

**INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES ON
IMPLEMENTATION OF EDUCATIONAL PROJECTS IN PUBLIC PRIMARY
SCHOOLS IN KEUMBU DIVISION, KISII 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
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DECLARATION

This research project report is my original work and has never been presented for the award of any degree in any other university.


Sign.....

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This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this work to my dear husband Elnet, Son Kevin and daughters Oliviah, Chelsea and Ashley for their encouragement, patience and understanding during the entire course period.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|--------------|---|
| SMC | School Management Committee |
| RTE | Right to Education |
| TLM | Teacher Learning Materials |
| SDG | School Development Goals |
| SMG | School Maintenance Goal |
| MDGs | Millennium Development Goals |
| EFA | Education for All |
| SAGEN | Strategy for the Acceleration of Girls in Education in Nigeria |
| USAID | United States of Agency International Development |
| NGO's | Non- Governmental Organizations |
| CBO | Community Based Organizations |
| FPE | Free Primary Education |
| PRISM | Primary School Management |
| ODA | Oversees Development Administration |

ABSTRACT

This research project sought to investigate influence of school management committee on implementation of educational projects in public primary schools in Keumbu Division. Despite the fact that school management committee is a body that is found in every public school, their influence in implementation of educational projects is questionable. The study was guided by the following objectives; To determine the extent to which level of education of school management committee influence implementation of educational projects in public primary schools in Keumbu Division; To assess the extent to which managerial skills of committee members influence implementation of educational projects in public primary schools in Keumbu Division; To establish the extent to which level of participation of committee members influence implementation of education projects in public primary schools in Keumbu Division; To determine the extent to which managerial experience of committee members influence implementation of educational projects in Keumbu Division; To establish the extent to which personal interest of committee members influence implementation of educational project in Public primary schools in Keumbu Division. This study employed descriptive survey design which was used to investigate population by selecting samples to analyze and discover occurrences. It produced numeric description of sample. Descriptive survey design targeted a population of four hundred and forty four (444) school management committee members in public primary schools. The population sample was 44 committee members. The research instruments were questionnaires, observation and interviews for school management committee members. For the purpose of reliability and validity of instruments, a pilot study was done. The questionnaires were then collected after three for analysis. Frequency tables and percentages were used to analyze and present the quantitative data while qualitative data was presented in narrative report. From the findings of the study it was concluded that majority of committee members were holders of O Level who had no professional qualification, there was irregular attendance of committee members on training of managerial skills, meetings were held thrice a year and project progress report was provided once a year. Majority of committee members had served in the committee for less than five years and finally committee members had conflict of interests and worked under supervision. Based on the above findings, the study made the following recommendations, academic qualifications of committee members should be considered for one to be a member of SMC. There should be frequent training and capacity building on managerial skills. The study also recommended for a specific tool or combination of tools be devised for regular monitoring of project implementations. Finally, the study recommended for further study be conducted on influence of SMC on implementation of educational project.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

The school management committee is one among various bodies set by the Minister responsible for education. School management committees were enshrined in the Kenya constitution (1964) under the education Act cap 211 of 1986 which was revised in 1980. The school Management committee functions as contained in the act include financial management, planning and development of physical facilities in the school with the human resource management. They are also responsible for making education system more effective and encourage participation of parents in the decision process. However the Act does not specify the type of training the school management committee should undergo in preparation for their roles in school management (Phoscoh 2012).

In India, Singapore, Malaysia, Japan, Vietnam as well the involvement of community members in school functioning has been institutionalized under the right to Education (RTE) (4) Act 2010 (5). Under the RTE school management committee (SMC) are required to be constituted in every government owned run elementary school in the country consisting primary of teachers, parents/ guardians and members of the community. School management committee are empowered with the responsibility of monitoring school functioning and managing its finances for implementation of projects (A Shajahan 2012). In practice SMCs have complete power over three annual grants which are Teacher Learning Materials (TLM), School Development Grant (SDG) and School Maintenance Grant (SMG).

In addition the school management committee have some powers over decision making on other monies that arrive in schools including infrastructure funds. The combination of these two policies determine the extent of financial autonomy enjoyed by SMCs. For the

construction of school based projects, procurement is done with the participation of the community usually through the SMC. (Accountability initiative centre for public research 2011).According to Coleman (2012), Ghana has been embarking on a number of interventions to improve basic education. One of such intervention is the establishment of school management committee (SMC) in all the basic schools in Ghana. The project seeks to evaluate the impact of SMC's function on the performance and implementation of projects. Parents in Ghana have been entreated to embrace the formation of SMC in a bid to direct itself of the administration and management of public schools . The parents have also been urged to discard the notion that the assistance of SMCs would jeopardise the work of parent teacher association (Hayford,1999).

According to Krogh (2011), to ensure effective project implementation and quality education, school management committee attend training as part of Tom project which aims at strengthening the education sector in Ghana. Training is carried out through lectures, role plays,exercises and preparation of school performance improvement programme (SPIP). Initially SMC in the region used to be quite dormant, but now things are slowly changing. As Msiah, Chairman of Sikafrebogya school committee highlights. We were not strong before .We didn't know our roles and responsibilities as SMC. We do now and we will use the training to ensure the development of the school.”

As an Endeavour to achieve the Millennium Development Goal (MDG) in Nigeria, the Federal Ministry of education is working with partners and government Basic Education Project towards the acceleration of Education for All (EFA). There have been gender disparities in terms of education. The Strategy for the Acceleration of Girls Education in Nigeria (SAGEN) was launched in 2003. According to Olowatoyin Bolance Akinola, the need to inspire quality consciousness in school. operations and management of total quality assurance in schools create a tum around in educational effectiveness and achievement gave birth to the concept of community participation in school management (Duhou, 1999). School Management committee became the main theme

for restructuring of public schools and assurance of quality implementation of projects in many parts of the world.

The quality of education in Uganda was greatly affected by the introduction of the Education for All (EFA). It was discovered that Universal Primary Education was not attaining the targeted success due to lack of effective community participation. Most schools lacked school management committees. Where they exist in some schools, they are not functional. Some school management committees are non functional due to low morale and low literacy which leads to difficulty in implementation of school projects. In realization of this EUPEK has done some community mobilization and as a result SMCs in the 65 schools where EUPEK worked with have been mobilized. Emphasis has been laid on capacity building. Community mobilization is evident and as such SMCs hold regular meetings to discuss on project implementation and better planning of school based activities (NN32 2003). According to Munene (2012), the United States Agency for International Development (USAID) in collaboration with the Uganda Government had undertaken the initiative to improve the quality of Education through monitoring the activities of SMCs. It encourages active participation by community through SMC by contributing towards implementation of Educational Projects.

In March 1996 Primary School Management (PRISM) project was initiated to provide school management committee with skills to improve the quality of Education through proper management and implementation of school projects. An agreement had been reached between the government of Kenya and Government of the United Kingdom through Overseas Development Administration (ODA) to finance project for head teachers who serve as secretary and other members of school management committee who were appointed from serving teachers and parents and had not received any training as far as management of school and implementation of projects is concerned. It was noted throughout the implementation of SPRED (Strengthening of Primary Education) that there was increasing need for all school management committee members to be trained in management skills which would support them in performance of their work especially implementation of educational projects. In 1992 Education Sector Adjustment Credit

(EDSAC) Report highlighted that duties and needs of school management committee stating that SMC are responsible for income and maintenance of school building and equipments. Therefore training helps them in gaining interpersonal skills and knowledge necessary to work together to create high quality services to improve implementation of projects (NOE ,2002).

As far as implementation of educational projects is concerned in Kenya by school management committee , educational projects in public schools has also been facilitated from support from Non Government Organization (NGO), Community Based Organization (CBO) among others. The pressure of increased enrolment in public primary due to Free Primary Schools (FPE) as an Endeavour to achieve Millennium Development Goals (MDGS) has necessitated the faster and more implementation of educational projects by school management committee. In Keumbu Division, the influence of school management committee in implementation of these educational projects has not been felt.

1.2 Statement of the problem

Effective school management committee determines the efficient implementation of educational project. Efficient project implementation in turn determines the quality of education going on in public primary schools hence making the nation to be firm socially politically and economically since education is one of the pillars of development (Vision 2030).

SMC is a vital body in public primary schools. In some schools in Keumbu Division they had contributed to successful implementation of educational projects such as classrooms, libraries, ICT rooms, electricity and water while in some schools their fruits had not been seen. Despite the fact that every public school is constituted of school management committee responsible for implementation of educational projects, their influence has not been felt in Keumbu Division. This can be substantiated by lack of adequate infrastructure, inadequate teaching and learning resources , inadequate teachers houses and lack of electricity and water. It is against this background that the

study was carried out to investigate influence of SMCs on implementation of educational projects in Keumbu Division.

1.3. Purpose of the study

The purpose of this study was to determine the influence of school management committee on implementation of educational projects in Keumbu Division.

1.4. Objectives of the study

The study was guided by the following objectives;

1. To determine the extent to which level of education of committee members influence implementation of educational projects in public primary schools in Keumbu Division.
2. To assess the extent to which managerial skills of committee members influence implementation of educational projects in public primary schools in Keumbu Division.
3. To establish the extent to which level of participation of committee members influence implementation of educational projects in public primary schools in Keumbu Division.
4. To determine the extent to which managerial experience of committee members influence implementation of educational projects in public primary school in Keumbu Division
5. To establish the extent to which personal interest of committee members influence implementation of educational projects in public primary schools in Keumbu Division.

1.5. Research Questions

The study was guided by the following research questions;

1. To what extent does education level of committee members influence implementation of education projects in public primary schools in Keumbu Division?
2. To what extent does manageria skill of committee members influence implementation of education projects in public primary schools in Keumbu Division?
3. To what extent does level of participation of committee members influence implementation of educational projects in public primary schools in Keumbu Division?

4. To what extent does managerial experience of committee members influence implementation of educational projects in public primary schools in Keumbu Division?
5. To what extent does personal interest of committee members influence implementation of education projects in public primary schools in Keumbu Division?

1.6. Significance of the study

This study was hoped to be beneficial to the following groups. The results which were found were used to create awareness in the whole Keumbu Division as far as implementation of projects is concerned. School management committee was able to use recommendations of this study to improve their leadership skills in project implementation process. Findings from the study also added value to the literature and provide insight for further research and be used in future project implementation since projects undergo some similarities in terms of life cycle.

