THREE: RESEARCH METHODOLOGY		29
3.1	Introduction.....	29
3.2	Research Design	29
3.3	Target population	29
3.4	Sample size and sampling procedures.....	30
3.4.1	Sample Size	30
3.4.2	Sampling Procedure	30
3.5	Data collection instrument.....	30
3.5.1	Pilot testing of the instruments	30

3.5.2	Validity of the instrument.....	31
3.5.3	Reliability of the instrument.....	31
3.6	Data collection procedures	32
3.7	Data analysis techniques	32
3.8	Ethical considerations.....	32
3.9.	Operational definition of variables.....	33
CHAPTER FOUR: DATA ANALYSIS, PRESENTATIONS, AND INTERPRETATIONS		37
4.1	Introduction	37
4.2	Questionnaire return rate	37
4.3	Demographic characteristics of the respondents	37
4.3.1	Male respondents.....	37
4.3.2	Female respondents	38
4.3.2.1	Length of Service in the Board of Management.	38
4.3.3	Age of Respondents.....	38
4.3.4	Frequency of Meetings	39
4.3.4	Educational Background of Respondents.....	39
4.4	Planning and Implementation of Government Sponsored Projects.....	40
4.4.3:	BOM Members Level of Involvement in the Formulation and Implementation of Project.....	41
4.4.4.	Policies and Procedures in Implementation of government Funded Projects in Public Schools	41
4.5	Organizing Decision and Implementation of Government Sponsored Projects of Public Schools	42
4.5.1	Process of Implementing Projects in Public School.....	42
4.5.2:	Duties and Responsibilities	42
4.5.3	Delegation	43
4.6	Staffing Decision and Implementation of Government Sponsored Projects of Public Schools	43
4.6.1	Education.....	44
4.6.2	Interviews	44
4.6.3	Training	44
4.6.4	Experience of Project Manager	45
4.6.5	Evaluation of Projects	45
4.6.6	Change of Management.....	46

4.6.7	Influence on the Level of Performance	46
4.6.8	Rewards to the Project Manager	46
4.7	Directing Decision and Implementation of Government Sponsored Projects of Public Schools.	47
4.7.1	Communication of the Progress	47
4.7.2	Leadership influence	47
4.7.3	Motivation	48
4.8	Controlling Decision and Implementation of Government Sponsored Projects of Public Schools.	48
4.7.1	Auditing.....	51
4.7.2	Budgets.....	51
4.8	Summary of Data Analysis and Presentation	51
CHAPTER FIVE: SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....		
5.1	Introduction	53
5.2	Summary of Findings	53
5.3	Discussions.....	54
5.4	Conclusions.....	56
5.5.1	Suggestions for further studies.....	56
5.5	Recommendations for Policy Action	57
REFERENCES		58
APPENDICES		61
Appendix 1	Letter of Transmittal.....	61
Appendix II:	Questionnaire.....	62

LIST OF TABLES

Table 3.1 Target Population	29
Table 3.2 Sample size.....	30
Table 3.3 Operationalization of variables	34
Table 4.1 Questionnaire Return Rate	37
Table 4.2 Male respondents.....	37
Table 4.3 Female respondents	38
Table 4.4 Length of service in BOM.....	38
Table 4.5 Age of respondents	39
Table 4.6 No. of meetings per year	39
Table 4.7 Education Background of respondents	39
Table 4.8 Project types	40
Table 4.9 Level of Involvement	41
Table 4.10 Tendering of the project.....	41
Table 4.11 Projects Delegation Process.....	42
Table 4.12 Duties and responsibilities	43
Table 4.13 Projects Delegation	43
Table 4.14 Educational Level of Project Manager	44
Table 4.15 Interviewing the Project Manager.....	44
Table 4.17 Experience of Project Manager.....	45
The response for the evaluation of the project is given by Table 4.18	45
Table 4.18 Evaluation of the Project.....	45
Table 4.19 Change of the Management of Project.....	46
Table 4.20 Influence on the Level of Performance.....	46
Table 4.21 Reward to Project Managers	47
Table 4.22 Communicating Progress of Project	47
Table 4.23 Leadership influence	48
Table 4.24 Motivation of Project Managers	48
Table 4.25 Projects Completion.....	49
Table 4.26 Project Ranking.....	50
Table 4.27 Auditing of Reports.....	51
Table 4.28 Budget Deviation	51

LIST OF FIGURES

Figure 1	Conceptual Framework	26
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ABBREVIATIONS AND ACRONYMS

EACC	Ethics and Anti-corruption Commission
BOM	Board of Management

ABSTRACT

Improving performance of public projects still remains one of the challenges facing the public schools in Kenya. The purpose of this study was to establish the influence of secondary schools' board of management decisions on implementation of projects in public secondary schools in Kirinyaga County. The study aimed at establishing the influence of planning, organizing, staffing and directing decisions by the board of management on implementation of projects in public secondary schools Kirinyaga County. Descriptive survey research design was applied. The target population was 381 respondents. The sample size was 126 respondents. Samples were taken from each of the four constituencies in Kirinyaga County and members of the BOM selected purposively from identified schools. Collection of data was done using questionnaires and telephone interviews on board of management members in secondary public schools in Kirinyaga County. The questionnaires were delivered to the schools' principal and collected later after two weeks. For the board members who were not available to fill the questionnaires, a great challenge was that some BOM members were not available completely. The data was coded and analyzed through finding average and percentages depending on the type of data collected. Some data collected was quantitative. Ranking correlation method was applied to analyze the data. The data collected was presented using tables. From the study, it was found out that out of the started projects in public secondary schools 67.13% of the government sponsored ones were completed at the stipulated time. This was clear from the fact that 6.5% of respondents' attribute non-completion of projects within the estimated time to poor planning, 10.65% to organizing, 6.5% to staffing, 4.17% to directing and 5.1% to controlling of activities. The research study is of importance to the management of various schools because they will know the specific things that will delay the completion of projects. The managers of schools who are the principals will be aware of the causes of delay in project and probably prepare for such challenges in advance. With the relevant knowledge they will be able to make a proper plan in the midst of changing environment. They will be able to recommend the best project and be motivated to implement projects that are of benefit to the society.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

One of the challenges facing the public schools is completion of projects in good time. The management of projects is an emerging concept focused on the critical role of the organization's executives and senior management to efficiently govern and manage the organization's overall 'project delivery capabilities from the initiation of concepts and ideas that may become projects through to the realization of the expected value from each investment in a project or program

The agency view of the corporation posits that the stakeholder forgoes decision rights control and entrusts the manager to act in the stakeholders' best interests. Denis (2003) states partly as a result of this separation between the two : investors and managers, aboard of directors is expected to play a key role in corporate governance. The board has the responsibility of endorsing the organization's strategy, developing directional policy, appointing, supervising and remunerating senior executives, and ensuring accountability of the organization to its investors and authorities (Muzaffa,2012)

It is essential for directors to assess the importance of a project or program to the school's success before the Board of Management (BOM) can make decisions about its proper approach to oversight. BOM should begin by considering the importance of the Project (or program) to the school. They should begin by considering the importance of capital project delivery capability in the school's performance and various attributes of the school's program, such as: The institution's demonstrated ability to meet BOM expectations in terms of cost, schedule, and operational performance of previous projects; the budgeted annual appropriations for such projects; and the diversity of the school's project portfolio (Moreen, 2008). They should also implement procedures to independently verify and safeguard the integrity of the school's financial reporting. Disclosure of material matters concerning the organization should be timely and balanced to ensure that all stakeholders have access to clear, factual information (Denis, 2003)

Managers of publicly owned institution are required to be more accountable to the broader community and to political "stakeholders". This can reduce their ability to directly and specifically serve the needs of their customers, and can bias investment decisions away from otherwise profitable areas. The BOM has overall responsibility for the project. The board elects a chair or two co-chairs to facilitate the board's activities. The board is composed of up to 14 members serving four-year terms. The BOM is composed of individuals representing their respective organizational members, or themselves in the case of individual developers or activists. A board member may have an alternate person from the organization to represent it at a meeting. Muger (2007) argues that directors and management may collude to protect one another interest leading to poor performance.

The BOM is elected by members who are parents. Nominations are entertained up to the date of the termly meeting either first, second or third term; the new BOM is elected each year at the annual meeting. Proxies may be submitted for members unable to attend in person. The BOM is responsible for overall project direction and high-level decisions, while technical decisions are made by authorized developers. BOM meetings are held per term by conference call. The call is open to anyone interested, unless there are a personnel or contractual decision that requires a closed meeting. (Generally we avoid closed meetings.) BOM members who have a potential conflict of interest for any issue must reclude themselves from the discussion and vote on that particular issue (Renee, 2008)

The BOM has a secretary who is responsible for managing BOM communication, including keeping minutes and other records, maintaining a mailing list, and so forth. The secretary is selected from one of the member organizations (and can either be the actual BOM member from that organization, or someone else from the organization). The secretary is encouraged to delegate portions of the work, such as maintaining the mailing list, the minutes, convening the monthly meeting, and so forth, among the other members Benjamin (2008). Decisions are made by consensus whenever possible, either on the term conference call or, for time-critical or minor decisions, by email between meetings. If consensus cannot be reached, decisions are made by majority vote of the BOM. Technical decisions are made by the developer's active on that part of the project, as described in the project wiki, although ultimate authority rests with the BOM Michael (2008). In United States of America the successful companies have been found that

Managers are always available for their customers. They manage by walking around. They have to tackle their customer complaints in good time so as to prevent them from moving elsewhere(Hermalin(2008)).In African continent managers have to use different approaches in managing as they move from one country to another. This is affected by culture, attitude and beliefs of different people.

In Kenya different managers are aware of competition. Due to completion they have to come up with projects that will sustain their businesses. Projects are necessary to make people who are complete in all ways to tackle day to day programs. Schools are training grounds for the future managers. Projects are developed and implemented so as to prepare people to deal with future problems. Once funds have been donated or solicited from any source for projects, then it is the responsibility of the BOM to make sure they have done it to the satisfaction of the stakeholders. K'Obonyo (2011) conducted a study in Kenya to examine the interrelations among ownership, board and manager characteristics and firm performance in a sample of 54 firms listed at the Nairobi Securities Exchange. The findings from this study show a positive relationship between managerial discretion and performance. However, the relationship between ownership concentration and government on firm performance was significantly negative.

1.2 Statement of the Problem

Ethics and Anti-Corruption Commission (EACC) report on use of Sh. 300 billion of free education funds in the last fourteen years highlights damning procurement irregularities, lopsided priorities and outright theft schemes by public institution managers(People daily, May 26, 2016). Every project needs to end and that's what project completion is all about in the last phase of the project life cycle. The whole point of the project is to deliver what you promised. The BOM holds meetings to make decisions that affect the schools projects. They are involved in planning, organizing, directing, staffing and controlling the activities of institution to make sure that they accomplish the overall purpose of the project.

The BOM has the obligation of coming up with the necessary project and presenting it to its members for approval and consequently soliciting for the necessary resources to complete the project in a stipulated time. Some funding is received from the government and sometimes the stakeholders support the project financially to make it a success. Some projects are started but

will never finish. Funds are received from government and the findings of the investigations by EACC are that school heads have been paying what is not recommended in the free education program otherwise misplaced priorities.

The key activities in project completion are gathering project records; disseminating information to formalize acceptance of the product, service, or project; and performing project closure Allan (2012). The BOM will need to review project documents to make certain they are up-to-date. For example, perhaps some scope change requests were implemented that changed some of the characteristics of the final product. The project information collected by BOM during this phase should reflect the characteristics and specifications of the final product. . Some team members will have come and gone over the course of the project.

Once the project outcomes are documented, the BOM will request formal acceptance from the stakeholders or customer. They're interested in knowing if the product or service of the project meets the objectives the project set out to accomplish. If the documentation is up-to-date, the BOM will have the project results at hand to share with them. Balancing the elements of a complex project - time, money, scope and people is one of the jobs of a BOM. The BOM holds the responsibility of making sure that the project is completed within budget and the expected time. The study aims at finding whether there is a relationship between functions of management and the implementation of projects in government sponsored projects in public schools.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of board of management on performance of projects in Kirinyaga County

1.4 Specific objectives

The study was guided by the following specific objectives

- (i) To determine the influence of planning decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.
- (ii) To determine the influence of organizing decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.

- (iii) To evaluate the influence of project staffing decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.
- (iv) To determine the influence of directing decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.
- (v) To evaluate the influence of controlling decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.

1.5 Research Questions

The study sought to answer the following questions

- (i) What is the influence of planning decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.
- (ii) What is the influence of organizing decisions by board of management on the implementation of government sponsored projects of public secondary schools in Kirinyaga County.
- (iii) How do project staffing decisions by board of management influence the implementation of government sponsored projects of public secondary schools in Kirinyaga County?
- (iv) Do directing decisions of secondary school government sponsored projects by board of management influence their implementation in Kirinyaga County?
- (v) Do controlling decisions of secondary school government sponsored projects by board of management have influence on their implementation in Kirinyaga County?

1.6 Significance of the study

The research study could be of importance to the management of various schools because they will know the specific things that will delay the completion of projects. There are various things that cause the project to stall. The managers of schools who are the principals will be aware of the various things in management that can quicken their activities to complete projects in time. The parents of public schools will also benefit by having knowledge on various skills that are

required when choosing their board of management. The government will also benefit from the information as it will be making recommendation as to the type of managers required. The research will also benefit those students who will be conducting research later as they will use it as a reference material.

1.7 Delimitation of the Study

The target population was limited to respondents from secondary schools in Kirinyaga County, where the schools were accessible. At least three BOM members were selected in accordance with their availability. The study was only covering public schools and ignored the private sector. The study concentrated on the main functions of managers namely: planning, organizing, directing, staffing and controlling.

1.8 Limitations of the study

Some of the information required was sensitive and the board of managers were not willing to release. The members had thus to be assured of the confidentiality with which the information was going to be treated. They also had to be convinced that the information obtained was for academic purposes only. Due to non-availability of the board members within the school compound, the principal was requested to give the questionnaires to the members so that they could fill when they became available.

1.9 Basic assumptions of the Study

When starting, it was assumed that the project would not be affected by events such as rain, floods, shortage of material, employee morale and calamities such as war. It was also assumed that all respondents would give unbiased and correct information. Finally, it is assumed that the data obtained is representative of all schools in the whole country.

1.10 Definitions of Significant Terms Used in the Study

The following are the terms to be defined in the order given.

Board of Management: These are people selected and entrusted with resources of the secondary public schools and to govern the school.

Controlling decisions : decision concerning carrying out the activities as planned without deviation

Directing decisions These are orders and instructions given by the board of managements to guide activities and operations

Implementation of government sponsored projects :This is implementation of government-sponsored community based and funding projects within which community residents work collaboratively

Organizing decisions This is to provide resources required for the project to make it successful

Planning decisions

Project staffing decisions This is providing the staff of the right quality and quantity in the project who have relevant knowledge and skills required for the project.

1.11 Organizational of the study

The research study is organized into five chapters. Chapter One covers the background of the study, statement of the problem and purpose of the study. This is followed by research objectives, research questions, justification of the study, limitations of the study, delimitations of the study, significance of the study, definition of significant terms and concludes with the organization of the study.

Chapter Two covers literature reviewed from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.

Chapter Three covers the research design, target population of the study, sample size and sampling procedures. This is followed by data collection procedures, data collection instruments, validity of instruments, reliability of instrument, data analysis techniques, ethical considerations and concludes with operational definition of variables.

Chapter Four cover findings from data analysis, presentation of findings and interpretation of findings. It is concluded with summary of the chapter.

Chapter Five covers summary of findings, discussion, conclusions and recommendations of the study. It is concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the literature review on the various independent variables and dependent variable, the theoretical framework, the identified gaps in knowledge, and the summary of the literature review.

2.2 Implementation of Government Sponsored Projects

Government sponsored projects are implemented following directions given by the ministry of education. The BOM makes a proposal that is submitted to the county education board. If approved by the county board it is submitted to the relevant ministry for funding. Once funds are released a close supervision by the ministry is ensured to prevent misuse.

2.3 Planning Decision and Implementation of Projects

Planning involves selecting mission, objectives and action to achieve them, Koontz (2007). The performance of individuals clearly impacts organizational performance and vice versa. Incorporating both perspectives within the framework of strategic planning provides the best opportunity for success. The strategic plan provides the basis for what the key indicators are. Improving performance on key indicators requires outlining how the strategic work will be held on an executive level, board level and front-line staff level. Mundiko(2005) highlights the problems facing management like over reliance on guidelines or circulars from the ministry.

Brickley (2004) defined planning as the set of processes, customs, policies, laws, and institutions affecting the way a corporation is directed, administered or controlled. The strategic plan and the planning process are the tools to deliver what is needed for improved performance. They define the changes needed to positively impact the key indicators and answers why the changes are important. Without a clear strategy, units of the organization will define their own agenda, there will be uncoordinated, unfocused efforts to improve, and the impact on performance will be dramatically diluted. A strategic plan defines both how and why the BOD will achieve your performance of project goals (Koontz and Weihrich, 2000). Improved performance consists of innovation, a better growth strategy, and/or improved execution. The plan should define the best

combination of these for sustained improved performance, i.e., the plan targets growth strategies, innovation and/or improved execution. This is done through two assessments, the strategic and the internal(Koontz, 2010)

According to Hiatt (2011) twenty five years ago, if you wanted something changed, you simply spoke the word. The strategic assessment defines priority opportunities and threats to innovation/growth of the organization. The outcome is the list of priority, executable strategies for growth. The internal assessment defines priority opportunities to improve performance through better quality, better consistency, lower cost, better fulfillment, better systems, better morale, better leadership(Milton,1994). Put together, the BOD has strategic or change agenda that spurs improved performance. An effective assessment process should yield four to six projects that are a mix of both internally and strategically focused work. Much more than this and you will begin to see diminishing returns. This is because 80+% of leadership's time need to be devoted to managing what you are doing now. The resources available for defining and managing the change agenda are scarce and very precious (McDonalds, 2010). Once you have defined the change agenda, you must manage the journey to get there. Two key tools help in that task, metrics and accountability.

First, to the extent possible, each project on your strategic plan should include a metric or measure that tells whether the strategy you have chosen is working. It is not enough to simply measure if you are implementing the projects in your strategic plan, you need to measure whether or not the projects are working. Get off what isn't working and pour the resources into what is. In the meantime, the BOM should know that without implementing a process to keep team members accountable for their commitments on the strategic plan, their focus will be on the urgent tasks at hand(Pizza, 2012).Both accountability and metrics require regularly sitting down as a team and assessing progress. Putting a strategic plan in place that is regularly discussed and monitored is vital to successful project performance. The strategic plan is but one tool in performance management, though certainly a vital one. It sets the performance agenda, can manage that agenda and can measure whether strategies are, in fact, improving performance (McKinsey,2010)

2.3 Organizing Decision and Implementation of Projects

Project teams are typically formed for a single and specific purpose... to complete assigned projects according to plan and budget. But that's only part of the story. Every project team must have a mission, but without an effective, suitably "aligned" organizational structure, that mission may be little more than a lofty goal - not a realistic objective. That's why "goal oriented team organization" (G.O.O.) is so useful. Teams should be chosen by the BOM to accomplish the purpose of the project. The project team is a working unit of individual parts, sharing a common goal, achieved through the structured application of combined skills. Unity of purpose is essential to success, but team unity is not a given. Teams start off as a unit, but once the work begins, the individual "parts" have minds of their own. And, in fact, individuality and creativity is a key component of the team dynamic.

Efficiency in organization is dependent primarily on employees (Leblanc & Mills, 1994) while team mission, composition and structure will vary according to project specifics, certain standards must always apply if a team is to be productive and successful. As project teams are organized, five (5) key variables can be used to determine overall team "organization":

1. **Team Member Sources.** Can you hire contractors and/or consultants, and if so, will this help you get the project done on time and on budget?
2. **Organizational Boundaries.** The need to reach out to other organizational units to complete the project. i.e. Do you need to cross organizational boundaries to get this project done? If so, what are the organizational implications? How will resource conflicts be resolved?
3. **Resource Availability.** The need to allocate resources based on full-time availability, part-time availability, and multi-role overlay (one person having multiple responsibilities). i.e. Do you need a full-time, dedicated project team? Can resources handle multiple assignments without damaging burn-out?
4. **Required Expertise.** The use of specialized resources, available for interim, ad-hoc project work without official assignment to the project team. i.e. Do you have access to

specialized skills? Can the project be managed with a core team and ad-hoc assignments as needed?

5. **Organizational Options.** How can available and required resources be most effectively organized to maximize unity of purpose, while leveraging specialized skills and personal creativity?

A project management plan is a must-have for anyone with project-based work to do. Managers' pivotal role is initiating change in the projects so as to succeed in implementation (Seel, 2001; Haddadj, 2003; Anonymous, 2003) Following a project management plan will help you reduce stress while producing quality work. Project management is a lot like taking a journey. You have some idea of where you want to go, but you're unsure what steps will get you there. As with any trip, project management becomes a snap when you invest a little planning time up front.

2.3.1 MAP: Set up the project management plan

The first step to creating your project management plan is starting a roadmap. This is a grounding exercise that is designed to help you get a basic idea of what this project will require of management. This is the important foundation for the project management plan. The BOM will now find it a lot easier to break these "big picture" ideas into smaller steps to follow.

2.3.2 Organize: Keep the project paperwork organized

The key to any successful journey is organizing your travel paperwork – a project is no different. Just as what a person does with hotel reservations, plane tickets and tourist brochures, the BOM need a system for storing all of their project files in one location so that they may never have to waste time searching. Like travel paperwork, project files are temporary. These files will only be used until the project is completed. Assign a separate drawer or hanging file box for project paperwork. Of course, the best possible project organizing system is portable so that they can take them wherever they go on.

2.3.3 Implement: Put the project management plan into action

They say that a journey of a thousand miles begins with a single step – and the same is true of project. BOM have to start project somewhere. The creation of Project Management Plan should always be the first on their list. Maybe second step will be working out a schedule or drawing up a list of tasks. Or perhaps want to have a meeting to brainstorm together. Don't spend too much time worrying about exactly which step to take – any move forward is a good one. They may feel

stuck at the beginning of the project, but just getting started often provides the momentum needed to keep them moving in the right direction.

2.3.4 Recognize: Pay attention to progress with project management plan

Most long journeys actually involve a series of smaller trips, stopping to see this site or visit this town along the way. This is also how a project management plan works. Every project, no matter how large, is just a series of smaller tasks – and your job is simply to figure out what those tasks are. Each one of these steps constitutes a “milestone” which gets a little closer to the end goal. While they may never want to lose sight of their final destination, the project will be a lot less overwhelming if they simply focus on next milestone (bit sized is always easier to swallow!) Once they accomplish that task, move to the next – in no time, they will find that they have systematically worked their way to the end of the project.