1.7 Delimitations of the study

The area of research had the following merits that w made it suitable for research . There were public primary schools in Keumbu Division which had school management committee who have led to effective implementation of educational projects . While there were other public primary schools with school management committees but had educational projects which had not been implemented properly.

1.8 Limitation of the study

This study was carried out during long rain season, therefore it was not conducted as planned due to heavy rains which made communication and transport inevitable. Time plan was not adequate for intensive and conducive research due to the fact that research has a definite end time. The researcher also conducted an investigation in public primary schools only however reaching the school management committee members was an uphill task.

1.9 Basic assumptions of the study

The study was conducted based on assumption that sample selected represented the entire population. The data collection instruments were reliable and valid hence measured the desired constructs. It was also assumed that educational projects in public primary

schools were prioritized and owned by respective schools and the school management committee members facilitated the process of implementation of such projects.

1.10 Definition of significant terms as used in this study

According to this research the following significant terms were defined;

School Management Committee referred to a body that governs and manages primary schools.

Project Implementation referred to making project to start or be used.

Educational projects referred to resources for providing quality education

Public primary schools referred to schools owned by government.

Education referred to process of teaching, training and learning to improve knowledge and develop skills.

Managerial skills referred to ability that one possesses in carrying out better management.

Participation referred to the act of taking part in an activity or an event.

Managerial experience referred to knowledge and skills that one has gained through doing management for a period of time.

Personal Interest referred to somebody's connection with something that affects his or her attitude.

1.11. Organization of the study

This research proposal was organized under three chapters which were chapter one, chapter two and chapter three. Chapter one looked at the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitations of the study, limitations of the study, definitions of significant terms of the study, terms as used in the study and basic assumptions of the study.

Chapter two reviewed relevant literature. Literature review consisted introduction ,school management committee, influence of education of school committee on implementation of projects, influence of managerial skills on implementation of projects , influence of level of participation of school committee on implementation of projects, influence of managerial experience on implementation of projects, influence of personal interest on implementation of projects, theoretical framework, conceptual framework and summary of literature review.

Chapter three consisted of research methodology which covered an introduction, research design, target population, sample size and sampling procedures ,research instruments, instruments validity and reliability and data collection procedures.

Chapter four consisted of data analysis, presentation and interpretation and chapter five consisted of summary of findings, discussions, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviewed literature concerning influence of school management committee on implementation of educational projects. The topic discussed influence of educational level, managerial skills, participation, managerial experience and personal interest of committee members on implementation of educational projects in public primary schools. Inclusive in the literature review was theoretical framework guided by Henry Fayols Administrative Management Approach and conceptual framework of how the researcher perceived the research problem.

2.2. School Management Committee

Since the early 1990s school management committees has gained increasing popularity as a strategy for improving responsiveness and accountability in the delivery of quality education services and implementation of projects. As a form of decentralization, the school management committee approach involve the transfer of decision making authority over the school operations to local agents. One of the principal function which is delegated to local agent is responsibility for managing the schools finances. In several countries including Brazil Nepal, Mexico and CJzech republic authority is devolved to school management committees who are given varying levels of financial autonomy for determining school needs, preparing budget and plans and procuring items and incurring expenditure for meeting such needs.

2.2.1 Influence of level of education of school committee on implementation of Educational Projects

According to Dewey (1944) Education in its broadest general sense is the means through which the aims and habits of a group of people sustain from one generation to the next. Generally it occurs through any experience that has a formative on the way one thinks, feels or acts. In its narrow technical sense, education is the formal process by which

society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns whereby among them have been the desire to combat ignorance, disease and poverty and the beliefs that every Kenyan child has the right of access to basic welfare provisions, including education and that the government has the obligation to provide its citizens with the opportunity to take fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Sifuna, 2010).

The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context. The Universal Declaration of Human Rights adopted in 1948 declared that "every one has a right to education". The world conference on Education for All (EFA) held in Jomtien Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted that to serve the basic needs for all required more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resources levels, institutional structure, curricula and conventional delivery systems while building on the best in the practices. Therefore since independence, expansion of learning institutions has been of greatest achievements in the education sector. The achievements in adult literacy have reflected the country's impressive progress in expanding access to education during the last four decades.

According to Sifuna (2010), education surrounds our very lives. It has made people intellectuals by moulding their minds that are rather inquisitive. We live by what we have learned. Education gives a deeper knowledge and understanding of the world surrounding us. Each person has talents and gifts that are different and unique from the

other. For a person to succeed one must behave and trust in him/her. Education helps one to realize the potential or talents that are inborn. Education also gives the opportunity it builds and nurtures skills of solving problems on our own. Education is power and is knowledge. Without the two one would be referred to as an illiterate person. Education helps one to reason on her or his own and apply what he or she learned. An educated person in any part of the world is able to judge or make decisions on his/her own. Education thus imparts skills on a person hence enables an individual to succeed in their endeavors and in making their own original contributions.

Education plays a pivotal role in forming one's character. For one's character to be formed then a person must be able to deal and solve technical problems and must be in a position to communicate and interact with other human beings. These two aspects of learning must be taught so as to balance a person and bring about a happy and successful life. Education thus gives direction to thoughts that somebody has. Success is not just having material wealth but a continuous way of self exploration. Education helps one to find out all work on her or his potentials. Having material wealth is not enough but having the ability to conjure oneself. Hence education plays a great role in determining the potential to succeed.

Education makes one to believe in oneself. This exhumes the inner potentials. Education puts one in the way of discovering ourselves hence helps to have meaningful life and continuous success in life. Education is like an inner fire which when kindred lights within us, giving us the ability to think on our own education. Education is a reality and every person living this earth whether small or great they need education (Education Review, 2011). According to Einstein, "education is what remains after one has forgotten everything he learned in school". It clearly suggests that learning is never an ending action that begins and ends school and continues throughout life. Before advent of the industrial revolution the world recognized education as a process a learning, preparing for a state leadership quality and personal achievements, also about opening the mind to innovative idea. However, the focus has changed these days, education opens up minds

and ensure that it thinks, reasons and analyzes. Effective education programs include the process of creating problems and solving them with their own methods. Education programs stretch one to the limit of learning and becoming too enthusiastic about the process. Education helps one to learn to his/her own mistakes and that is how achievers are born.

It is through education that a person learns to pry their minds, instead of letting it rust. This education teaches one to think and reason not just how to follow. A combination of one's learning progress with action will allow one to conquer error to ensure that one seek a better understanding of a subject. Education is demanded in the society in that it shapes up career. As a matter of fact, the world demands educated people at every step. Education not only trains the mind but it also an individual in taking the correct decision. Therefore, education also instills the sense of rationality in human beings (Albert, 2010).

Education is a way through which knowledge and wisdom is honed. People are born with different intelligent qualities, but it fails to work unless one undergoes education. Education is not just about training how to write and read, it is rather about learning how to develop a moral character and how to become a dignified person. Education helps one to learn different ways to observe and analyze. Contradictions are born out of an educated and intelligent mind. Until the mind is well trained and educated it will not be possible to observe things that can be useful throughout life.

Education is important for everyone. No wonder in the world today is giving due importance to education trying to make the entire population literate by opening up schools and college and making education system affordable too. This is not a social cause, but rather a function that will help us transforming the entire society into a better place. Education will help each and every human being to lead their own life and adapt to a proper lifestyle. Education further marks a personality too. One cannot deny that getting educated also means earning degrees that we strive for throughout our life. It is part of the learning process that leads to a constructive future. Therefore education helps in

shaping an individual own career to become a responsible person. Overall personal growth and social development is enhanced through education. Education imparts the power to recognize one's necessities and paves the path to attain them. It is education that helps people to learn what one wants to achieve in his life and how to shape it up. However education is not following minds but it is rather about developing the perception to define oneself (Importance of education, 2012).

Education has a strong economic and social impact. Over the past 10 to 15 years there has been a resurgence of interest amongst economists in education and human capital. Considerable progress has been made on several fronts. Most research on the relationship, human capital formation and individual social outcomes uses relatively crude measures of human capital such as educational attainment and years of experience. However, education and experience are inputs into the production of human capital rather than output such as skills, competences and knowledge. Human capital theory emphasizes the role of education as enhancing the productivity capacities of individuals. Education in areas where there is a high demand for worker creates high wages for those with education. Those who are unable to afford an education or choose not to pursue optional education, generally receive much low wages. During the mass high school education movement from 1910-1910, there was an increase in skilled workers. High school education in skilled workers. High school education during periods was designed to equip students with skills set to be able to perform at work. Contribution of primary education to economic development is greater than has conventionally been perceived. Recent research shows that primary schooling increases labour productivity in both urban and rural sectors and that the economic returns to such investments are typically high education at such level also and promotes other behavioral and attitudinal changes which are helpful to economic development. An educated person who knows his or her job well is certainly a valuable asset to an economy and a society of a country (Christopher , 2011).

Education has played and is still playing an important role in forming and training the

individual throughout his existence. Several authors in their works underline the importance of education over the time. Jean-Jacques Rousseau (1996) came up with a definition of education starting from three basic sources: nature, humans and objects. The spontaneous development of our organs and competences is education provided by nature. The day-to-day utilization of these competences is the education transmitted to us by other humans. The personal experience gained from the tools and things surrounding us, is the education provided by objects. The Larousse dictionary (1995) defines education as the action of forming, training the individual for the purpose of applying the acquired knowledge. In the Romanian Encyclopedic Dictionary (1996), education is defined as a fundamental verbal process of transforming the life experience of children and young individuals in order to be better prepared for life, for their integration in society with benefits for the individual as well as for society.

Several authors underline the fact that “the secret of the future society is education. But not in the old-fashioned concept of teaching, but of permanent education, over the entire lifetime, in order to gain superior competences: to verify, to conceive, to create and to invent.” Nowadays society, however, enforces some specific traits of the whole educational process that are anchored into the reality of the present. On a global level, education is regarded as a phenomenon, one of those activities that can favor communication through its very specific functions, as well as establishing close communication links between various countries, geographic areas and across various cultures. We cannot overlook education’s role of forming and informing the individual, being a social phenomenon that in turns constitutes an important dimension of any philosophical approach of education. Education is not only about putting the individual in contact with values, but also raising him to the level of these values, than extending this process from the individual level to the society level, thus increasing its value and functionality. One of the specialists on education, Jaques Hallak (1990), stated that “education is a human right, since it leads to individual creativity, increases the participation to the economic, social, cultural activity in the society, contributing this way to the process of human development”.