2.3.5 Complete: Make sure that they are meeting project management plan deadlines

On any journey, you have some idea of how long you plan to spend in each location and when you will need to arrive at your next destination. The same is true while executing project management plan, but instead of scheduling from your departure date forward, you will schedule from your arrival (or deadline) date backward. The BOM should ask themselves whether each previous step must be completed for the next step to happen on time, as well as how long each step will realistically take to complete. These can each be plugged into their calendar. This will help them to create a schedule they can live with, allow them to see progress along the way, and prevent a lot of last-minute rushing (which keeps stress levels down). With a project management plan and the steps above they should be well on their way to many successful and enjoyable project management experiences.

2.4 Staffing Decision and Implementation of Projects

Project resources and staff planning involves identifying a project team that possess the skills required to perform the work, as well as identifying the tools, equipment, facilities, and other resources needed by the project team. In scheduling resources, the BOM must ensure that both the people and the equipment are available simultaneously. The resources and staffing plan provides a blueprint for project resource availability. Human resources planning are the process of identifying current and future human resources needs (Saleemi, 1998). It involves securing the right people, building a supportive work environment and developing the capacity to ensure the

organization's success and a confident future for the Public Service. In project management getting key personnel ensures great success. It involves people with who are of right quantity and of the right quality. Right quantity in terms of the right number of personnel. Right quality in terms of skills, experience and training. Staffing decision begins with human resource planning. In order to increase efficiency in hiring and retention of the right project manager

Project resources and staff planning involves identifying a project team that possess the skills required to perform the work, as well as identifying the tools, equipment, facilities, and other resources needed by the project team(Amstrong, 2006) In scheduling resources, the BOM must ensure that both the people and the equipment are available simultaneously. The resources and staffing plan provides a blueprint for project resource availability. Human resources planning is the process of identifying current and future human resources needs. It involves securing the right people, building a supportive work environment and developing the capacity to ensure the organization's success and a confident future for the Public Service.

The school principal is accountable to the board of directors, which provides governance, guidance and oversight. Effective board members are objective, capable and inquisitive. They also have knowledge of the entity's activities and environment, and commit the time necessary to fulfill their board responsibilities (Atrill, 2002). Management may be in a position to override controls and ignore or stifle communications from subordinates, enabling a dishonest management which intentionally misrepresents results to cover its tracks. A strong, active board, particularly when coupled with effective upward communications channels and capable financial, legal and internal audit functions, is often best able to identify and correct such a problem.

When it is determined a new position is needed it is important to understand and consider strategic goals for the school. Job analysis will be conducted thoroughly for the benefit of the institution. A position description is the core of successful recruitment process. It is used to develop interview questions, interview evaluation and reference check questions. A manager is effectively a chief executive of his or her sphere of responsibility. Of particular significance are financial officers and their staffs, whose control activities cut across, as well as up and down, the

operating and other units of an enterprise (Robichech 2001), the principal of the school is manager of the stakeholder resources and therefore responsible for them.

Cole (2003), states that effective performance at work does not only depend on motivation but numerous other factors such as individual knowledge and skills, nature of tasks, the management styles and organization climate all play in the results people achieve. Armstrong (1998), explains 'though there is some doubt about the relationship between performance and motivation, it seems obvious that the link between motivation and performance is a positive one and increased motivation should result in more improved performance.

According to Armstrong (2007), a combination of factors contributes to employee performance. Bernadine (2003) states that knowledge; skills and expertise of the staff are major factors that greatly influence performance. Ranchman (1991) partly disagree with Armstrong, (2006) stating that skills and expertise are only part of the factors that contribute to employee performance. Employee will commit themselves to the goals and objectives if they are motivated, satisfied and are clearly aware of the goals and objectives. Porter (2004) argues that proper human insurance strategy that guides employees on the required levels of production gives results. The guidelines should provide methods and steps to be followed in execution and also provides guidelines on evaluation and monitoring.

There are five key component of managing employee performance. Governed manager practicing effective management need to execute the key components in their performance management process (Waweru 2007). Manager plan by selling measurable goals, communicating to them, measuring their performances and providing feedback, reward good performance, address poor performance and improve good performance. Armstrong (2006) noted that Human resource is the major contribution to the profitability of the firm since they are the force that produces accounts and markets. Basic position and pay information will need to be determined to assist with the development of job description and job classification. Essential job functions describe the duties and responsibilities of a position. A job function is considered essential when the performance of the function is the purpose of the position. The essential function occupies a significant amount of time of the employee's time and requires specialized skills to perform.

By accurately describing the essential functions of the job, the project managers will have clear understanding of the role and expectation of performing them. The basic qualifications are those qualifications which will be established in advance and advertised to potential applicants. Preferred qualifications are skills and experience preferred in addition to basic qualifications and can be used to narrow down the pull of applicants. These preferred skills, knowledge, abilities and competencies can describe a more proficient level at which the essential functions can be performed.

2.5 Directing Decisions and Implementation of Projects

The BOM has the authority and responsibility for: defining what is required from the project, authorizing the funds for the project, committing the resources and communicating with external interested parties. The BOM may decide to delegate day-to-day charge of the project to a Project Manager. However, they must exercise overall control and take the key decisions. It is also important that levels of authority and decision-making processes are clearly identified. Directing a Project runs from after the start-up of the project until its closure and includes the work to: Authorize the initiation of the project, provide management direction and control throughout its life, liaise with corporate and programme management and confirming project closure.

It does not cover the day-to-day activities of the Project Manager. This process is aimed at the level of management above the Project Manager, that is, the Project Board. The Project Board manages by exception - that is, it monitors via reports and controls through a small number of decision points. There should be no need for other 'progress meetings' for the Project Board. The Project Manager will inform the Project Board of any exception situation. There needs to be a flow of information from the Project Board to corporate or programme management during the project. The objectives of directing a project are to :ensure the ultimate success of the project, judged by-the ability of the results of the project to deliver the business benefits set out in the business case, delivery to agreed time, cost and quality parameters, manage the identified risks to the project, ensure the effective management of all people and resources concerned with the project commit the required resources, make decisions on any changes when requested by the Project Manager, provide overall direction and guidance throughout the project, make decisions on exception situations, ensure that the project and the products remain consistent with business

plans and the external environment, ensure that the necessary communications mechanisms are in place, sponsor appropriate external communication and publicity about the project.

This process covers the direction of the project throughout its life cycle. The Project Board proactively manages the project's response to the external environment. Within the project the Project Board should manage by exception. The Project Board members are normally busy Executives with a range of responsibilities, and demands on their time should be kept to a minimum, while fulfilling their responsibilities to the project. Where the project is part of a programme, the authority to direct the project is delegated to the Project Board by the BOM members. Where decisions are required that are outside the defined authority of the Project Board, these must be referred to the BOM for a decision. The key processes for the Project Board are predominantly event-driven and target the Project Board members to a small number of key decision points, plus informal discussions where required. These key processes break into four main areas: Initiation, Stage boundaries, Ad hoc direction and project closure.

2.5.1 Initiation

A plan for the Initiation Stage only, which should be relatively short, is approved by the BOM at the outset. The purpose of the Initiation Stage is to produce a high-level plan for the entire project, document its business case, examine the risks involved, make management decisions about them, and approve the plan for the next stage. At the end of the initiation stage, the BOM must agree whether it makes sound business sense to continue with the project. If so, and if they approve the project plan, the BOM gives the go-ahead for the next stage. In public schools the BOM seeks ideas and contributions from the parents and other stakeholders during their term meetings or gatherings.

2.5.2 Stage boundaries

As part of the Initiation Stage the BOM and Project Manager will agree on the division of the project into Stages. The division is normally proposed by the Project Manager and accepted by the BOM during informal discussions after production of a draft project plan. Basically the BOM only authorizes the Project Manager to proceed with one Stage at a time. Between Stages the BOM reviews the whole project status before approving the next stage plan if it is satisfied that the businesscase still stands and the project will deliver what is required. If problems occur

during a stage, the BOM may be asked by the Project Manager to approve exception plans, which will bring the stage back under control. This is as part of 'management by exception'.

2.5.3 *Ad hoc* direction

The BOM main objectives are to provide overall direction and guidance throughout the project and to ensure that the project and the products remain consistent with business plans. Activities to achieve these objectives are formally defined as part of the stage plans but the BOM will want to support these activities by receiving appropriate reports on key elements from the Project Manager. The BOM must maintain a feedback on project progress to corporate or programme management during the project. The BOM must also be mindful of any changes in the corporate strategy or the external environment, and reflect the impact of such changes when directing the Project Manager.

2.5.4 Project Closure

The project ends with confirmation by the BOM that everything expected has been delivered to the correct level of quality and that, where applicable, it is in a state where it can be used, operated, supported and sustained. There may be follow-on actions as a result of the project, about which the BOM must make decisions and refer to the appropriate bodies. A date and plan for a post project review can be agreed. This is a point in the future when the benefits of the project and the performance of the finished product can be assessed. Any lessons learned that may be of benefit to other projects are also directed to the relevant body. Finally, the project's support infrastructure can be disbanded.

The closure process will be modified in situations where the project is terminated prematurely. It is likely that there will be follow-on actions, but all products may not have been produced, and there may be little or nothing to support. It is unlikely that there will be a need for a post project review but the review of the end project report and lessons learned report may be very important to understand why the project has been prematurely terminated. No one should commit to large expenditure on the project before verifying that it is sensible to do so. Authorizing Initiation is the first major activity for the BOM, following the process starting up a Project, to decide whether to allow the project to enter the Initiation Stage. This may be done at a formal Project

BOM meeting. The BOM can, however, choose to make the decision without the need for a formal meeting as long as all members are in agreement.

Where the project is part of a programme, a project initiation document may have already been prepared as part of the programme definition activities, thus shortening the normal project initiation process. It is still the responsibility of the BOM to ensure that all necessary steps have been taken and documented. The BOM must ensure that adequate reporting and control mechanisms are in place for the Initiation Stage. A tolerance level should be set for Initiation, just as for the later stages. The BOM is responsible for obtaining resources and providing a support infrastructure for the project in line with those requirements identified in the initiation stage plan. The support infrastructure may include accommodation, communication facilities, equipment and any project support.

Responsibility for the process rests with the BOM, based on input provided by the Project Manager and those with Project Assurance responsibilities. Corporate or programme management is responsible for ratifying the project brief for the BOM. The BOM should ensure that any serious risk situations are being monitored sufficiently regularly to keep the risks under control. The Project Manager will refer situations to the BOM via an exception report where a stage is forecast to exceed its tolerance.

Within its delegated limits of authority, there may be occasions when the Project Board may choose to:

- (i) Ask the Project Manager to submit an exception plan for the remainder of the stage to reflect the new situation
- (ii) Reduce the scope of project expectations to bring it back within tolerance using Change Control abandon the project

Project issues may arise on which the Project Manager needs guidance. The BOM provides this guidance based on the impact of the project issue in question on the business case and risks. Project issues include all requests For Change and off-specifications raised. As these represent changes to the agreed Project Initiation Document, it is a BOM function to approve or reject any changes. Agreed changes may need extra time and/or funds.

Where a Project issue goes beyond the brief held by the BOM, the BOM has the responsibility of seeking a decision from parents and other stakeholders. The BOM has the responsibility to obtain any extra or changed resources that occur as a result of agreements with the Project Manager on issues raised. The BOM must ensure that external events that could impact the project are monitored adequately and dealt with effectively. The communication plan may contain details of external interested parties, such as programme management, who need to receive (or are required to provide) information on project matters at given frequencies from/to the BOM. The BOM must make itself aware of any such requirements and how Research, when and by whom such information is to be either given or received. Studies conducted over the last 20 years have suggested that there are at least four variables which are crucial in analysis of leadership and they include the attributes (knowledge, skills and attitudes) of a leader, the nature of task or goal, the nature of the group or team and the climate/culture of the organization.

A most recent research suggest a contingency approach where the leaders adapts his behavior to suit the needs of the situation no matter what kind of a leader an organization has, he or she must ensure accomplishment of goals at whatever costs. This therefore suggests that there are various kinds of leaders such as: dictators and democratic. Whatever approach a leader takes to lead the followers in an organization, this should assist an organization realizes it's either short term or long term goals. Therefore this study seeks to analyze on the role of leadership in ensuring accomplishment of an organization's goals.

Leadership is a part of management; therefore, leaders' functions are very much more specific and specialized than that of a manager. These functions include Arbitrating, resolving disagreements or conflicts among members of the organization under him/her, suggesting ideas; this enhances the sense of participation and dignity on the part of the subordinates, rather than a sense of order giving, supplying the organization's objectives so as to enhance its effectiveness acting as a promoter or catalyst to facilitate generation of ideas from his/her subordinates, inspiring his/her subordinates to know what their work is and to accept organizational objectives and representing his/her organizational or section to external constituents or other internal groups.

The leader must have the following management skills to enable the leader to influence performance. Technical skills need to be acquired related to the technical aspect of a job, reasonably trained in Human skills to handle interpersonal relation especially to motivate his/her subordinates and Conceptual skills to be able to view the organization in strategic or macro term; for example, external environment interacting with the organization namely political Government and culture economic among others, (Sagimo 2002). Leadership with adequate training and developed skills, steer the organizational performance in planning, organization, staffing evaluating and reviewing. Vroom (1999) state that leadership require superior skills, knowledge and expertise. He continued to state that, for leaders to influence performance, they must be equipped with the current emerging issues related to the respective field of operation.

The major leadership styles in today's organizations includes; autocratic leadership, bureaucratic leadership, laissez-faire leadership, charismatic leadership, democratic leadership, participative leadership, situational leadership, transactional leadership and transformational leadership. Considerate leaders or expressive leaders who show concern for people lead a highly productive group, with much of the followers having high levels of job satisfaction conversely, working with a leader who does not provide support or consideration and who engages in hostile behaviors can cause stress. This may result to job dissatisfaction which may lead to reduced productivity, increasing absenteeism and turn over. Task structured leaders or instrumental leaders who show less concern on initiating structure lead to dissatisfaction among workforce, which increase employee grievances, absenteeism and turn over.

Highly skilled workers experience poor satisfaction levels when working under autocratic leaders and experience high job satisfaction when working under servant leaders who try to serve the employee and fulfill their needs. The efficacy and collectivism displayed by transformational leaders and inclusive nature of participative leaders contribute better job satisfaction. Similarly, charismatic leaders and visionary leaders make a conscious effort to improve job satisfaction. Leadership styles, however, do not remain constant. Each leadership style has its advantages, disadvantages, and relevance in certain situations. For instance, a leader may not have knowledge and skills to act efficiently in one situation but may not emerge as effective in a

different situation and might consult with subordinates in a situation and behave in another fashion in another situation. Such changes in leadership may affect the performance of the job. Changes in leadership and effects on job performance also come about through leadership traits in addition to leadership style. Mullins (2005) suggests that leaders who communicate effectively with the group increase employees job satisfaction.

Effective communication fosters the environment of mutual trust in the organization and helps employees gain confidence in the leaders. Research by Strauss (2006) found that leader responsiveness relates significantly with job satisfaction. The responsive leader who reacts to situation promptly helps confusion among employees and contributes to job satisfaction resulting to employees' commitment of the goals and objectives of the organization. Employee job satisfaction is of critical importance for the success of an office or a firm, since it influence key employee related aspects such as absenteeism and turn over. Good leaders understand the importance of job satisfaction and make conscious interventions to improve job satisfaction. Leaders who succeed in effecting reconciliation between the employees' innate needs and motivators with organizational goals usually succeed in this feat.

2.6 Controlling Decisions and Implementation of Projects

In project management terminology, resources are required to carry out the project tasks. They can be people, equipment, facilities, funding, or anything else capable of definition (usually other than labor) required for the completion of a project activity. The lack of a resource will therefore be a constraint on the completion of the project activity. Resources may be storable or non storable. Storable resources remain available unless depleted by usage, and may be replenished by project tasks which produce them.

Non-storable resources must be renewed for each time period, even if not utilized in previous time periods. Resource scheduling, availability and optimization are considered key to successful project management. The aim of controlling is to make sure that resources are used for the right reason; to make sure that the plan really materializes. It ensures that the projects are in the right track. Control will be carried out in four steps:-

- (i) Establish a standard. Quantitative standards and qualitative standards are established.
- (ii) Measure the performance based on the standards established eg making reports on the work done.
- (iii) Compare the performance and the established standards and note the deviation.
- (iv) Correction of the deviation.

The public sector plays a major role in the society. In most economies, public expenditure plays a significant part of gross domestic product. Therefore government sector require proper arrangement to ensure the goals and objectives intended are achieved. Abor (2007) defines public sector administration as the arrangement put in place to ensure that the intended outcomes for stakeholders are defined and achieved. Government and other public sector entities raise resources from tax payers, donor, tenders and others suppliers for the provision of services to citizens and other receipts as well as visible activities such as regulation. In order to deliver good governance there is need to prudent financial management performance in projects where both governing bodies and individuals must act in the public interest at times.

2.7 Theoretical framework

A management theory is a collection of ideas which set forth general rules on how to manage a business or organization. Management theory addresses how managers and supervisors relate to their organizations in knowledge of its goals, implementation of effective means to get the goals accomplished and how to motivate employees to perform to their highest standard.

2.7.1 Evolution of Management

From the eighteenth century, the rise of the industry revolution, has been evolving to a variety of contemporary management theory, including the classical theory, behavioral, quantitative and other theories and new theory, all-inclusive view of each of the times to meet the specific phenomenon and needs for today as the former of different theories are complementary, without exception, it becomes today's managers resources.

2.7.1. Classical Theory (1): Scientific Management (1900-1920)

Ideas of early management were developed by the impact of natural methodology and stress rational thinking. The scientific management theory was based on the scientific work to improve

individual staff's capacity; the representatives of this theory are Taylor, Jill Perth couple and Gantt.

2.7.1.2 Classical Theory (2): Administrative View (1900-1916)

Unlike scientific management emphatically individual staff productivity, administration is stressed the operational efficiency of the whole organization, to develop a general theory to explain the good management of the elements required why they have laid the infrastructure for today's organization theory to change for the better. Representatives of this theory include Henri Fayol and MaxWeber.

2.7.1.3 Behavioral (1): Hawthorne Experiment (1928-1932)

Classical Theory is mainly focused on the organization and staff with mechanical perspective, such theory behavior is concentrated on the point of view of human nature, importance of individual attitudes and behaviors, methods for managers to motivate employees for improving productivity. The most well-known study is the "Hawthorne Experiments."

2.7.1.4 Behavioral (2): Interpersonal Perspective (1920-1930)

Hawthorne experimental results hold that the productivity of employees is affected by the interaction and the caring of management to staff which can provide staff satisfaction, leading to better performance. This is the basic foundation for the behavioral view of human relations, with Maslow and McGregor, for the representatives in interpersonal perspective.

2.6.1.5 Quantitative Theory: Management Science and Operations Management perspective view(1940's)

Quantitative Theory originated in World War II, the spirit of scientific management commitment, the use of quantitative measurement and computer modeling theory such as analysis of complex business problems, gradually become a branch of the management science and operations management perspective.

2.7.1.6 New Theory (1): Systems Perspective (1950s')

Recalling the classical theory and the ideas of behavioral and quantitative theory, you can find many theories points of view are not mutually inconsistent. However, with a different background and practical needs on each amendment, it emphasized that the gradual integration

of the new theory formed to the system point of view represented and the contingency perspective.

2.7.1.7 New Theory (2): Contingency perspective (1980s')

With the same theory system, academic industry focuses on how to adapt the environmental change that developed for "contingency perspective". Moreover, there is no "universal solution" for the management to solve such conditions which depends on the circumstances. It would be a timely situation for management to handle the differences of individuals and the environment.

2.7.2 Henry Fayol Operational Management Theory

Henry Fayol developed principles of management that can find an application in projects today. He came up with five elements of Management called Managerial Objectives: Planning, Organizing, Command, Coordination and Control. Work should be divided among individuals and groups to ensure that effort and attention are focused on special portions of the task. Fayol presented work specialization as the best way to use the human resources of the organization. The concepts of Authority and responsibility are closely related. Authority was defined by Fayol as the right to give orders and the power to exact obedience. Responsibility involves being accountable, and is therefore naturally associated with authority. Whoever assumes authority also assumes responsibility. A successful organization requires the common effort of workers. Penalties should be applied judiciously to encourage this common effort. Workers should receive orders from only one manager.

The entire organization should be moving towards a common objective in a common direction. The interests of one person should not take priority over the interests of the organization as a whole. Many variables, such as cost of living, supply of qualified personnel, general business conditions, and success of the business, should be considered in determining a worker's rate of pay. Fayol defined centralization as lowering the importance of the subordinate role. Decentralization is increasing the importance. The degree to which centralization or decentralization should be adopted depends on the specific organization in which the manager is working. Managers in hierarchies are part of a chain like authority scale. Each manager, from the first line supervisor to the president, possesses certain amounts of authority. The President possesses the most authority; the first line supervisor the least.

Lower level managers should always keep upper level managers informed of their work activities. The existence of a scalar chain and adherence to it are necessary if the organization is to be successful. For the sake of efficiency and coordination, all materials and people related to a specific kind of work should be treated as equally as possible. All employees should be treated as equally as possible. Retaining productive employees should always be a high priority of management. Recruitment and Selection Costs, as well as increased product-reject rates are usually associated with hiring new workers. Management should take steps to encourage worker initiative, which is defined as new or additional work activity undertaken through self direction. Management should encourage harmony and general good feelings among employees.

The principles are applicable in the project of my study as authority need to be clearly defined, resources should be controlled so as to complete the project in good time. Retaining productive employees should always be a priority to the management to prevent turnover. Order is required in the project to maintain efficiency. The staff needs proper remuneration so as to perform their duties as expected.

2.8 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. It gives the relationship between dependent and independent variables. The independent variables include: Planning, organizing, staffing, directing and controlling. The dependent variable is performance of projects.