Education leads to lower incidence of health problems, reduced mortality and increased life expectancy. Health education, if included in the general education, tied to common organisms or other means of communication, can be more effective and less costly. In a world of evolution, of technological know-how, education plays an essential role. It is a top rank social institution that can contribute to increased democracy and equality, facilitating the rapport between man and nature. According to A. Toffler (1995) „we are living a moment in which the whole power structure that kept the world together is falling apart and anew power structure is being born, affecting the human society on every level, and this power structure is knowledge”. Thus, the developed countries of the world will rapidly evolve on the coordinates of a so-called knowledge based society, and the new direction of society will be towards knowledge and learning. Given this context, education stands as the basis for a society focused at the future, and knowledge becomes the key component of economic and social growth.

In the knowledge-based economy, the individuals need to be trained across the various levels specific to the professional forming system, adapting to the demands of the knowledge based society. The knowledge based economy and society have changed the political, economic, social and moral background of the world. The new society is a certainty and is one of organizations, where the primary resource is knowledge.

A knowledge based society implies a large demand of overly-qualified workforce, forcing

the population to learn how to operate with information and knowledge. Therefore, the development of the knowledge based society is dependent on the creation of knowledge, on its spreading via education and tuition and on its dissemination via communication and on its involvement in technological innovation. The outlook of the societies supporting knowledge-based economies is shaped by the human creative potential, which increases the importance of the innovative process and knowledge dissemination process in the modern economy.

The link between the knowledge-based society and society itself is made by combining four interlaced elements: the build-up of knowledge, its transmission via education and training, its dissemination as information via media and its utilization in technological innovation. The 21st century knowledge based society tends to expand to a global proportion. Acknowledging the rapid moral depreciation of knowledge and abilities, the modern society prepares to adopt a new approach to education in order for it to function as a life-long institution of learning. In the knowledge based economy, people need to learn before entering the labor market, while in school, passing through several levels of education, as well as afterwards, adapting through various sub-systems specific to the permanent education to the increasingly complex demands of the world's dynamics.

Education as an essential activity in the development of society has seen major transformations, from which the new methods and models of the modern educational system have resulted. Furthermore, the innovative and development activities depend on the ability of the social partners to make sure that education and creativity are factors that stimulate and promote the activities carried out by the individual. The mission of the educational system becomes a key component of change. The change is induced by several factors, the first of which must be the capability to innovate, the willingness to cooperate, to interconnect activities that are both competitive and high-performance oriented, in the sphere of knowledge, in industry and services, in the community life. The human intelligence and creativity need to be regarded as inexhaustible resources of learning and as means of integrating the human being in the labyrinth and paradox of the future world. Changing the way of thinking is affecting not just the emotional and conceptual level, but also the actions carried out in the economic background, with direct effects on the strategically important directions of the economic policies. If during the pre-industrial and society the focus was on the classic manufacturing factors, in the knowledge based economy new sides of the human factor need to be re-discovered, after previously being quantified only as residual factors, according to some authors.

Going even further, the shift of paradigm needs to be done from the public consumption to the investment in know-how, based on the self-evident truths that education contributes to the personal development, to the social cohesion, to the productivity; it exerts a significant influence on the economic growth and reduces the social costs. Also, the professional education and training bring economic and social benefits through the increase of personal, civic, vocational competences, contribute to the development of entrepreneurship, both by creating entrepreneurial spirit as a career option, as well as by developing other specific skills. Education becomes essential to any economy, as the relationship between the individual and society becomes more complex via education, as the individual gains the capability to make his contribution that would balance the benefits of his living among other individuals. This is why, in a society of the future, education will play an essential role in creating the new way of life specific to knowledge and learning based society. The introduction in the educational system of new teaching techniques is a prerequisite to national economic and cultural success, as well as to increased economic competitiveness. The human civilization with its new technologies can only exist while the focus on the elements and variables of human personality. The traits of intellectual and original creativity seem to tend to play a major role. "The immediate change is the intellectualization of the work process that puts the accent on creativity and opens a new free horizon to the decision-making process". (Töffler, 1995) In the midterm, the forecasts show a series of priorities in terms of training and education, triggered by the availability of new technologies, thus leading to the creation of a new way of thinking and acting. For this purpose, the new technologies (Branden, 1996) can play a particularly important role, and the individual can advance in his path to knowledge to the point of having noticeable achievements.

If we consider the new educational challenges, the new system of education needs to be an open one, conceived to ensure the equal training opportunity to all the members of society, so that the able and high-performing may have access to study in order to get a chance at social ascension, regardless of their origin, income and previous background. Furthermore, in a society of learning, often appear both the necessity of university

graduates in particular to return systematically to the educational system and the necessity of any organization to continuously form its workforce, if superior results are expected to come from the work process. Learning must be a creative process, developing the capacity to solve problems. In turns, the new technologies have the role of transforming the education by rethinking the purpose and functionality of the educational system in society. According to Drucker (1999), the people of the future will be "knowledgeable workers, service providers, trained and educated according to the society's performance criteria, able to embed in their attitude and behavior the values, the demands and the commitments of society and behave as educated people, able to influence through their knowledge and competences the present, to shape the future, being prepared to live in a global environment, where the primary resource will be knowledge".

The end purpose of the realization of a knowledge-based society is the creation of a new way of life, specific to an open society (Cioban, 2003). Keeping the free access to education, regardless of age or academic rank previously gained, is economic and social necessity. In the end, "the future knowledgeable workers and service providers need to be given the chance to go to a knowledge-based work activity, to be able at any point in their life to continue their education, to make a professional orientation and re-orientation at any moment, according to the demands of the labor market" (Drucker, 1999, 177).

Education can provide people not only with the best technological know-how, but also by training potential innovators, to create an advance in knowledge and create economic growth. A more education population leads in turn to a more developed society. Increasing the population's level of education will also create a more stable labor market, by decreasing overall unemployment. It is well known that well educated individuals have a higher participation rate on the labor market, and the extent of their active lifetime is generally superior to the one of lower educational level. According to the authors, the more time is allocated to an individual's education, the better that individual is likely to

face the new challenges generated by the knowledge based economy and society. In this context, the investment in education becomes the most important investment of the society and of the organizations, with long lasting results, as “the ideas, the knowledge in general, can be used and reused forever, and grow in value as they are being utilized, this contributing to the success of society”.

The society based on information and knowledge assumes the intensive usage of information in all the domains of human activity and existence, with significant economic and social impact. The new information and communication technologies are used both on individual level and within organizations with high flexibility, resulting from the independence of human activity related to space and time. Therefore, the rapid development of the IT&C sector in the last few years has had an increasing impact on the global economy and society, bringing fundamental changes to the manufacturing and distribution models, to the occupation of the workforce and to the day-to-day life. Starting from the acknowledgement of education as a main factor in the building of knowledge based society, we see that in the context of the economic crisis, a more holistic vision is required, of an educational system placed in a world more that is more dynamic than ever, an educational system with the capacity to meet all present and future demands, which makes use of new and diversified sources of funding. The attempt to create the knowledge based society starts off successfully by bringing together the entire set of present day values that must prove the capacity of recreating the attitudes and practices of a global society.

A society of knowledge is one in which information, regarded as a sub-component of the Processes of knowing and representing reality, of conceiving and communicating, inherent to the human action on a society and organizational level ,represents power in the most general level of understanding. The informational revolution is not limited only to the IT&C domain, but regards the very role of information plays in society; it has lead to the expansion of the frontiers of knowledge, making a decisive mark on all the

components of the global system, so that obtaining, owning and making use of knowledge would become the pinnacle of a society where education plays the main role, even when society itself is passing through profound economic crisis. This research underlines the ways in which education remains the key element in the knowledge-based society, even if in today's economic crisis it is currently facing difficulties. According to the authors, this challenge could bring about a new configuration of the educational process in a new society of the future, with different sets of values.

To conclude throughout the world, the roles of education and of its multiple benefits to the economic and social environment are well known, as education is recognized as being "the single most important path to development and to limiting poverty". The increasing extent of services in the economy, the pace of technological changes, the advanced level of information and knowledge, as well as the size of the industrial and social re-organizations, all give good arguments in favor of the knowledge based society. The main component of economic and social development becomes knowledge.

2.2.2 Influence of managerial skills of committee members on implementation of Educational Projects

In the era of Globalization, Liberalization and Privatization, Organization has to change or modify existing policies of the organization. In this drastic change, organizations are facing two basic problems. How to bear change and How to make employees to adopt change or mitigate their resistance, also Consumer is Major player in the Market. If organization ignore the need, expectation and desire of Consumer , it is impossible to remain healthy and strong in competitive market. Organization should focus on Global Market need and Expectation along with tries to meet global standard. Managerial skills are sets of qualities and attributes in the personality of managers that enable them to effectively manage the working of a firm. Good managerial skills can create a world of difference in the efficiency and performance of the organization. Researchers have found that traditional Manager skills wouldn't bring favorable

change at workplace. So Manager has to learn some special skills which bear on employee's behavior and attitudes. So that organization can much benefited by their labour. It is fact that Manager cause productivity and non-productivity of employees and organization. Manager may directly influence the worker's attitude, interest, and aptitude or change their behavior toward commitment to work and objectives. Organization can stand to bear the challenges of change through only right Managerial style & behavior.

According to Lewis (2004), a project is one time multitask job with a definite starting point, definite ending point, a clearly defined scope of work, a budget and usually a temporary team.. Any project in a school must have an objective that need to be accomplished. Projects are one time jobs that are multitask in nature. A repetition job is not a project neither performing a single task over and over. Nevertheless that leaves a huge number of jobs that qualify as projects. And it means that a large number of people are managing projects. Peters (1992), argued that much of the work done in an organization be taught as projects. This means that even though everyone is not called project manager, the people managing projects are de-facto project managers. Though people responsible project may not need the formality of critical path schedules and earned value analysis, they do need some skills in project implementation, that is, managerial skills. Combination of managerial skills of school management committee members will enable them to see successful implementation of educational projects.

Committee members should consider the skills they have and if they need more skills, whether they are implementing the skills they have learnt and how they can improve their ability towards implementation of projects even further. If one takes management of project seriously, it is important to read newspaper and magazines, surf websites and look at books for new information on managerial skills. Each New Year hundred of new publications are brought out to guide project managers to improve their skills and abilities. Skills is what separates good managers from ordinary manager. Skilled managers are able to attain excellence and quality in performance and have ability to improve production and standards. Education and experience enable managers to develop

the skills they need to put project resources to their best use in order to realize effective implementation of projects (Kidombo and Gakau, 2009) it is necessary to provide a brief overview of the skills that are useful for managers.