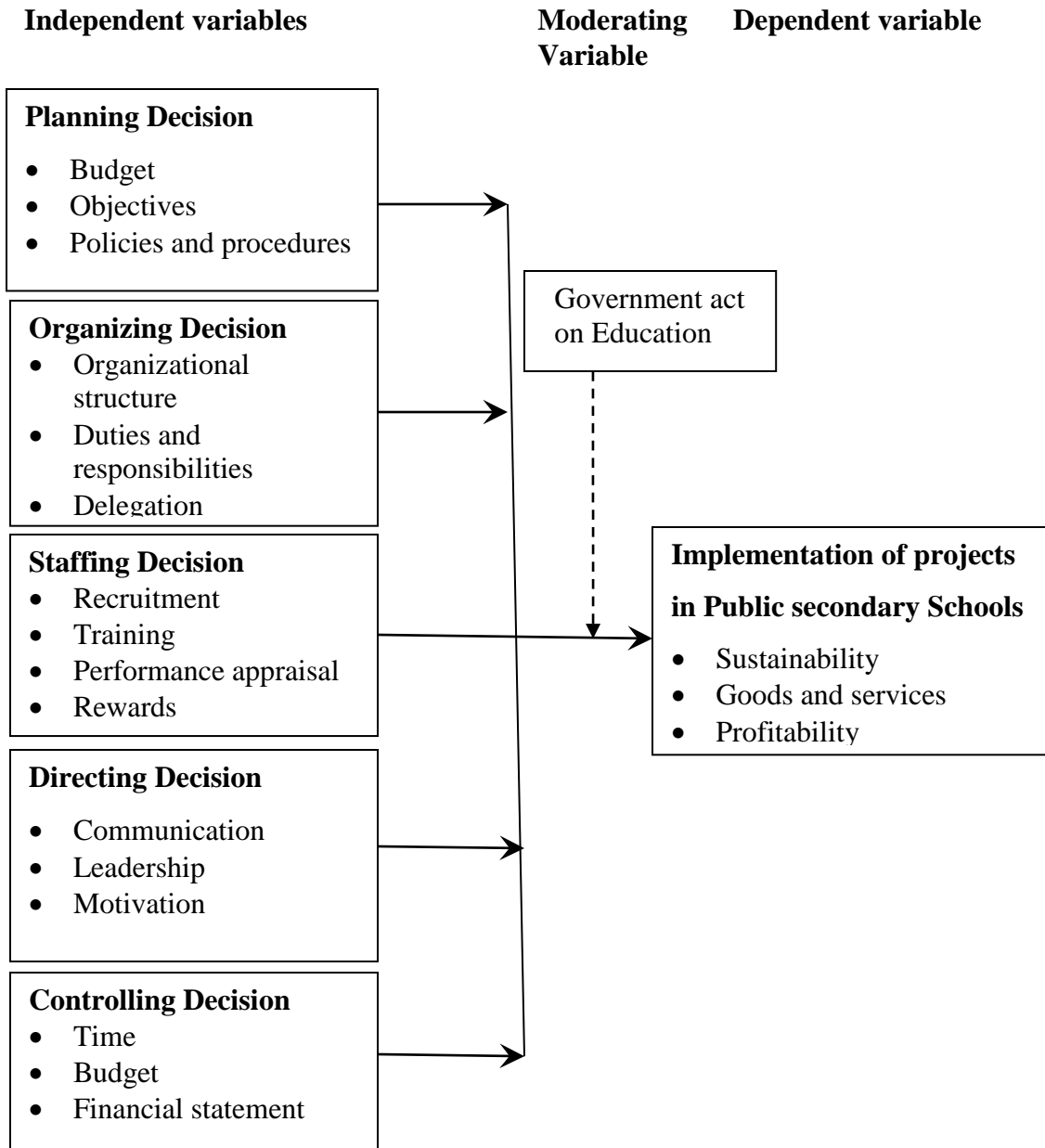


Figure 1 Conceptual Framework

2.9 Relationships of variables in the Conceptual Framework

The variables in the conceptual framework are related as follows.

2.9.1 Planning

The Board of management is involved in planning for the projects. They hold meetings on behalf of their stakeholders and come up with annual budgets, schedules and procedures of implementing the projects. They solicit for information necessary to include in their plans from

the parents, teachers and the ministry of education officials and from any other relevant source. This is an important stage as it determines the success or failure of project.

2.9.2 Organizing

Organizing of resources include providing all the necessary resources required to make the project workable and preparing an organizational structure. These resources include: equipment, materials, tools, furniture, finance, etc. these materials are required for job to be done the board of management should ensure that these resources are used as per the plan. Duties and responsibilities should be separated for accountability. Delegation of duties should be done to the people who have the right skills, knowledge and experience to prevent failure. Proper job design should be done. Duties and responsibilities including the authority should be properly defined to prevent conflicts. The BOD should define the lines of authority in the set up of the organization structure.

2.9.3 Staffing

Staffing is the process filling the positions in the project organization structure with right people who have the relevant skills and knowledge. These people may be members of the organization or from outside the organization. It means proper recruitment and selection should be done to avoid keeping the wrong personnel. Getting the right people who have the required skills and knowledge is a success to any type of project. Proper training if required should be done, either by senior managers or hired professionals.

2.9.4 Directing

This includes issuing orders and instructions on the way things should be done. The B.O.D should give directions on the way project is required to be carried out. The BOD is required to supervise, monitor and evaluate each step of the project. The BOD clearly communicates the results expected to the project manager. The BOD will be expected to provide the necessary leadership in the implementation of the projects. Throughout the process of implementation, they should motivate the workers so as to carry out activities with willingness and excitement.

2.9.5 Controlling

It is a process of ensuring that the activities carried out in the implementation process conform to the plan as far as possible. Necessary controls should be put in place before during and after

implantation of the project to make sure that it is sustained. The budget will play a great role as a control tool. The BOD should be keen to make sure that the project is completed within the expected time

2.10 Gaps in literature reviewed

The interviewer has found that there is no uniformity in the functions of management. Different managers have different ways of handling their projects. They use different principles. There are no standard principles that we can apply and succeed. All the principles can be applied and may not work in modern information technology environment.

Innovative skills will be required to make projects succeed. Modern managers will be required to be creative and innovative in ideas as they come up with the changing world. The research has not identified common skills that a manager should have but will suggest some of them: human related skills, diagnostic skills, conceptual skills, technical skills, political skills and communication skills.

2.11 Summary of Literature Review

The researcher has identified some of the theories in management, conceptual framework. The chapter described the 14 principles of management by Henry Fayol. The evolution of management sends the light on the process of management that is applied by managers today. However due to change in environment, the managers will be required to adopt a method that will make them successful in whatever they do. The changing technology will require managers to be innovative and creative when dealing with their customers and to make them become satisfied in their endeavors. The conceptual framework has given the relationship between the dependent and the independent variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the research design, target population and sample, description of research instrument, data collection procedure and data analysis.

3.2 Research Design

This research was best studied through the use of a descriptive survey design. Descriptive research portrays an accurate profile of persons, events, or situations (Orodho, 2005). This kind of survey allowed collection of large amount of data from a sizable population in a highly economical way. Descriptive survey design was appropriate for the study as the variables were studied in their natural setting and the researcher did not have control over them.

3.3 Target population

The target population of study was 381 members of BOM of Kirinyaga county secondary schools. Kirinyaga County has 127 public secondary schools both day and boarding (Kirinyaga County Education Office, 2015). The BOM comprises of chairman, secretary and treasurer who are responsible for management of projects in schools. There are other members who are involved in project implementation. However only the chairman, treasurer and secretary are targeted because they have information required by the researcher and have the relevant knowledge concerning the projects.

Table 3.1 Target Population

Constituency	No. of schools	Executive BOM members
Kirinyaga East	32	96
Kirinyaga West	28	84
Kirinyaga Central	35	105
Kirinyaga South	32	96
Total	127	381

3.4 Sample size and sampling procedures

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample.

3.4.1 Sample Size

To make sure that the data was representative, in each constituency, schools were selected randomly. In the school selected data was collected from the treasurer, chairman and secretary to the BOM. According to Mugenda and Mugenda (2003) at least 30 % of population is a representative sample. The sample comprised of 126 respondents.

Table 3.2 Sample size

Constituency	Total no. of schools	Population	Sample size
Kirinyaga East	32	96	33
Kirinyaga West	28	84	27
Kirinyaga Central	35	105	36
Kirinyaga South	32	96	30
Total	127	381	126

Source: County Education Office (2015)

3.4.2 Sampling Procedure

Cluster sampling was used to select schools in Kirinyaga County in each of the four constituencies in each constituency random sampling procedure was applied.. The members of the BOM were purposively selected from the identified schools.

3.5 Data collection instrument

Primary data was collected using a semi-structured questionnaire and the questionnaires were administered by the researcher personally to increase the response rate. The questionnaire was left in the hands of the respondent and collected later after being filled. The questionnaires are appropriate for the study as they can collect mass of data within a short time and in economic way.

3.5.1 Pilot testing of the instruments

The questionnaire was pre-tested before use by presenting it to the BOM members of Kiaritha secondary school just before distribution to the respondents. This was because it has several

projects completed within a short span and it is at the convenience of the researcher. The questionnaires were collected, edited and the necessary corrections done before it is finally presented to the other BOM members to fill. The number of respondents in the pilot study were 1% of the population size, that is, three members of BOM from one school. Mugenda (2003) says that 1% of target population is good for pilot.

3.5.2 Validity of the instrument

Orodho (2005) observes that validity is the extent to which an instrument measures what is supposed to be measured. Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by Mason and Bramble (1989). These are content validity, construct validity, and criterion-related validity. According to Mugenda & Mugenda (2003) sampling validity is employed so as to circumvent the problem associated with content validity.

It is difficult to construct an instrument that comes up with all the possible items that might influence performance of projects. Sampling validity was used to measure degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. Same questionnaires were administered to three respondents at an interval of three weeks. Only questions were interchanged. The answers were compared and any ambiguity noted was eliminated. Some questions were not answered and therefore they were deleted.

3.5.3 Reliability of the instrument

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979).

Reliability is the ability of a research instrument to consistently measure the characteristics of interest over time. According to Orodho, (2005) a reliability test of research instruments is one that consistently produces the expected results. Thorndike and Kothari (2003) points out that instrument reliability refer to the level of internal consistency or the stability of the measuring

devices. They say that because of economy in time and labor, the procedure for extracting an estimate of reliability should be obtained from the administration of a single test.

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument is consistent with result or data after repeated trials. Reliability is influenced by random errors. Random errors may arise from inaccurately coding ambiguous instructions to the subject or biasness. To assess reliability of instruments a test – retest technique was used. The response of first administration was compared to the respondents of second administration. Three BOM members were given the same questionnaire at an interval of three weeks and the data compared.

3.6 Data collection procedures

The questionnaires were administered personally by the researcher. The research sought authority from the principal of the school. If it seemed best to him, they were left with the BOM members who were available to fill. If the BOM members were within reach the interviewer presented the questionnaires personally to them so as to fill after seeking the relevant authority.

3.7 Data analysis techniques

The data obtained from the research was summarized under guidance of the research questions. The data collected was edited, organized, coded and analyzed. The analysis was done in terms of descriptive statistics using frequencies and percentages and presented using tables, figures and statistical methods.

3.8 Ethical considerations

When the data was collected it was treated with care and a lot of confidentiality. During the course of collecting data the questionnaire did not require any respondent to write their names on it to hide their identity. The interviewer did not force the respondents to give information against their wish. They were required to fill the information freely and willingly. There was no invasion of the respondent's privacy. All citations from the relevant authors have been quoted to prevent plagiarism.

3.9. Operational definition of variables

An operational definition is a result of the process of operationalization and is used to define something (e.g. a variable, term, or object) in terms of a process (or set of validation tests) needed to determine its existence, duration, and quantity. If the degree of operationalization can vary itself, it can result in a more or less operational definition. The procedures included in the definitions should be repeatable by anyone or at least by peers. The operational definition of variables has been summarized in Table 3.3..

Table 3.3 Operationalization of variables

RESEARCH OBJECTIVE	VARIABLE TYPE	INDICATORS	MEASUREMENTS	MEASUREMENTLEVEL	LEVEL OF ANALYSIS
The influence of planning on implementation of govt sponsored projects in public schools.	independent planning	Variance from budget	Measurement of the actual figures and the budgeted	Ratio	descriptive
		Meeting set objectives	Doing the right things within the set time	nominal	descriptive
		Adherence to policies and procedures.	Processes of staffing, acquiring materials etc observed	nominal	descriptive
The influence of organizing on implementation of govt sponsored projects in public schools.	Independent organizing	A good organization structure.	Span of control	interval	descriptive
		Delegation	Decentralization or centralization of decisions	nominal	descriptive
		Allocation of duties and responsibilities	Proper reporting without duplication of work and without conflict	nominal	descriptive
The influence of staffing on implementation of govt sponsored projects in	independent staffing	Process of selecting the staff to be carrying out project	Qualifications of the staff eg whether interview was conducted in selecting the	nominal	descriptive

public schools.			project staff		
		Care and diligence is observed when conducting the project	Variation of the project activities from the expected and performed work	nominal	descriptive
		Work continued as expected at the remuneration agreed upon	Satisfaction of employee and continuation of performance at the terms agreed.	nominal	descriptive
		Evaluation of work at the end of a certain period	The staff fails to attend to duties when the manager in charge is not supervising the work.	nominal	descriptive
The influence of directing on implementation of govt sponsored projects in public schools.	independent variable directing	Proper flow of communication	Flow of information eg does it reach in good time to everyone concerned and reports procedure	nominal	descriptive
		Proper leadership provided within the project.	The type of leader selected. Does he command and instructions taken seriously	nominal	descriptive
		The staff performing	Performing the duties	nominal	descriptive

		the project activities are properly motivated or not	willingly and without compulsion		
The influence of controlling on implementation of govt sponsored projects in public schools	independent variable controlling	Duration of projects	Delay of activities		
		deviations from the budget	Comparison of actual and expected time and resources	ratio	descriptive
		Usage of resources on activities that were not budgeted for	Auditing of books of accounts	ratio	descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS, AND INTERPRETATIONS

4.1 Introduction

This chapter contains the questionnaire return rate, demographic characteristics of the respondents, and the research questions theme for data presentation. The data is analyzed through statistical means, presented using tables and the relevant interpretations done.

4.2 Questionnaire return rate

A total of 129 Questionnaires were distributed and the return rate is shown in Table 4.1

Table 4.1 Questionnaire Return Rate

No	Constituency	Questionnaires issued	Questionnaires returned	Percentage return
1	Kirinyaga East	36	24	66.7
2	Kirinyaga West	27	23	85.2
3	Kirinyaga Central	36	26	72.2
4	Kirinyaga South	30	18	60
	Total	129	91	70.54

Out of the 129 questionnaires issued to the respondents, 91 of them were returned, reflecting a 70.54% rate of return. 24 (66.7%) questionnaires were returned by BOM members of public schools from Kirinyaga East constituency, 23(85.2%) from Kirinyaga west, 26 (72.2%) from Kirinyaga central and 18(60%) from Kirinyaga South.

4.3 Demographic characteristics of the respondents

The demographic characteristics are represented in Tables 4.2 and 4.3

4.3.1 Male respondents

The response from male respondents is tabulated in Table 4.2

Table 4.2 Male respondents.

No	Constituency	Questionnaires issued	Questionnaires returned	Percentage return
1	Kirinyaga East	21	12	57.14
2	Kirinyaga West	18	16	88.9
3	Kirinyaga Central	24	16	66.7
4	Kirinyaga South	18	6	33.3
	Total	81	50	61.7

The response indicates 57.14% of return of questionnaires from Kirinyaga East, 88.9% of Kirinyaga West, 66.7% of Kirinyaga Central and 33.3% of Kirinyaga South.

4.3.2 Female respondents

The data obtained from female respondents can be displayed in Table 4.3

Table 4.3 Female respondents

No	Constituency	Questionnaires issued	Questionnaires returned	Percentage return
1	Kirinyaga East	15	12	80.0
2	Kirinyaga West	9	7	77.8
3	Kirinyaga Central	12	10	83.3
4	Kirinyaga South	12	12	100.0
	Total	48	41	85.4

The response indicates 80% of return of questionnaires from Kirinyaga East, 77.8% of Kirinyaga West, 83.3% of Kirinyaga Central and 100% of Kirinyaga South. Most of the B.O.M members who received the questionnaires were men. The response rate of men was a bit lower than that of the female. Out of the 91 returned questionnaires by respondents 50(61.7%) were for men and 41 (85.4%) were from female respondents.

4.3.2.1 Length of Service in the Board of Management.

The respondents were asked to indicate the length of time they have been in the BOM. Table 4.4 indicates length of service.

Table 4.4 Length of service in BOM

No	Constituency	1-2years	2-3 years	3-4years	Over 4 years
1	Kirinyaga East	2	10	8	1
2	Kirinyaga West	4	5	7	2
3	Kirinyaga Central	6	3	12	6
4	Kirinyaga South	6	9	9	1
	Total	18	27	36	11
	Percentage	20	30	40	10

. The response indicated that 20% had been in the BOM for between 1-2 years whereas another 30% between 2-3years. 40% between 3-4 years and 10% over 4 years.

4.3.3 Age of Respondents

The age of respondents is given on Table 4.5

Table 4.5 Age of respondents

No	Constituency	20-30years	30-40years	Over 40 years
1	Kirinyaga East	3	8	4
2	Kirinyaga West	4	16	4
3	Kirinyaga Central	8	14	5
4	Kirinyaga South	5	12	8
	Total	20	50	21
	Percentage	22	55	23

22% of the respondents were aged between 20-30 years, 55% were aged between 30-40 years and 23% were over 40 years.

4.3.4 Frequency of Meetings

The number of meetings held per year can be shown in Table 4.6

Table 4.6 No. of meetings per year

	No. of meetings				Total
	3 or less	4	5	Over 5	
No. of respondents	72	15	4	nil	91
Percentage	79	17	4		100

79% of respondents indicate that there are 3 or less than three meetings per year, 15% indicate 4 meetings per year, 4% indicate 5 meetings' are held per year.

4.3.4 Educational Background of Respondents

The education background of respondents is given in Table 4.7

Table 4.7 Education Background of respondents

No	Constituency	Diploma	Degree	Post graduate	Others
1	Kirinyaga East	9	9	3	3
2	Kirinyaga West	6	8	7	3
3	Kirinyaga Central	8	10	0	3
4	Kirinyaga South	6	9	4	3
	Total	29	36	14	12
	Percentage	32	40	15	13

32% of respondents in the BOM acquired diploma level of education, 40% degree level, 15% post graduate and 13% have other professional courses.

4.4 Planning and Implementation of Government Sponsored Projects

This involved the response of BOM about participation in budget making, their objectives in carrying out the projects and the rules and policies made in course of carrying out the projects. Most of the BOM members served in it for a period of 3-4 years as shown by Table 4.4. The members of the BOM met for at least three times per year Table 4.6. All the members of the BOM were involved in making the Budget. Varied amount of money is allocated to the project according to the project chosen by the BOM members. There was no project that was to be carried out without proper set of rules and procedures. The objective of carrying the projects was to improve the performance of public schools in academic excellence and to equip the pupils with the relevant skills and knowledge required to carry out a particular activity.

4.4.2 Types of Projects Carried Out

The priority of need of the project was used as the criteria to choose the project to be allocated finances either from Community Development Fund or from the Ministry of Education.

Table 4.6 reflects the types of projects carried out by various schools.

Table 4.8 Project types

No	Project	Frequency	Percentage (%)
1	Bus	15	6.6
2	Library	48	21.2
3	Classroom	30	13.3
4	Laboratory	24	10.6
5	Textbooks	91	40.3
6	Dormitory	10	4.4
7	Kitchen	8	3.5
	Total	226	100

Different public schools have different priorities but most of them suggested laboratory and textbooks to be of highest priority. Table 4.8 represents the types of projects suggested by the BOM members in different schools. The BOM members who have worked or are continuing to work on the project of bus were 15(6.6%), library 48(21.2%), classroom 30(13.3%), laboratory 24(10.6%), textbooks 91(40.3%), dormitory 10(4.4%), and kitchen 8(3.5%).

4.4.3: BOM Members Level of Involvement in the Formulation and Implementation of Project

The level of involvement in the formulation and implementation of planning and budget was high. All members were to be present when making the budget. Table 4.9 shows the involvement in formulation and implementation of project.

Table 4.9 Level of Involvement

No.	Level of involvement	No. of respondents	Percentage
1	Low	-	-
2	Average	-	-
3	High	91	100
4	Total	91	100

The level of involvement was high as shown by the Table 4.9 (100%) .A 100 % of them were present or approved the budget that was formulated. There is special budget committee within the BOM. The committee then prepares the budget within the guidelines set by the BOM. It is then presented and discussed by the BOM members who then forward it to the District Education Board. If approved it is then passed to the ministry for funding. The budget is also submitted to the Constituency Development Fund Committee if it is to be funded from it.

4.4.4.Policies and Procedures in Implementation of government Funded Projects in Public Schools

Procedures are step by step ways of carrying out a project. Table 4.10 shows the support of tendering as the policy and procedure for contracting projects

Table 4.10 Tendering of the project

No.	Tender Response	Yes	No
1	No. of respondents	91	-
2	Percentage	100	-

100% of respondents indicate tendering as the method of selecting the person to carry out projects. Policies are guidelines on the way various activities are to be conducted. All BOM members had to set the steps of acquiring labor mostly by tendering, materials and equipment. If a bus was to be bought there was a bus tendering committee which was to follow the procedure laid down by the ministry of Education. For easier administration subcommittees to oversee the adherence of the procedures and policies are formed within the BOM.

4.5 Organizing Decision and Implementation of Government Sponsored Projects of Public Schools

Most of the activities in the project need proper organizing to make the work to be properly done. Table 4.11 shows the delegation of projects response

Table 4.11 Projects Delegation Process

No	Response	No. of respondents	Percentage
1	Projects carried out by the BOM	-	-
2	Projects delegated to the Project Manager	91	100
	Total	91	100

100% of the respondents agree that the project is delegated to the project manager. Proper authority need to be granted so as to achieve success in the implementation of the projects. A proper organization structure needs to be set for reporting of activities. Some BOM members are selected by the ministry and others are selected by parents.

All the projects are delegated to the project manager through the process of tendering. The work of BOM is to supervise, monitor and evaluate the project as it progresses on.

4.5.1 Process of Implementing Projects in Public School

The BOM is selected by the parents and others appointed by the ministry of education. The projects are initiated by the parents or the BOM members. The projects budget is then submitted by the BOM to the County Education Board for further scrutiny. Once approved it is then submitted to the ministry of education for funding. Some projects are also funded by the Community development fund while others are funded by the parents. Progress reports are required by the ministry and therefore the BOM has to keep on giving these reports. The government auditor assesses the work done after the project is implemented.

4.5.2: Duties and Responsibilities

The duties assigned to the project manager are shown on Table 4.12

Table 4.12 Duties and responsibilities

No.	Duties and responsibilities	No. of respondents	percentage
1	Lead the project activities	15	16
2	Communication of progress	20	22
3	Provide guidance on flow of activities	30	33
4	Direct activities of project	14	15
5	Monitor and evaluate activities	12	13
	Total	91	100

16% of respondents indicated that project manager leads, 22% indicates he communicates progress, 33% providing guidance, 15% directs and 13% monitoring and evaluation.

4.5.3 Delegation

Most of the activities are delegated to the various subcommittees who now carry out the duties committed to them. Table 4.13 shows the process of advertising for the post project manager

Table 4.13 Projects Delegation

No.	Response	Voting for the project Manger	Advertising the post for project manager
1	No. of respondents	-	91
2	Percentage	-	100

100% of the respondents indicate that advertising for the post of project manager is done.

Most of the work was committed to professionals who are sourced by the BOM or subcommittee through tendering. A competitive bidder is chosen who is committed to carry out the activities of the project. The assessment of work done is ratified by the BOM. 100% recommended delegation of duties as they not always available to carry out all the activities. Subcommittees have to organize themselves to complete duties assigned to them in good time

The members of BOM suggested that advertisement for the post of Project Manager was done and subsequent employment done.