According to Goodman (2001) every project from inception to completion continue to encounter serious problems especially waste and mismanagement of financial human and natural resources. Therefore, an important part of committee members' job is to solve problems and make decisions. Most problems can be solved through the following steps.

Define the problem-the project manager need to understand the exact nature of the problem. If it is complex the manager tries to break down all the elements of the problem to get a clear picture if what is valid and what are the issues that make up the problem.

Prioritize the problem – If several related problems exist, it is vital to decide which one should be addressed first . The problems should be listed in order to help one decide which problem solving tactic is necessary. **Understand one's role-** The project managers cannot solve all problems. Sometimes he or she needs to do only a small aspect of the work to solve the problem .Many managers make mistake by involving himself in all steps of solving a problem. Effective manager should involve others in solving a problem.

Identify causes- Examine the potential cause of the problem. Start by describing the problem. **Identify alternatives and select an approach.** There are many ways to solve a problem. A useful approach is to brainstorm the problem, allowing input from all parties. This will enable one to choose the most effective option to solve the problem. However project manager should not be frustrated if the problem cannot be solved at first time. Complicated issues sometimes take many attempts by concerned parties to be resolved.

Plan the implementation – After identifying an approach to resolve the problem, managers should plan for implementation.

Monitoring and verification – monitoring is an important management tool for it assists managers in making rational decisions. All plans in a project need to be monitored. This is particularly important if other people are involved in solving the problem .If monitoring of the implementation plan cannot be done then a problem might not get

resolved. Once the problem is solved, there is need to verify with others to establish that they also think the problem has been resolved. For effective decision making, the objective should be clearly defined. The manager must ensure there is sufficient information and then identify the feasible options. Once the options have been evaluated, a decision can be made.

Time management as a skill needs to be managed properly to guarantee personal effectiveness at work place. For managers to manage time better, he or she needs to use a form of record keeping that suits him or her best. It can be in a form of a diary, electronic diary, notebook, a cell phone among others. Managers should categorize tasks and plan time agenda to keep process moving. Time often seems to run out before the task is complete. Time management as an important factor in every project, it should be disciplined and committed to self improvement. Best time managers are automatically best managers. In any educational project, time management is critical because if time is not managed properly, whoever is involved in the project will loose faith in it. People need to understand the importance of effective time management and this will help other people to develop time management skills in themselves (Goodman, 2001).

In any organization effective communication is essential. Organizations where communication from managers to other people is effective, successfulness is realized. It is the job of the manager to ensure effective communication. Managers should think about effective communication in a deliberate and conscious way since it is a link to every part in an organization. Team needs, individual needs and task needs are some of the guideline that will ensure strong internal communication (James, 2001).

A manager should posses a skill of managing task. The first stage of managing task is to define the activity clearly. If the task is done by manager and employees, then a strong sense of ownership by those involved is realized. The manager has to identify the resources and people to complete the task. To achieve the task, the manager should draw up a plan. The objective, responsibilities and accountability line should be established by

agreement and delegation. This can take place after the manager has considered the resources, the people and has drawn up a plan to complete the activity (Lewis, 2001).

This is the skill of handing over responsibility and authority to other people. This enables them to complete a task and allowing them to figure out how best to accomplish that task towards accomplishment of a goal of an organization. When a manager delegates a task to subordinates, he or she gives them opportunity to become more productive and fulfilled people. For delegation of duties to be successful, a manager should consider the following: Delegate the whole task to the same person, this will give him or her responsibility and increased motivation: select the right person, this means a task is assigned to someone who has appropriate skills and capabilities: manager clearly to specify the expected results, all the relevant information should be given to the subordinate. Managers should be aware that when they delegate responsibility and authority to another person to perform that task, does not mean that he or she has no responsibility of ensuring that the work of the same standard that it would have been if the manager had been involved, he or she has still that responsibility. Giving to another person does not remove accountability from the manager (Louis, 2001)

According to Lewis (2001), a risk is anything that might happen that could create an adverse effect on your schedules, costs, quality or scope. One of the single most important thing a manager can do to ensure a successful project is to manage risks. Risk management should be seriously undertaken to attempt in identifying all the reasonably foreseeable risks. A manager should be able to assess the probability and severity of those risks and then deciding what might be done to reduce their possible impact or avoid them. Risks can occur at any stage in a project however, a risk that occurs late in a project can be more costly in terms of time and money when comparing to risks that occur at the initiation of the project. Therefore managers should consider risk management early enough during planning so that to develop risk strategy that can help in identifying the risk and decide how to prevent them before risks manage the manager. Risk strategy should be reviewed now and then throughout the project to ensure that it remains

effective. Concrete plans must be made to include key people with a steering committee to ensure that risk strategy is comprehensive and valid (Nyandemo and Kongere, 2010). Therefore project management committee has the responsibility of foreseeing or predicting many dangers that a project may encounter so that to plan, organize and control activities so that project are completed and maintained as successful as possible despite the fact that risks are available. This should start before initiation of a project and should continue until all work is finished. The main aim of the project manager is for the final result to satisfy the project sponsor or customer within the promised time scale and without using more money and other resources than those were originally budgeted for (Baguley, 2000).

When managing the group, it is necessary to establish, agree and communicate standards of performance and behaviour. The roles within the groups should be identified, developed and agreed on by its members. It is important to develop team work cooperation, morale and team spirit. The manager should motivate group and establish a collective sense of purpose. It is the manager's responsibility to enable facilitates and ensure effective internal and external group communication. And if necessary the manager need to resolve group conflicts, struggles and disagreements. The team members are individuals who have different skills, strengths, aims, needs and fears. Therefore the manager should help and support different individuals in the team. Manager need to identify, develop and use each individual capabilities and strengths and then identify and agree on appropriate individual responsibilities, advancement and status. Manager's job will be easier if he or she tries to balance the needs of team, the individual and the task (Mulwa et al 2000).

For effective execution of work or policies, Managers should focus to develop such skills which make them effective. It's rightly said, Manager causes the rise or fall of organization. In the era of Globalization, it's become difficult to handle lot of expectation from, customers, employees and external factors. So to handle these issues., Manager should enhance his Managerial skills for organizational effectiveness. This was all about

some of the important managerial skills that every manager should try to inculcate in their personality so that they can guide organizations towards success. Last in the view of T Lasorda " I believe managing is like holding a dove in your hand .if you hold it tightly you kill it, but you hold it too loosely ,you lose it"

2.2.3.Influence of level of participation of school committee on implementation of Educational Projects

According to Nyandemo and Kongere (2010), participation means different things to different people in different situations. For example, someone may be said to attending a meeting even though they don't say anything, it may be being actively involved in building a clinic by supplying sand and their labour, providing information and opinions in a survey or controlling the design of a project. A project needs to accomplish something that has never been done before such as building a library in school, it requires solving previously unresolved problems by same degree of customization that it makes it unique. For this to be effective, it needs to be bound by active participation of committee members in implementation of educational projects. When an internal evaluation and monitoring of project implementation is done by committee members, accomplishment, cost and time spent must be taken into consideration. The beneficiary of the project will be satisfied if there is balance between time, cost and performance by committee members (Larson and Ciraly , 2002). Participation of committee members in the implementation of projects is a prerequisite for without their active involvement little can be achieved. Participatory approaches provide mechanisms for the parties concerned to influence and share control of initiations, decisions and resources of funding agents and organizations (Chikati, 2009).

Denison in the year 1940 elaborated on a large number of benefits of participating in a project. This is after Kanther made useful contributions in participation from 198 to 1989. According to Denison (1990), participation for information and knowledge sharing between the managers and the workers, those who are contiguous to the products being made or output of project. They, being the closest can devise efficient processes and strategize for the same .There is also increased efficiency that result from participation.

Those that are at the ground level give inputs for improved efficiency thus improving the quality of project output and curtailing the cost during project implementation.

According to Markowitz and Lawler (1990), timeliness is achieved in that there is improved communication between the managers and the workers and between workers across different units. A loophole or flaw is reported in time due to participation. Participation empowers the committee member their ownership or stake of project. This in turn increases efficiency and productivity hence enhances satisfaction and motivation towards implementation of projects. Responsiveness is enhanced; effort and inputs are more likely to be targeted at perceived needs so that output from the project are used appropriately. Improved sustainability and sustainable impact is realized due to active participation. This happens because committee members are committed to carrying on the activity after outside support has been stopped and active participation has helped develop skills and confidence. In addition, improved transparency and accountability is achieved if more and more project members are given information and decision making power. Improved equity is likely to result if all members needs, interests and abilities are taken into account (Nyandemo and Kongere, 2012).

Product quality is enhanced if there is active participation. A say in decision making means that committee members can immediately pinpoint and suggest remedial measures for improving the efficiency of the process they are a part of. This means that quality control in output of project is exercised for the lowest level. There is a greater focus on management of self with due emphasis of widening ones skills set; hence lesser need of supervision and support staff. Participation leads to better grievance redressal in that increased communication paves way for reduced number of grievance and quick and effective resolution of dispute often on the spot. Finally hiring flexibility is increased as a result of cross training. Increased coordination among members also offers a comfort zone for the newly hired. Therefore participation results in overall increase of ownership of work hence increased efficiency, better productivity, improved morale and satisfaction.

2.2.4. Influence of managerial experience of school committee on implementation of Educational Projects

The sphere of education is often perceived as a branch of business which requires from a manager more knowledge of teaching methodology than managerial or leadership skills. In reality it is definitely not true. A project manager who has managerial experience demonstrate superb leadership, managerial and communication skills which result in smooth and effective realization of the project. Core of leadership skills is courage, dedication and ability to persuade people and reduce the level of anxiety which is of utmost importance. An experienced manager with this manages to communicate his or her ideas clearly and reach a consensus as well s create a shared vision which unites the team members (Myadministrayion. com 2011).

Managers with managerial experience posses a valuable ability to set clear goals and delegate effectively . This definitely helps coworkers to perceive their own valuable as part of the project and to see the actions which they must perform. The way manager defines the task makes it both challenging and creative so that other members feel both interested and rewarded, trying to achieve the needed result. In addition, projects are supervised properly without stress of too much influence, but never leaving the project unattended and having no superior to address and ask clarification. Experience is the best teacher, it creates a unique talent of efficient communicator who is able to give the necessary feedback without making the negative comments sound reproachable but make a constructitive critics. This valuable feature is essential for the ability to provide a clear objective and build up the feeling of self respect and trust in other team members (Rob , 2012).