4.6 Staffing Decision and Implementation of Government Sponsored Projects of Public Schools

The process of tendering is advocated for in the education act. It begins with identification of the project to be funded in the planning and organizing stage. The project identified requires relevant qualifications. The vacant position is advertised through the newspaper or notices are sent to

nearby institutions .The competitive bidder is selected in a meeting after the tender box is opened. A meeting is convened to select the best project manager. The work of the project is given to a person who has the relevant education and experience.

4.6.1 Education

Table 4.14 represents the data for education level of project manager

Table 4.14 Educational Level of Project Manager

No	Constituency	Masters degree	Bachelors degree	Diploma	Total
1	Kirinyaga East	3	10	3	16
2	Kirinyaga West	4	17	3	24
3	Kirinyaga Central	2	15	5	22
4	Kirinyaga South	2	21	4	2

Most respondents' preferred bachelors' degree for the position of the project manager (69.2%), 18.7% preferred diploma and 12.1% preferred masters degree.

4.6.2 Interviews

A competitive bidder is chosen among the various applicants. The results for interview are shown in Table 4.15.

Table 4.15 Interviewing the Project Manager

Response	Interview	
	Yes	No
No. of respondents	-	91
Percentage	-	100

A qualified person with the relevant experience, education and skills is selected among the many applicants 100% of respondents indicated that selection of people to work in the project should be done from the interested applicants. No interview is conducted as the highest bidder is chosen among those who have submitted the tender document.

4.6.3 Training

Respondents indicated that no training is required for the project manager. The project manager is a professional who can then train the employees on the ground. Table 4.16 shows training response

Table 4.16 Requirement for Training

Response	Training Required	
	Yes	No
No. of respondents	-	91
Percentage	-	100

100% of respondents indicated that no training is required for the project manager.

4.6.4 Experience of Project Manager

The selected project managers preferred had an experience of between 3 and 5 years as represented in Table 17.

Table 4.17 Experience of Project Manager

Experience of Project Manager	No. of respondents	Percentage
0-3 years	9	9.9
3-5 years	40	44
5-8 years	15	16.5
Over 8 years	27	29.7
Total	91	100

The respondents who preferred project managers with 0-3 years were 9(9.9%), 3-5 years were 40 (44%), 5-8 years were 15 (16.5%), 5-8 years were 15 (16.5%) and over 8 years experience were 27(29.7%).

4.6.5 Evaluation of Projects

The response for the evaluation of the project is given by Table 4.18

Table 4.18 Evaluation of the Project

No	Report progress	No. of respondents	Percentage
1	Daily	0	0
2	Weekly	0	0
3	Fortnight	0	0
4	Monthly	0	0
5	After completion	91	0
	Total	91	100%

Progress reports are submitted to the ministry or community developments Fund (C.D.F) 100% of respondents indicate that the report of progress is done after completion of the project.

4.6.6 Change of Management

Table 4.19 shows the response of change of management on the performance of projects

Table 4.19 Change of the Management of Project

Decision	Constituency	No. of respondents	Percentage
1	Yes	80	87.9%
2	No	11	12.1%
	Total	91	100%

87.9% of the respondent indicated that there was a change in management or BOM and where there was a change; it was due to end of the term in office or mismanagement of resources. 12.1% indicates that there was no change like that of a principal.

4.6.7 Influence on the Level of Performance

Performance was affected by the management in a number of ways. The influence was high, medium or low depending on the level of managerial experience. The summary is shown in Table 4.20

Table 4.20 Influence on the Level of Performance

No	Constituency	Level of influence		
		Low	Average	High
1	Kirinyaga East	2	4	16
2	Kirinyaga West	3	3	14
3	Kirinyaga Central	0	2	20
4	Kirinyaga South	4	9	14
	Total	9	18	64
	Percentage (%)	10	20	70

10% of the respondents reported that they have low influence in performance of project 20% have average influence on performance and 70% have a high level of influence. The data is summarized in Table 4.20

4.6.8 Rewards to the Project Manager

Table 4.21 gives the response on rewards to project managers.

Table 4.21 Reward to Project Managers

Response	Reward	
	Yes	No
No. of respondents	91	-
Percentage	100	-

100% (91) respondents indicated no rewards are given. The respondents indicated that there are no rewards given to the project managers as they are paid for the work done. If it is not complete, there is no pay so they were expected to carry out their work with care 100% respondents indicate that no rewards need to be added as project manager is paid for the work which he has completed.

4.7 Directing Decision and Implementation of Government Sponsored Projects of Public Schools.

100% of the respondents indicated that communication on the progress of the project is made to the principal and the principal communicates to the BOM. Some reports are submitted to the CDF committee and others to the ministry. The subcommittee gets relevant information from the BOM.

4.7.1 Communication of the Progress

The response on communicating progress of projects is shown by Table 4.22.

Table 4.22 Communicating Progress of Project

Response	Report to principal	Report to BOM	Total
No. of respondents	91	-	91
Percentage	100	-	100

100% of respondents noted that communication was purely made to the principal who is the secretary to the BOM. Most of the communication of the progress and performance of the project was made to the principal who was always available in the public school to supervise the performance of the project. He later communicates to the BOM on any matter relating to the project

4.7.2 Leadership influence

The response of leadership influence is given by Table 4.23

Table 4.23 Leadership influence

Type of leadership influence	No. of respondents	percentage
BOM offering directives and no room for project manager to make suggestions	-	-
Project manager working closely in cooperation with BOM	91	100
Project manager given objective of project and left to perform project	-	-
Total	91	100

100% of the respondents suggested that BOM worked closely with project manager so as to make the project successful.

4.7.3 Motivation

Most of the projects were completed within the intended time if a good working condition was provided. Tables 4.24 indicate motivation of project managers.

Table 4.24 Motivation of Project Managers

Response	No. of respondents	Percentage
Recognition of work done	30	33
Good working condition	40	44
Remuneration	21	23
Total	91	100

33% of the respondents suggested that recognition of work done motivates project manager, 44% are motivated due to good working condition and 23% due to remuneration.

4.8 Controlling Decision and Implementation of Government Sponsored Projects of Public Schools.

The respondents' response in respect to planning, organizing, staffing, directing and controlling is shown by Table 4.25.

Table 4.25 Projects Completion

Pr	F	Comp	NComp	Reason of not Completing				
				A	B	C:	D	E
Bus	15	4	11	2	3	2	2	2
Library	48	6	42	10	17	8	5	2
Classroom	30	20	10	1	2	4	2	1
Lab	24	18	6	1	1	1		14
Textbooks	91	90	1					1
Kitchen	8	7	1					1
dormitory	10	3	7		2			5
Total	226	145	71	14	23	14	9	11
Percentage %	100	67.13	32.87	6.5	10.65	6.5	4.17	5.1

KEY TO TABLE 4.25

Pr: Project

F: Frequency (No. of respondents)

Comp: Project completed

NComp: Project not completed

A: Poor budget, objective, procedure or policy; wrong priority

B: Wrong allocation of funds, duties or responsibility or delegation

C: Poor tendering process training or rewards

D: Wrong communication or motivation etc

E: Mismanagement of funds, short time lack of funds

67.13 % of projects started as planned were completed within budget and time period. However 32.87% of the started projects were not completed. 6.5% admitted that there was poor planning or wrong priority, 10.65% indicated that there was wrong allocation of funds or funds were not provided in good time 6.5% admitted that the tendering process was not followed carefully and choice of the tendered, 4.17% admitted that there was delay receiving messages either from BOM or reporting to the BOM

From the study, it was found out of started projects 67.13% of them were completed and 32.87% of the projects started are not completed at the stipulated time. This was clear from the fact that 6.5% of respondents attribute poor planning to non completion of projects within the estimated time, 10.65% attributed organizing to non completion of projects in estimated time, 6.5% of respondents attributed staffing to non completion of projects within estimated time, 4.17% of respondents attributed directing to non completion of projects in estimated time and 5.1% on

controlling of activities was attributed to non completion of projects within the estimated time. Further analysis can be conducted as follows using the rank correlation coefficient. The relationship between the started projects and completed projects can be calculated as follows.

Table 4.26 Project Ranking

No	Project	Projects started	Projects Completed	Ranking one	Ranking Two	d	d ²
1	Bus	15	4	5	6	1	1
2	Library	48	6	2	5	-3	9
3	Classroom	30	20	3	2	1	1
4	Laboratory	24	18	4	3	1	1
5	Textbooks	91	90	1	1	0	0
6	Dormitory	10	3	6	7	-1	1
7	Kitchen	8	7	7	4	3	9
Total		226	145				16

$$R = \frac{1 - 6d^2}{N^3 - N}$$

$$R = \frac{1 - (6 \times 4^2)}{7^3 - 7} = 0.71$$

There is a high degree of correlation between started and completed projects. The factors of planning, organizing, staffing, directing and controlling affect the number of projects completed at any given time. Spearman rank correlation coefficient is a non-parametric measure of rank correlation or statistical dependence between the ranking of two variables. It measures the strength and direction of association between two ranked variables.

The spearman correlation coefficient can take values from positive one to negative one. Positive one indicates a perfect association of ranks. Negative one indicates a perfect negative association of ranks. zero indicates no association the closer the value of R to zero, the weaker the association between the ranks. The rank correlation coefficient of 0.71 indicates that there is high degree of perfect relationship between started and completed projects. the functions of management affect the completion of the projects. 67.13% of projects are completed when their proper planning, organizing, staffing, directing and controlling. Otherwise 32.87% of projects are not completed.

4.7.1 Auditing

The work which is given to a project is audited by the auditor general and the relevant report made to the ministry of education. The accounts are audited by the auditor general on a yearly basis.

Table 4.27 Auditing of Reports

Period	No. of respondents	Percentage
Monthly		
Quarterly		
Half yearly		
Yearly	91	100
Total	91	100

4.7.2 Budgets

Some projects deviated from the budget but others were within the budget. Table gives the response on budget.

Table 4.28 Budget Deviation

Response	Within budget	Deviation from budgeted	Total
No. of respondents	60	31	91
Percentage	66	34	100

66% of respondents said that the projects were completed within the budget and 34% of the respondents indicated projects had deviated from the budget. The budget was supplemented by asking the parents to contribute towards the project by payment of development fee of by conducting a fundraising

4.8 Summary of Data Analysis and Presentation

This chapter confirms the stated objective; it gives the strength of each factor and the perception of each respondent. The chapter therefore tries to summarize on the basis of the result of data analysis.

From the analysis it is evident the performance of the public schools depends on the management function of the planning, organizing, staffing, directing and controlling. The response was high enough to enable a generalization of the findings to cover for all the public schools under study.

There is a relationship between planning and implementation of projects. 6.5% of the respondents indicate that poor budget, objective, procedure or policy and wrong priority led to the projects not being completed. 10.65% of the projects are not completed in good time due to wrong allocation of funds, duties or responsibility or delegation of responsibilities. Poor tendering process training or rewards caused the projects incompleteness at the appropriate time. 6.5% of the respondents indicate that poor tendering process training or rewards contributes to delay and incomplete projects. Wrong communication or motivation contributed to 4.17% incomplete projects. 5.1% of the respondents agree that these factors contribute to delay and incomplete projects. 67.13% of respondents agree to the fact that proper planning, organizing, staffing, directing and control of resources leads to completion of the projects at the stipulated time.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main objectives of the study were to find out the influence of BOM on implementation of the government sponsored projects in Kirinyaga County. The chapter summarizes the major findings that give the conclusions answers to research and recommendations.

5.2 Summary of Findings

When the respondents were asked regarding the number of meetings held per year most of them indicated that they met three times per year. The respondents were also requested to indicate the projects being carried out in the schools. The public schools that had the bus project were library classroom laboratory textbooks kitchen most respondents were involved in deciding which projects should take priority.