2.2.5. Influence of personal interest of school committee on implementation of Educational Projects

Researchers have identified two types of interest. Situational interest which is spontaneous, transitory and environmentally activated whereas personal interest also referred to as individual interest is less spontaneous, of enduring personal value and activated internally. Situational interest often precedes and facilitates the development of

personal interest. Situational interest appears to be especially important in catching one's attention whereas personal interest may be important in holding it. Personal interest appears to be especially important for sustaining engagement and long-term involvement in an activity (Hidi and Penninger, 2006).

Personal interest increases participation in any activity when the task or information is relevant to that activity or the goal. Variables such as coherence, identification with characters, suspense and the concreteness and image ability of salient segments also increases personal interest. Collectively these variables can explain 50 percent of sample variance in active participation (Schraw, 1997). Personal interest increases motivation due to increased engagement, the acquisition of expert knowledge and making mundane tasks more challenging. Personal interest is important because it appears to mediate the relationship between short term situational interest and long-term mastery within a domain (Hidi and Penninger 2006). In addition several studies suggested that personal interest increases the amount and quality of information processing, for example Schiefehe (1999), found that individuals with personal interest in an activity were more likely to engage in deepest processing characterized by the construction of situational models, that is, a mental representation of the people, setting and events implied. Mitchell (1993), suggested that personal interest develops over time because some event catches an individual's interest in a situational manner that is supported by learning events that help the person to hold that interest. Sustained interest increases engagement and motivation to act as well as facilitates strategy use and deeper processing. Thus the development of sustained personal interest is an important component.

Mitchell (1993), proposed a simple three-stage model in which situational interest leads to personal interest which leads to higher participation. Hidi and Penninger (2006), proposed a more sophisticated model in which interest develops through four continuous stages including triggered situational interest, emerging personal interest and well-developed personal interest. Triggered situational interest refers to a change in interest that is related directly to a temporal change in an environment. Those changes may be

evoked by a wide variety of factors including highly relevant information, surprising information, that is incongruous with the task, a change in the environment among others. Maintained situational interest refers to a state of focused attention and greater personal investment. These changes usually are supported externally by a stimulating agent. In addition, maintained interest is sustained through meaningful tasks and personal involvement. Emerging individual interest refers to a state in which interest does not need to be sustained externally and one in which interest becomes an enduring disposition. These changes are supported by increased curiosity, greater domain knowledge and a perceived sense of pleasure and usefulness in the activity. Well developed individual interest refers to an enduring change in disposition for the activity. These changes are characterized by positive affect, greater intrinsic motivation, extensive knowledge about domain, a high level of procedural expertise and an ability to monitor and self-regulate one's future development in the domain.

Definitive evidence indicates that situational and personal interests are related to doing in three important ways. One way is that interest increases motivation, engagement and persistence. Situational interest has a positive effect on extrinsic motivation, whereas personal interest has a positive long-term effect on intrinsic motivation. Presumably external factors provide external motivation to act more. Once situational interest develops into a well – developed individual interest, external factors likely play a smaller role in motivation whereas intrinsic motivation and enjoyment play larger roles. Extrinsic and intrinsic motivation are essential precursors to engagement. Individuals who are interested in an activity are more likely to engage and persist which in turn leads to the acquisition of new skills and knowledge. Motivation helps individuals to develop the confidence to undertake a new activity or venture into an unfamiliar intellectual domain. According to Penninger (2000), engagement enables one to develop conceptual knowledge and skills. In turn motivation and engagement facilitate persistence which produces greater competence which increases confidence and self- efficacy and makes it easier and more enjoyable.

Personal interest leads to active engagement through strategy use (Alexander and Jetton, 1996). Individuals who are interested in an activity use more strategies in monitoring their performance and shift strategies when necessary and are better able to regulate their activities. Increased strategy use, metacognitive monitoring and self-regulation which will improve the efficiency skill and knowledge acquisition. Personal interest enhances deeper informational processing. Schiefele (1999), found that high interested individual; were likely to construct deeper mental representation. This correlation may be due in part to the fact that high interest people are more likely to possess specific knowledge and doing strategies. Individuals with high level of interest are more likely to engage in an activity, persist positive affect and focus more of their effort on constructing a deeper understanding of the skill.

2.3. Theoretical Framework

This study was guided by classical organization theory of management and goal oriented theory. The proponent of classical organization theory was Henry Fayol, an engineer in a large French company. Henry Fayol attempts to explain factors that may influence implementation of educational project in public primary schools in Keumbu Division. According to Henry Fayol, management is the process that is composed of five functions; planning, organizing, commanding, coordination and control. Fayol observed that to plan means to decide what objectives to accomplish, the actions to be taken in order to achieve them, the organizational position assigned to do them and who would be responsible for the actions needed; organize means to create a structure for the organization that will enable the various players to work together effectively towards its objectives ;to command means to make the staff to do their work; to coordinate means to unite all activities; and to control means to see that everything is done in accordance with the standard that have been laid down and the instructions given(Singh and Chhaba, 2004).

Fayol believed that sound managerial practice fell into patterns that could be identified and analyzed. He believed that management is not a personal talent but a skill that can be taught and learnt. Based on his experience, Fayol listed fourteen principles that a school committee members should apply in order to be effective in project implementation.

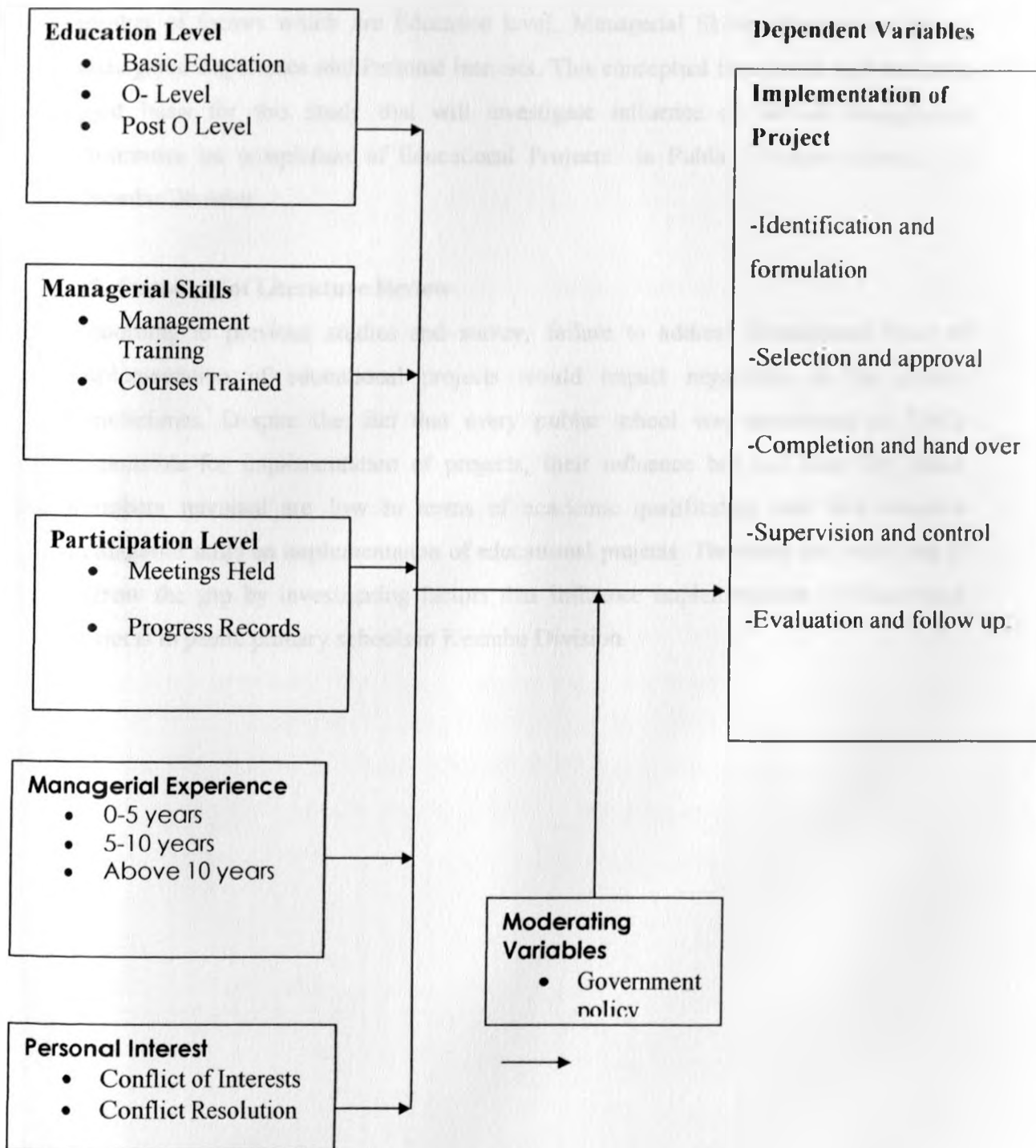
These are division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of the individual interest to general interest, remuneration, centralization, scalar chain, order, equity, stability or tenure of personnel, initiative and spirit de corps (in union there is strength). According to Fayol the five elements of management and the fourteen principles can be applied universally. This is the reason that made me to adopt this theory for this study.



2.4. Conceptual Framework

Influence of School Management Committee on implementation of Educational Projects

Independent Variables



This conceptual framework as summarized in the diagram above involves the independent variable, that is, School Management Committee and dependent variable, which is implementation of projects. The Implementation of a project will depend on a number of factors which are Education level, Managerial Skills, Participation Level, Managerial Experience and Personal Interests. This conceptual framework will provide a good basis for this study that will investigate influence of School Management Committee on completion of Educational Projects in Public Primary schools in Keumbu Division.

2.5. Summary of Literature Review

According to previous studies and survey, failure to address fundamental issue of implementation of educational projects would impact negatively on the project beneficiaries. Despite the fact that every public school was constituted of SMCs responsible for implementation of projects, their influence had not been felt. Some members recruited are low in terms of academic qualification and lack essential managerial skills on implementation of educational projects. Therefore this study was to narrow the gap by investigating factors that influence implementation of educational projects in public primary schools in Keumbu Division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided a description of how research was done. It consisted of research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design

This study employed descriptive survey design. According to Orodho (2003) a descriptive survey design is suitable when the study seeks to describe and portray characteristics of an event, situation and a group of people, community of a population as they exist. This design enabled the researcher to provide the sample or population by gathering accurate information. It enabled the researcher to describe the existing phenomena by asking respondents questions.

3.3 Target population

The study targeted a population of four hundred and forty four school management committee members of public primary schools with educational projects which were implemented and those which were not implemented. There were thirty seven (37) public primary schools in the study covering three zones as shown in the table below.

Table 3.1. Public primary schools in Keumbu Division (source, AEO Keumbu)

| Zone | Number of public primary schools | Total number of committee members |
|---------|----------------------------------|-----------------------------------|
| Ibeno | 15 | 180 |
| Keumbu | 10 | 120 |
| Birongo | 12 | 144 |
| Total | 37 | 444 |

3.4 Sample size and Sampling procedure

According to Mugenda and Mugenda (2003), 10% to 20% of the total accessible population can be enough for any study. With this view in mind, the researcher selected 10% of the accessible population. This was translated to forty four school management committee members. This was the required sample size in this research. (Refer list tables – table 2). Stratified sampling procedures were used according to the division. Each division in the target group formed a stratum. From each stratum a member was selected and then combined to form the overall sample that was determined how many school management committee members were taken from each category of population. Proportionate allocation was then used and since they were wide allocation in the members of school management committee who will then randomly picked. The details of the sample selected are presented in the table below.

Table 3.2. Sampling Table

| Zone | No. of Members | Sample Size |
|--------------|-----------------------|--------------------|
| Ibendo | 180 | 18 |
| Keumbu | 120 | 12 |
| Birongo | 144 | 14 |
| Total | 444 | 44 |

3.5 Research instruments

The researcher used questionnaires schedule to collect data. This was done in line with Mugenda and Mugenda (2003) who suggests questionnaires to be suitable instruments of data collection. Therefore structured questionnaires were used to collect information from the respondents. The questionnaires targeted the school management committee members in public primary schools. The questionnaires have the ability of collecting a lot of information over a short period of time and that which can be easily described in the writing. The study was concerned with variables that cannot be directly observed such as views, opinions, perceptions and feelings of respondents (Oso and Onen, 2005). The researcher also used observation in observing projects that were implemented and not

implemented. Observation was used together with interviews interviewing committee members who were not able to read and write. The researcher prepared a questionnaire for school management committee members. The questionnaire included both structured and unstructured questions. It was organized into three sections. Section A gathered respondent's personal information, section B dealt with collecting data on education, section C dealt with managerial skills, section D with participation level, section E with managerial experience and section F with personal interest and possible solutions and recommendations.

3.6 Instruments Validity and Reliability.

3.6.1 Instrument Validity

Instrument validity is the extent to which research instrument was measured what they were intended to measure (Oso and Onen, 2008). There was no numerical way to express validity, its primary judgmental and intuitive (Kothari, 2004). The researcher exposed the instruments to expert's judgment through consultation with the university supervisors so as to ascertain content validity.

3.6.2 Instrument Reliability

A measuring instrument is reliable if it provides consistent results. Reliable measuring instrument does contribute to validity but a reliable instrument need not be a valid instrument (Kothari, 2004). The questionnaire was piloted in a sample of target population. Pre-testing helped to discover whether the questions were well presented, clearly understood and easy to answer and not cause anxiety, embarrassment and resistance among others. This was served as a replica and rehearsal for the real survey. It also helped the researcher to discover weaknesses, ambiguities and omissions before finalizing the questionnaire. Pre-testing also showed the researcher how long it was actually taking to reach the members of the sampled population and the return of the same questionnaire by the respondents. The experience that was gained in this way enabled the researcher to effect improvement on the quality of the questionnaires.

Piloting for the questionnaire by use of internal consistency attained a reliability coefficient of 0.70 or 70%. This was computed using Cronbach's Alpha (Kuder Richardson 20 formula).

$$KR_{20} = \frac{(K)(S^2 - \sum S^2)}{S^2(K-1)}$$

Mugenda asserts that computation of a correlation coefficient yields a statistic that ranges from 1-1. Hence the instrument was believed to be reliable.

3.7 Data collecting procedures

The researcher sought permission from head of institution in the working place to carry out research. A letter of transmittal was written to a company the questionnaire that was delivered personally to the respondents after obtaining research permit from the National Council from Science and Technology. This was to comply with the government research procedure and to enhance confidentiality and creation of good rapport with the respondents to provide for a friendly and conducive atmosphere. A total of 44 respondents were given copies of questionnaires.

3.8 Data analysis Techniques

Data was first tabulated and put into various categories. The study further involved computation of frequency distribution tables and percentages. This was enhanced the transformation of raw data into form that made them easy to understand and interpret it. Descriptive statistics was used to analyze all closed ended questions using means, frequencies and percentages. Qualitative data was also analyzed and was reported in narrative form.

3.9 Ethical consideration

In this study the researcher strictly observed the following ethics, permission to conduct research to be obtained from authorities, department's heads and government ministries.

Consent of each participant in research was sought and encouragement of voluntary participation. The nature and purpose of the research was explained to every participant before engaging them in answering questionnaires and interviews. Confidentiality and privacy was strictly observed, the names of the participants were not to appear anywhere in the study report, the researcher ensured that all sources of information were properly quoted in order to avoid plagiarism and finally the researcher availed the results of research to the stakeholders where applicable.

CHAPTER FOUR

DATA ANALYSIS ,PRESENTATION AND INTERPRETATION

INTRODUCTION

This chapter presents the results of the data which have been discussed under five sub sections. Descriptive statistics such as frequency table and percentages were used to analyze responses to various questionnaire items regarding influence of school management committee on implementation of educational projects in public primary schools in Keumbu Division.

4.2 Response return

This refers to the percentage of subjects who respond to the questionnaire. According to Mugenda (2003), 60% and over response is good. Therefore a total of forty four respondents were issued with questionnaire and a total of thirty three copies were received. Therefore my research study received a response rate of 75%. This was successful due to the fact that respondents were given time to look at the questionnaire and period of returning was agreed upon whereby the questionnaire were collected from respective schools where school management committee serve.

4.3. Demographic characteristics of respondents

Data for this study was collected from 44 respondents using questionnaire. Demographic characteristics included information related to the background of the respondents such as gender, age, marital status, type of school, home division, and years school has been in existence, educational projects implemented and position in SMC.

4.3.1. Gender of the respondents

The question sought to establish whether the gender of the respondents was male or female. The responses were recorded as per the table below.

Table 4.1 Gender of the respondents

| GENDER | Frequency | Percentage (%) |
|---------------|------------------|-----------------------|
| Male | 17 | 52 |
| Female | 16 | 48 |
| Total | 33 | 100 |

The results obtained showed that 17 (52%) of the respondents were male while 16 (48%) were female,. This was an indication that the population of male is almost equal to that of female in the composition of school management committee

4.3.2. Age of the respondents

The respondents were required to indicate their ages. The results were shown in the table below.

Table 4.2 Age of the respondents

| Age | Frequency | Percentage |
|--------------------|------------------|-------------------|
| 25-29 years | 0 | 0 |
| 30-34 years | 9 | 27.27 |
| 35-39 years | 6 | 18.88 |
| 40 years and above | 18 | 54.55 |
| TOTAL | 33 | 100 |

The result obtained showed that the respondent's ages ranged from 30 years and above. Aged between 30-34 years was 27%, those within the range of 35 and 39 years were 18.8% while those with 40 years and above constituted 54.55%. The result showed that 40 years and above formed the majority of the respondents.

4.3.3. Marital Status of the respondents

The researcher sought to establish the marital status of the respondents. The results were indicated in the table below.

Table 4.3. Marital Status of the respondents

| Marital Status | Frequency | Percentage % |
|-----------------------|------------------|---------------------|
| Married | 33 | 100 |
| Not married | 0 | 0 |
| Total | 33 | 100 |

The results showed that all the 33 respondents were married. It means that all the respondents were married.

4.3.4. Type of school of the respondents

The question was asked to sought what type of the school. The results were presented in the table below.

Table 4.4 Type of school of the respondents

| Type of school | Frequency | Percentage % |
|-----------------------|------------------|---------------------|
| Boarding | 0 | 0 |
| Day mixed | 33 | 100 |
| Total | 33 | 100 |

It was evident that all the 33 (100%) schools were day mixed schools.

4.3.5. Home Division of the respondents

The question was raised with the view of finding out the division of residence of the respondents. This information was shown in the table below.

Table 4.5 Home Division of the respondents

| Home division | Frequency | Percentage % |
|----------------------|------------------|---------------------|
| Keumbu | 33 | 100 |
| Others | 0 | 0 |
| Total | 33 | 100 |

The results indicated that 100% of the respondents who serve SMC were residents of the division.

4.3.6. Years of Existence of school of respondents

This question was raised in order to find out how long the school has been in existence.

This result was summarized in the table below.

Table 4.6 years of existence of the school

| Year of existence | Frequency | Percentage % |
|--------------------------|------------------|---------------------|
| 10 and below years | 5 | 15.15 |
| 10 -20 years | 6 | 18.18 |
| 20-30 years | 1 | 3.08 |
| Above 30 years | 21 | 63.63 |
| Total | 33 | 100 |

The results indicated that schools which had been existed for 10 and below years were 15.15 %, for 10-20 years were 18.88% and 20-30 years were 63.63% .

4.3.7. Position in the school of the respondents

The question raised in this area sought to establish the capacity under which the respondents served the school. This response was summarized in the table below.

Table 4.7 Position of respondents

| Position | Frequency | Percentage % |
|-----------------|------------------|---------------------|
| Chairman | 8 | 24.24 |
| Secretary | 7 | 21.21 |
| Treasurer | 6 | 18.18 |
| Members | 12 | 36.36 |
| Total | 33 | 100 |

The results from the findings indicated that 24.24% of the respondents were chairman to SMCs, 21.21% were secretaries to SMC 18.18% were Treasurers to SMCs while 36.36% were members.

4.4. Influence of education level of committee members on implementation of educational projects.

The respondents were asked to determine the extent to which level of education of school management committee members influence implementation of educational projects in public primary schools in Keumbu Division. Their responses were as shown below.

4.4.1. Level of education of respondents

The respondents were asked to determine the level of education. This was shown in the table below.