There is a relationship between planning and implementation of projects. 6.5% of the respondents indicate that poor budget, objective, procedure or policy and wrong priority led to the projects not being completed. Planning is a basic management function involving formulation of one or more detailed plans to achieve optimum balance of needs with the available resources. The planning process identifies the goals and the objectives to be achieved, formulates the strategies to achieve them, arranges or creates the means required and implements, directs, and controls all the other management functions.

Work should be divided and right people should be given right jobs to reduce the wastage of resources in an organization. Once a plan is in place, a manager must put it into action.

Wrong allocation of funds, duties or responsibility or delegation causes projects to be delayed. The researcher found that 10.65% of the projects are not completed in good time due to wrong allocation of funds, duties or responsibility or delegation of responsibilities. If proper organization is done 67.13% of the projects are completed in good time.

Staffing is a critical function of management which consists of the process of acquiring, deploying and retaining a workforce of sufficient quantity and quality to create positive impacts on the effectiveness of the organization. It is one of the significant functions of management. According to McFarland (1993), staffing is the function by which managers build organization through the recruitment, selection and development of individuals as capable employees. Poor tendering process training or rewards caused the projects incompleteness at the appropriate time. 6.5% of the respondents indicate that poor tendering process training or rewards contributes to delay and incomplete projects. However if there was proper staffing, 67.13% of the projects are successful.

It is a process in which the managers instruct, guide and oversee the performance of workers to achieve predetermined goals. It includes all those activities which are designed to encourage the subordinates to work efficiently and effectively. The human resource needs to be guided so as to make staffing process to be successful. Wrong communication or motivation contributed to 4.17% incomplete projects. If proper organization is done 67.13% of the projects are completed in good time.

Controlling consists of establishing performance standards, comparing actual performance against standards and taking corrective action when necessary. Managers at all levels engage in the managerial function of controlling to some degree. Mismanagement of funds, wrong priorities, short time and lack of funds leads to incomplete projects. 5.1% of the respondents agree that these factors contribute to delay and incomplete projects. 67.13% of respondents agree to the fact that proper control of resources leads to completion of the projects at the stipulated time. According to Brech (2001) controlling is a systematic exercise which is called as a process of checking actual performance against the standards or plans with a view to ensure adequate progress and also recording such experience as is gained as a contribution to possible future needs.

5.3 Discussions

The implementation of projects in public schools depended on the way planning is done, organizing, staffing a directing and controlling. The majority of the respondents also agree that public schools do budgets for their operations, set rules and procedures and also lay down good

objectives for their schools. Most of the projects in public schools were implemented through a tendering process. Those applying for tender are competitive bidders. a bidder is selected by a BOM members with a representative from the education ministry. The research also indicated that there was a change in management if the BOM did not carry out the required assignment especially the mismanagement of funds.

The research also revealed that the work done by the project manager is evaluated by the project manager was evaluated by the BOM. An assessment is done by a person from the ministry and the report submitted to the ministry for the money to be paid. Later the work is evaluated by a government auditor.

The research also indicated that there were uncompleted projects due to poor planning, wrong allocation of funds poor tendering, poor leadership, lack of funds and ineffective reporting.

The BOM should carry the projects approved by the stakeholders. If the BOM and the initiators of project lay the wrong priority then funds will be allocated to the project that is not worth while the resources will be committed to perform the wrong activity and in the wrong direction. Nothing will be achieved.

If proper delegation are not completed in good time. The BOM will withhold decisions that could be made by the subcommittees. As a result there will be delay in making decision if there is improper tendering process; there will be no commitment of the employees. The project manager selected should be having the right qualification in terms of experience education and skills. If absent it affects the success of the project that is started.

The process of selecting the project manager should be carried out carefully. Some organization conduct interview so as to select the best person out of those who have applied for the job. The process of recruitment selecting and placing an employee is expensive. If not properly done, it means resources were spent doing the wrong thing. A qualified person needs to be selected to perform the work in the project.

Reports have to be made to the persons requiring them in good time. Without proper reports the progress may not be assessed. This may cause delay in completing project. Information about the project needs to communicate to right person in good time. Accurate information which is

relevant is necessary for proper evaluation of project the supervisors should be vigilant in asking for this information.

If activities are not properly supervised by the BOM, funds are released when activities of the project are not complete. Projects may not be completed in the stipulated or agreed time. The books accounts and the work done should be checked to make sure that the funds were used for the right course i.e. not diverted to other activities. Control of activities is necessary to make sure that the objectives set really materializes.

5.4 Conclusions

The study was carried out within the time it was meant to and due to the nature of the work of some BOM, descriptive research design was done where the researcher could take the questionnaires to the respondent on time. However the data collected was reliable for a study and the researcher believe that this research finding would be of help to the public schools and the BOM in the entire country.

The management functions of planning, organizing, staffing directing and controlling affect the implementation of projects in public schools. If proper planning is done, the other functions are carried out smoothly; resources are spent doing the right activity and proper control is done. If there is improper planning, resources are spent performing the wrong activity and activities are not complete.

It is believed that the data collected is representative and basic assumptions made in chapter one are valid. If planning is properly done there is delay in completion time. Most of the projects deviate from budget due to improper budgeting or when it is made in a hurry. If duties and responsibilities are properly delegated, then projects are completed in the expected time. Proper selection and recruitment prevent delay in project completion. Good communication, motivation and proper leadership prevent delay in completion of projects. Controlling function makes the objectives set to become achievable.

5.5.1 Suggestions for further studies.

This study was carried out with the presence of some limitations and hence may not have been conclusive. More research need to come up and carry out further studies by use of more representative and larger sample for concrete finding to be gotten.

5.5 Recommendations for Policy Action

The BOM should make a proper planning by involving all members and other stakeholders. A good plan should be set from initiation of the project. Proper legal systems should be put in place for the management of the public schools to be effective. The education act should be amended regularly to include controls in implementation of the public projects. The performance of projects depends on the type of BOM members selected and hence the management of public schools should be enhanced through selection of professionals in the BOM members who have different specialist on the management of public schools.

The study restricted itself to BOM management function which included planning, organizing, staffing, directing and controlling. However, there are other functions of the BOM apart from these. Other areas of managements could be explored so as to ensure effectiveness and efficiency of the BOM.

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APPENDICES

Appendix 1 Letter of Transmittal

INFORMED CONSENT TO THE SCHOOL

VINCENT WANJOHI GITHAGU

P.O. BOX 956,

KERUGOYA

TEL. 0729211565

JUNE 2016

PRINCIPAL

Dear Sir/ Madam,

REF: LETTER OF TRANSMITTAL OF DATA COLLECTION INSTRUMENTS

I am a student at the University of Nairobi, Department of Extra Mural Studies and carrying a research on the influence of board of management on performance of projects in KirinyagaCounty. I am requesting you to allow, me to conduct the exercise on members of your BOM. I will be submitting the project on partial fulfillment of the requirement for ward of master's degree in masters of project planning and management. On completion the results will offer a good reference material to school administration.

I look forward to your kind response

Yours faithfully,

Vincent Wanjohi

L50/66271/2013

Apendix II: Questionnaire

Kindly take time to respond to the following questions. Your honest and accurate response will be highly appreciated. All information will be treated with confidentiality.

PERSONAL DATA

1. Kindly indicate your gender Male Female
 - (i) Age 20-30 years 30-40 years over 40 years
 - (ii) Level of education Diploma Degree postgraduate
 - other -----

2. Position held in the Board of management?

Chairman Treasurer Secretary Member

3. Length of service as a member of the Board of Management?

1-2 years 2-3 years 3-4 years over 4 years

4. Number of meetings held per year-----

PLANNING DECISION

5. Indicate the types of projects suggested in these meetings

Bus Library Classroom Laboratory Textbooks

Others (specify)-----

Reason for the project

Bus -----

Library-----

Classroom-----

Laboratory-----

Textbooks-----

Others -----

6. Did you involve the education officers after deciding the project

Yes No

7. Please indicate projects that proceeded on after approval by the Board of Management

8. Please indicate the estimated cost of the project approved by parents or BOM

Were you involved in making the budget-----

Who was to finance the project?

Parents Government partly parents and partly government other

9. Indicate the level of involvement in determining the type of project by the BOM. Tick as appropriate.

Low

High

Average

10. Did you set the rules , procedures or policies in carrying out the project (e.g the process of purchasing the project materials, buying a motor vehicle etc)

Yes

No

If yes indicate some of the policies and procedures

11. Indicate the reason of starting the project-----

ORGANIZING DECISION

12. Did you carry out the project or the process was delegated to a project manager

The projected carried out by BOM

Delegated to Project Manager

(i) If carried out by BOM indicate your duties and responsibilities-----

(ii) If carried out by the Project Manager, how did you select the manager (eg by voting or advertising for a post and subsequent employment)

(iii) Indicate the duties delegated to the project manager-----

(iv) Indicate the procedure of authorizing expenditure during process of carrying out the project.-----

(v) Indicate the whether there was a process of reporting after carrying out any activity in the project(eg the project manager reporting on the progress of the project to the principal or to the member of the BOM)

STAFFING DECISION

13. Describe the process of selecting those selected to participate in the implementation of the project. (eg by voting or appointing)-----

14. If the project was carried out by a project manager, what qualifications were required

(i) Education: Masters Degree Degree Diploma

Other (specify)-----

(i) Experience? 0-3 years 3-5 years 5-8 years over 8 years

(ii) Did you conduct interview to employ those carrying out a project?

Yes No

(iii) Did you require to train the person employed at a later date ?

Yes No

If yes what type of training was required-----

(iv) Did you evaluate the performance of the project manager after carrying out a part of the project?

Yes No

If yes how often?

Daily

Weekly

Fortnight

Monthly

Other (specify)-----

(v) Was there any change in the management of project during the time you have served in the BOM: Yes No

If yes how many times?-----

Reason for change of management-----

(vi) Indicate the level of influence in performance of the project

Low

Average

High

DIRECTING DECISION

(vii) Indicate how the project manager was to communicate to the BOM on the progress of the project

Make a report to the principal

Make a report to the BOM

21. Specify how the BOM is to issue orders and instructions to the project manager or project director.-----

22. Type of leadership portrayed when guiding the project?

BOM offering directives and no room for project manager to make suggestions

Project manager working closely in cooperation with BOM

Project manager given objective of project and left to perform project

23. Specify the type rewards given to complete the project within the specified time if any?

24. How did you motivate the project manager to complete project within the intended time?

Recognition of work done

Good working condition

Remuneration

CONTROLLING DECISION

25. Did the project cost the amount budgeted for?

Yes No

If no indicate the amount of deviation-----

26. How did you supplement the budget deficit (eg by borrowing or calling parents to make more consideration to pay more for the project etc)-----

27. Is there a uncompleted project in the school

Yes No

If yes indicate the possible reason-----

Indicate the duration of time the project has been in standstill-----

28. Indicate the projects completed in the time of your service-----

29. Indicate whether the accounts of the project are available audited by any recognized authority-----

30. If accounts are audited, how often

Monthly

Quarterly year

Half yearly

Yearly

31. Kindly fill the following table (Tick as appropriate)

No	Project	Project Complete		Reason of not Completing				
				Not Complete	Poor budget, objective ,procedure or policy; wrong priority	Wrong allocation of funds, duties or responsibility or delegation	Poor tendering process training or rewards	Wrong communication or motivation etc
1	Bus							
2	Library							
3	Classroom							
4	Lab							
5	Textbooks							
6	Kitchen							
7	dormitory							

Thank you for your time and response