Table 4.8 Level of education

| Education level | Frequency | Percentage % |
|------------------------|------------------|---------------------|
| CPE/KCPE | 3 | 9.09 |
| O level | 16 | 48.48 |
| Diploma | 4 | 12.12 |
| A' level | 6 | 18.18 |
| Graduate | 4 | 12.12 |
| TOTAL | 33 | 100 |

Based on academic qualification, 9.09% had KCPE and CPE certificates, 48.48% had O Level certificates, 12.12% had Diploma certificates, 18.18 were A level holders while 12.12% were graduates. This showed that most of committee members were holders of O Level certificates.

4.4.2 Qualifications of respondents

When the respondents were asked to state the qualifications met to be recruited into the SMCs, they had the following responses as summarized in the table below.

Table 4.9 Qualifications

| QUALIFICATIONS | FREQUENCY | PERCENTAGES (%) |
|-----------------------|------------------|------------------------|
| CPE/KCPE | 2 | 6 |
| O'level | 2 | 64 |
| A' level | 6 | 18 |
| None | 4 | 12 |
| TOTAL | 33 | 100 |

4.5 Influence of managerial skills on implementation of educational projects

The respondents were asked to assess the influence of managerial skills of committee members on implementation of educational projects on public primary schools in Keumbu Division. The responses were as shown below.

4.5.1 Training of the respondents

The question asked in this area sought to ascertain whether respondents attend training. The respondents had the following responses to the question given as summarized in the table below.

Table 4.10 Training

| ATTENDANCE | FREQUENCY | PERCENTAGE (%) |
|-------------------|------------------|-----------------------|
| Yes | 22 | 66.66 |
| No | 11 | 33.33 |
| TOTAL | 33 | 100% |

The results showed that the majority of SMCs members do attend training on managerial skills.

4.5.2 Areas of Training of the respondents

The question was raised with a view to investigate what type of training respondents attended. The results are indicated in the table below.

Table 4.11 Areas of training of the respondents

| ATTENDANCE | FREOUENCY | PERCENTAGE (%) |
|-------------------|------------------|-----------------------|
| Leadership | 12 | 36.36 |
| Communication | 3 | 9.09 |
| Problem solving | 3 | 9.09 |
| Record keeping | 4 | 12.12 |
| None | 11 | 33.33 |
| TOTAL | 33 | 100 |

The results showed that 36.36% attended leadership training, 9.09 communication and problem solving, 12.12% recording keeping while the 33.33% had none.

4.5.2 How often do they attend training

The question was asked to establish how frequent respondents attend any type of training. The respondents had the following responses as shown in the table below

Table 4.12 How often

| ATTENDANCE | FREOUENCY | PERCENTAGE (%) |
|-------------------|------------------|-----------------------|
| Weekly | 0 | 0 |
| Monthly | 0 | 0 |
| Quarterly | 10 | 30.30 |
| Yearly | 12 | 36.3 |
| Total | 33 | 100 |

The responses in table 4.12 indicated that 30.30%of respondents attend training quarterly, 36.36 of respondents attend once a year while 33.33% of respondents do not attend training at all. This meant that there was no continuous training of respondents on managerial skills.

4.6 Influence of participation of school committee members on implementations of educational projects

The respondents were asked to establish the extent to which level of participation of committee members influence implementations of educational projects in public primary schools in Keumbu Division. Their responses were as shown below:-

4.6.1 How often to school

The question asked in this area sought to establish how often respondents go to school to monitor project implementation. The respondents had the following response as shown in the table below.

Table 4.13 School

| SCHOOL | FREQUENCY | PERCENTAGE (%) |
|---------------|------------------|-----------------------|
| WEEKLY | 17 | 51.52 |
| MONTHLY | 3 | 9.09 |
| QUARTELY | 11 | 33.33 |
| ANNUALLY | 2 | 6.06 |
| TOTAL | 33 | 100 |

Table 4.13 above showed that 51.52% of respondents go to school weekly to monitor project implementation, 9.09 go monthly, 33.33% go quarterly monitor.

4.6.2 How to monitor

The question asked here intended to investigate what method they use to monitor project implementation. The respondents had the following response as shown in the table below.

Table 4.14 Monitoring method

| MONITORING METHOD | FREQUENCY | PERCENTAGE (%) |
|--------------------------|------------------|-----------------------|
| Asking questions | 11 | 33.33 |
| Observation | 17 | 51.52 |
| Rumuors | 5 | 15.15 |
| TOTAL | 33 | 100 |

The results showed that 33.33% monitor by asking questions, 51.52% by observations and 15.15% by rumours.

4.6.3 Meetings held

The question asked in this area sought to ascertain how frequent SMCs meetings were held. The respondent's had the following responses to the question given as summarized in the table below

Table 4.15 Meetings held.

| MEETINGS HELD | FREQUENCY | PERCENTAGE (%) |
|----------------------|------------------|-----------------------|
| Weekly | 0 | 0 |
| Monthly | 3 | 9.09 |
| Quarterly | 29 | 87.87 |
| Annually | 1 | 3.03 |
| TOTAL | 33 | 100 |

The response in table 4.15 indicated that SMCs meeting held monthly constituted 90.0%, those held thrice a year constituted 87.87 while those held once a year constituted 3.03%. This meant that the process of monitoring project implementation was slow.

4.6.4 Project progress report

The researcher sought to establish whether the respondents provide project progress report. The results are shown in the table below.

Table 4.16 Progress reports

| Progress reports | Frequency (f) | Percentage (%) |
|-------------------------|----------------------|-----------------------|
| Yes | 26 | 78.78 |
| No | 7 | 21.21 |
| TOTAL | 33 | 100 |

The results showed that 78.78% of respondents provided project progress report while 21.21 did not provide.

4.7 Managerial experience of school committee members on implementation of educational projects.

The respondents were asked to determine the extent to which managerial experience of committee members influence implementation of educational project in public primary schools in Keumbu Division. Their responses were as shown below:

4.7.1 Capacity in the school

The question was raised to sought under which capacity respondents served the school. This result was summarized in the table below.

Table 4.17 Position

| POSITION | FREQUENCY | PERCENTAGE (%) |
|-----------------|------------------|-----------------------|
| Chairman | 7 | 21.21 |
| Secretary | 7 | 21.21 |
| Treasurer | 7 | 21.21 |
| Members | 12 | 36.36 |
| Total | 33 | 100 |

The results indicated that 21.21% of the respondents were chairpersons, 21.21% were treasurers while 36.36% were ordinary members.

4.7.2 Years of experience of the respondents

This question was raised with a view of finding the duration under which the respondents have served in SMC under the capacity. This response was summarized in the table below

Table 4.18 Work experience

| EXPERIENCE | FREQUENCY | PERCENTAGE (%) |
|-------------------|------------------|-----------------------|
| Below 5 year | 7 | 72.72 |
| 6-10 years | 7 | 21.21 |
| 11-15 years | 1 | 3.03 |
| Above 16 years | 1 | 3.03 |
| Total | 33 | 100 |

It came out that 72.72% had served in SMCs for 5 years and below while 27.28% had served in SMC for 6 years and above.

4.8 Influence of personal interest of school committee members on implementation of educational projects

The respondents were asked to establish the extent to which personal interests of committee members influence implementation of educational projects in public primary schools in Keumbu Division. Their responses were as shown below:-

4.8.1 Conflict of interest of the respondents

The researcher sought to establish whether respondents do sometimes have conflict of interests. The results are summarized in the table below:

Table 4.19: Conflict of interest of the respondents

| Conflict of interest | Frequency | Percentage% |
|-----------------------------|------------------|--------------------|
| Yes | 21 | 63.63 |
| No | 12 | 36.36 |
| Total | 33 | 100 |

The results showed that 63.63% of respondents had conflict of interest while 36.36% had no conflict of interest. This clearly indicated that conflict of interests sometimes led to slow implementation of projects .

4.8. 2 Supervision of the respondents

The question was raised with a view to investigate whether the respondents work or serve the school under supervision The results are indicated in the table below.

Table 4.20 Supervision of the respondents

| Supervision | Frequency | Percentage % |
|--------------------|------------------|---------------------|
| Yes | 18 | 54.54 |
| NO | 15 | 45 |
| Total | 33 | 100 |

It was found out that 54.54% of respondents serve under supervision while 45.45% do not.

4.8.3 Implementation of the projects

The respondents were asked to state whether the projects are implemented. The results are shown in the table below.

Table 4.20: Implementation of the projects

| Implementation | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Yes | 8 | 24 |
| NO | 25 | 76 |
| Total | 33 | 100 |

75% of projects are not implemented well while 24% of the projects are implemented well.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings arranged logically in line with the background information and the objectives of the study. It also presents conclusions and recommendations based on the study findings.

5.2 Summary of findings

The study established that the population of male (52%) was almost equal to that of female (48%) in the composition of SMCs hence showing that gender equality was considered. In relation to age, the study established that no respondent who was below 30 years hence meaning that most of educational projects were managed by older people aged over 40 years who are illiterate, not equipped with modern methods of management and are from old school of thought hence difficult to change. It was evident that all SMCs members were married people. These members were from the division meaning that there was no member from outside who has expertise in managing projects. The study established that current managers were managing migre resources because all schools were day mixed schools as compared to boarding schools. Hence the division does not trap competent people from outside the division hence do inbreeding which is dangerous. It was evident from the study that most schools had been in existence for over 30 years hence meaning that educational projects would be many but in reality there were not due to weak management.

First objective of this study was to establish how education level of committee members influence implementation of educational projects in public primary schools in Keumbu Division. The study established that majority of school management committee members were holders of O' level certificates (48.48%) who were out of school many years back hence lacked professional qualification that is essential for project implementation. Some schools had well implemented projects because they had graduates(12.12%) who had professional qualifications. Suprisingly, substantial number of SMCs (9.09) terminated

their education at primary level and were given responsibility of managing school projects hence explains why some projects were not well implemented. The main qualification for recruitment was O' level certificate holders(64%) thereby bringing on committee people with no expertise on implementation of educational projects. Therefore, it can be argued that educational level of school management committee members influence implementation of educational projects in public primary schools in Keumbu Division.

The second objective of this study was to assess how managerial skills of committee members influence implementation of educational projects in public primary schools in Keumbu Division. It was evident from the study that 66.66% of school committee members do attend training on managerial skills. But they mostly attend training on one skill which is leadership skill (36.36%) while none on other skills like communication, problem solving among others. It was also evident that school management committee members attend training thrice a year and the percentage was 30.30% while the other percentage 69.70% do not attend even once a year. This explains that those schools with well implemented projects were constituted with graduates who were young people attending training on regular basis and well equipped with modern methods of management. The study established that 36.36% attend training once a year which was insufficient because education is dynamic. Therefore it is an indication that managerial skills of committee members influences implementation of educational projects in Keumbu Division.

The third objective of this study was to explore how level of participation of committee members influence implementation of educational projects in public primary schools in Keumbu Division. The study findings established that 51.52% of committee members go to school weekly to monitor project implementation because all members come from catchment area. But one danger was bringing of petty issues moreso related to conflict of interests incorporated into projects hence stagnate implementation of projects. It was evident that monitoring was through observation (51.52%) as one major tool. The study

established that project review meetings were held thrice a year (33.33%) while project progress report was provided annually. This showed that there was weak monitoring and evaluation of projects. Where projects were well implemented, the committee members had regular meetings and members of committee provided project progress report regularly. Hence level of participation of committee members influence implementation of educational projects in public primary schools in Keumbu Division.

The fourth objective of this study was to examine how managerial experience of committee members influence implementation of educational projects in public primary schools in Keumbu Division. The study findings established that majority of committee members had served in the capacity they held for less than 5 years (72.72%) hence had no adequate experience on implementation of educational projects. In some schools where projects were well implemented, committee members had experience of over 10 years. Therefore, managerial experiences of committee members influences public participation of educational projects in Keumbu Division.

The fifth objective of this study was to establish how personal of interest of committee members influence implementation of educational projects in public primary schools in Keumbu Division. The study established that majority of committee members had conflict of interest (63.63%). This explained why most of educational projects were not well implemented. Most of committee members also served under supervision (54.54%). It is evident that conflict of interest and lack of self commitment led to slow implementation of educational projects. For this reason, personal interest of committee members influence implementation of educational projects in public primary schools in Keumbu Division.

5.3 Conclusions

The study investigated influence of school management committee on implementation of educational projects in public primary schools in Keumbu Division. They were five objectives in the study. The first objective of this study was to establish how educational level of committee members influence implementation of educational projects in public

primary schools in Keumbu Division. The study established that majority of committee members were holders of O'level certificates and thus educational level influence implementation of educational projects.

The second objective of this study was to investigate how managerial skills of committee members influence in projects in public primary schools in Keumbu Division. The study established that there was irregular attendance of committee members on training of managerial skills and this influenced implementation of projects.

The third objective of this study was to explore how level participation of committee members influence implementation of educational projects in public primary schools in Keumbu Division. The study findings established that committee members go to school weekly to monitor project implementation while the other percentage go thrice a year and they monitor through observation. It was evident that meetings were held thrice a year, while project progress report was provided once a year hence level of participation of committee members influence implementation of educational projects in public primary schools in Keumbu Division.

The fourth objective of this study was to investigate how managerial experience of committee members influence implementation of educational projects in public primary school in Keumbu Division. The study established that majority of committee members served for less than 5 years (72.72%) thus managerial experience of committee members influence implementation of educational projects in public primary schools in Keumbu Division.

The fifth objective of this study was to explore how personal interest of committee members influence implementations of educational projects in public primary schools in Keumbu Division. It was evident from the study that many committee members had conflict of interest (63.63%) and they worked under supervision which led to slow implementation of projects. This had influence on implementation of educational projects.

5.4 Recommendations

From the study findings, it is recommended that academic qualifications of committee members should be considered for one to be a member of SMC. There should be standard qualification for one to be recruited to the committee. There should be regular training of committee members on all managerial skills. This will equip them with necessary skills and knowledge on implementation of projects. Therefore the study recommends for frequent training and capacity building among members prior to and during the course of executing duties.

It was evident from the study findings that most committee members go to school to monitor implementation of projects through observation only. Committee members hold meetings thrice a year and provide project progress once a year. This was a serious weakness that must be addressed and rectified. Therefore the researcher recommends for specific tool or combination of tools be devised for regular monitoring of projects.

The study findings established that schools in existence for less than 10 years (15.15%) had modern educational facilities and young people in SMCs hence good management. This was as a result of CDF which was initiated during President Kibaki's era. Influx of children due to FPE led to more construction of young schools through CDF contribution. Therefore the researcher recommends a request to the government to double CDF allocation to the division because seemingly development will be accelerated in terms of educational projects.

5.5 Suggestion for further research

The study recommends that in the future, a survey should be conducted every year to ascertain how effective government funded educational projects are implemented. The study also recommends further research to be carried out in different public schools to establish influence of educational level, managerial experience and personal interests of committee members on implementation of educational projects in public primary schools.

5.6. Contribution to the body of knowledge

The research contributed to the body of knowledge as shown below.

Title

Summary

Educational Level

This provides a useful reminder that for any member to be recruited to SMCs professional academic qualification should be considered .

Managerial Skills

This area sets out the purpose of regular training of committee members on managerial skills as the basis for ensuring successful implementation of project

Participation Level

This area focuses on regular project review meetings and provision of progress reports as the basis for ensuring well implementation of projects.

Managerial Experience

This calls for consideration of working experience as a condition to be a member of SMCs since experience is the best teacher.

Personal Interest

This is critical to projects success and therefore calls for efficient and effective conflict resolution.

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QUESTIONNAIRE

QUESTIONNAIRE FOR SCHOOL MANAGEMENT COMMITTEE MEMBERS

Instructions

This questionnaire is intended to help investigate influence of school management committee on implementation of projects in public primary schools in Keumbu Division. Please answer all questions by ticking () the options you consider appropriate and where necessary provide required information by briefly writing in the spaces. All information given will be handled with confidentiality and your cooperation will be highly appreciated.

SECTION (A) BACKGROUND INFORMATION

1. Indicate your gender.

Male ()

Female ()

2. What is your age?

25-29 years ()

30-34 years ()

35-39 years ()

40 and above years ()

3. What is your marital status?

Married ()

Not married ()

4. What type is the school?

i. Day

Girls ()

Boys ()

Mixed

()

ii. Day/Boarding

Girls ()

Boys ()

Mixed ()

iii. Boarding

Girls ()

Boys ()

Mixed ()

5. State your home division

Keumbu ()

Others specify _____

6. How long has the school been in existence?

10 years and below ()

10-20 years ()

20-30 years ()

Above 30 years ()

7. Which educational projects have you implemented since 2008?

Implemented

i.

ii.

iii.

Not implemented

i.

ii.

iii.

8. What is your position in school management committee SMC?

Chairperson ()

Secretary ()

Treasurer ()

Member ()

SECTION (B) EDUCATION

9. What is your highest level of education ?

KCPE/ CPE ()

“O” level ()

“A” Level ()

Diploma ()

Graduate ()

Masters ()

10. How many years in total did you spend in school or in full times study?

11. Have you ever attended any in service course since your school education?

12. What qualifications are considered for SMC recruitment?

SECTION (C) MANAGERIAL SKILLS

13. Have you ever attended any training?

Yes () No ()

14. Which training have you attended among the following?

- i. Leadership Skills ()
- ii. Communication skills ()
- iii. Problem solving Skills ()
- iv. Record Keeping ()
- v. Others specify

15. How often do you attend any training?

- i. Weekly ()
- ii. Monthly ()
- iii. Quarterly ()
- iv. Yearly ()

SECTION (D) PARTICIPATION

16. How often do you go to school to monitor project implementation?

Weekly () Monthly () Quarterly () Annually ()

17. How do you monitor?

Asking questions () Observation () Rumours ()

18. How often do you hold SMCs meetings?

Weekly () Monthly () Quarterly () Annually ()

19. Do you provide project progress report?

Yes () No ()

20. If No. what are the possible causes of not providing _____

SECTION (E) MANAGERIAL EXPERIENCE

21. Under what capacity do you serve the school?

Chairman () Secretary () Treasurer () Member ()

22. How many years have you worked under the capacity?

23. What major problems do you face?

24. How do you handle them?

SECTION (F) PERSONAL INTERESTS

25. Do you sometimes have conflict of interest?

YES () No ()

If YES, how do you handle them?

26. Do you serve the school under supervision?

YES () No ()

27. Are the education project implemented well?

Yes () No ()

If Yes, why?

If No, What are the possible causes?

28. Give recommendations for proper implementation of education of projects.

29. State possible problems that SMC face in execution of duty

Thanks for your participation

AGGRINE MORAA NYAUNDI

TEL: 0723689404

APPENDICES

TRANSMITTAL LETTER

**AGGRINE MORAA NYAUNDI
REG.NO. L50/61465/2011
P.O.BOX 219-40200,
KISII.**

Dear Sir/ Madam,

**RE: INFLUENCE OF SCHOOL MANAGEMENT COMMITTEE ON
IMPLEMENTATION OF EDUCATIONAL PROJECT IN PUBLIC PRIMARY
SCHOOL IN KEUMBU DIVISION**

I am a student of MASTERS OF ARTS IN PROJECT PLANNING AND MANAGEMENT (MAPPM) at the UNIVERSITY OF NAIROBI conducting research on the above cited topic. I would like to request for your participation in filling the questionnaire correctly and to the best of your knowledge. Be assured that the information given will be treated with uttermost confidentiality and purposely for academic.

Yours Faithfully,

AGGRINE MORAA NYAUNDI.



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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254-020-310571,2213123, 2219420
Fax: 254-020-318245,318249
when replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

NCST/RCD/14/012/1539

2nd November, 2012

Our Ref:

Date:

Aggrine Moraa Nyaundi
University of Nairobi
Kisii Campus
P.O BOX 2461
KISII

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of school management committee on implementation of educational projects in public primary schools in Keumbu Division.*" I am pleased to inform you that you have been authorized to undertake research in Nyanza Province for a period ending 30th November, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kisii Central District before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR.M.K.RUGUTT, Ph.D, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kisii Central District

UNIVERSITY OF NAIROBI
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P. O. Box 30197
NAIROBI

Research Permit No. NCST/RCD/14/012/1539

Date of issue

2nd November 2012

Fee received

KSH.1000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Aggrine Meraa Nyaundi

Of (Address) University of Nairobi

Kisumu Campus

P O BOX 2461

KISUMU

Has been permitted to conduct research in

Location

Kisumu Central

District

Nyanza

Province

On the topic: Influence of school management

committee on implementation of educational

projects in public primary schools in Keumba

Division

Applicant's

Signature

Secretary

National Council

Science and Technology

For a period ending: 30 November 2012

Science and Technology

Science and Technology

Science and Technology

Science and Technology

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