INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE PRACTICES ON COMPLETION OF SCHOOL PROJECTS IN PUBLIC SECONDARY SCHOOLS IN RACHUONYO NORTH SUB COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university:

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I dedicate this work to my wife Nancy Anyango, who has been a great inspiration throughout my study.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
BOM	Board of Management
CDF	Constituency Development Fund
CEBs	County Education Boards
EFA	Education for All
ESEA	Elementary and Secondary Education Act
ICT	Information Communication and Telecommunication
IFAC	International Federation of Accountants
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovations
PM&E	Project Monitoring & Evaluation
SAGAs	Semi-Autonomous Government Agencies
SCDOE	Sub-County Director of Education
SCEO	Sub-County Education Office
SMCs	School Management Committees

SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom
UNCTAD	United Nations Commission for Trade and Development
USA	United States of America

ABSTRACT

The purpose of this study was to investigate the influence of BOM governance practices on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya. The study was guided by the following objectives as the research objectives; BOMs' project planning, resource mobilization by BOM, BOMs' stakeholder involvement and project supervision by BOM in public secondary schools in Rachuonyo North Sub County in Kenya. The study was guided by stakeholder theory propounded by Freeman (1984). The study adopted descriptive research design. The study targeted principals, teachers, and BOM's, in public secondary schools in Rachuonyo North Sub County in Kenya. The sample size constituted of constituted of 21 principals, 21 BOM chairpersons, 1 SCDOE and 105 teachers. Data collection tools were questionnaires and an interview guide. Instrument validity was assured through seeking expert opinion of university supervisors. Instrument reliability was determined through test-retest method. Descriptive and inferential statistics that included correlation and regression were used for analysis of quantitative and qualitative data which included mean and standard deviation, results presented in frequencies and percentages. Statistical Package for Social Sciences version 23.0 was used for data analysis. Key findings of the study were; Based on the first objective of the study, which was to investigate the influence of BOMs' project planning on completion of school projects. It was found to be statistically significant by principals ($M=3.91$, $r=0.981$, $r^2=0.962$; $p<0.05$), BOM ($M=3.55$, $r=0.989$, $r^2=0.978$; $p>0.05$) and teachers ($M=3.45$, $r=0.98$, $r^2=0.96$; $p<0.05$).Based on the second objective of the study, which was to investigate the influence of Resource Mobilization by BOM on Completion of School Projects. It was found to be statistically significant by principals ($M=3.72$, $r=0.973$, $r^2=0.947$; $p<0.05$), BOM ($M=3.89$, $r=0.981$, $r^2=0.962$; $p>0.05$) and teachers ($M=3.52$, $r=0.576$, $r^2=0.355$; $p<0.05$). Based on the second objective of the study, which was to investigate the influence of BOMs' Stakeholder Involvement on Completion of School Projects. It was found to be statistically significant by principals ($M=3.61$, $r=0.980$, $r^2=0.961$; $p<0.05$), BOM ($M=2.80$, $r=0.894$, $r^2=0.800$; $p>0.05$) and teachers ($M=3.62$, $r=0.980$, $r^2=0.961$; $p<0.05$).Based on the second objective of the study, which was to investigate the influence of Project Supervision by BOM on Completion of School Projects in Public. It was found to be statistically significant by principals ($M=3.77$, $r=0.987$, $r^2=0.975$; $p<0.05$), BOM ($M=3.75$, $r=0.961$, $r^2=0.924$; $p>0.05$) and teachers ($M=2.51$, $r=0.644$, $r^2=0.441$; $p<0.05$).This study concludes that funds for completion of projects in secondary schools were insufficient and unreliable. Completion of the projects is also compromised by the poor relations between various stakeholders due to personal interests and allowing negative politics to interfere with equitable distribution of available resources among schools. The study recommends that, the Ministry of Education should ensure that school leadership, through relevant tailor-made courses, is constantly equipped with the necessary knowledge on financial management and accountability. The government should encourage the school management to aim at diversifying their sources of funds by engaging in income generating activities. This will minimize the schools dependency on government funds alone thus ensuring successful completion of school projects.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Worldwide education remains a tool of growth economically since it drives and enables availability of human skill to an economy of a nation. This is why different governments have committed themselves to Education for All (EFA) as per the deliberations of the year 1990 in Jomtein Thailand and the year 2000 in Dakar Senegal. Secondary school education in the United States of America (USA) was a result of collaborative efforts between the government and the church who had adopted it in their ministry (Ellen, 2009). The state and the church pooled resources together for developing physical facilities as well as staff salaries. The year 1965 saw the formation of ESEA (Elementary and secondary education) act, which was later reinforced by the reauthorization of the No Child Left Behind Act; that became the fundamental federal statute impacting the kindergarten education up to the 12th grade in USA. All this developments engaged key players from the state,church and parents associations.

Involvement of every player in the education field is critical for the development of learning institutions; with this aiding in determining the plans applicable in improving the educational standards. According to (Green & Haines, 2008), involvement is viewed as formative, instructive, and unifying and a way of promoting human rights. In the USA, school initiatives completion demands the implementation of set plans that transform monetary, labor and manmade utilities into commodities adding great

value to learners, learning institutions and every player in the education sector (Cleland 2010).

Within the European nations, the education sector provides a number of edges for conducting initiatives benefitting learners and learning institutions. Almost all school initiatives, save for a few undergo the project planning cycle during development; with the cycle for small to bigger initiatives commonly following the inception, viability, assessment, legalization, execution, completion, operation and termination cycle. During determination, a single initiative among many is preferred and later profiled. (Fenton-O'Creevy, 2000), indicated that viability studies entail analysis for technical, market and monetary productivity, technical reviews and business evaluation strategies are created.

In Britain, school boards have a great contribution in the running of learning institutions; in a letter from Britain to schools in Europe, the school boards indicated the impartial nature of cost sharing systems, placing a biased burden on a number of member countries abusing Article 12.4 of the European Schools Convention, necessitating the need for important educational amendments. This is an illustration indicating the leadership of school boards in overseeing the funds in these institutions (UK Delegation, 2013).

During the early days the responsibility of BOM was largely limited to management, including supervision and guidance. Later in the 19th century, amendments were done in the structural organization of school boards, the administration of education at the community level was transferred to well specialized entities (Bhagat & Black, 2002). The purpose of these amendments was to duplicate the running of school boards as those of business companies' boards, to realign the concentration of school boards to

the concerns of the immediate society and enhance their leadership responsibility. Presently the evolving context for public learning demands a reform in responsibilities from management to leadership, aimed at providing a sense of course for future.

In Massachusetts, Boston (USA) select men decided to select a community board dealing with education so as to alienate governance from existing municipal roles (Danzberger, 1998). This model of school management was later embraced across USA and continues to be the anchor for educational management processes today.

Chikati (2009) observed that in Russia, learning institutions are modeled, strategized and executed mutually with the structure of project cycle aimed at increasing completion pace that greatly relies on project supervision. The log frame matrix model is strictly adhered to and applied specifically as a tool in designing, evaluating, managing, monitoring and assessing the progress of an initiative through the initiative cycle from strategy structure to assessment and lastly termination. The model preferred offers` the goal-specific processes and similar presumptions and the set state of the initiative model of another management level matrix format initiatives often are initiated in the manner of a unstable, uncertain and vigorous surroundings. Many school projects therefore in Russia, have been able to reduce challenges, constraints and risks in the course of their execution through completion.

Learning institutions initiatives in African schools are normally impacted by a number of conditions that internal and external; including poor project supervision, reduced chances for likely beneficiaries to engage in project determination inadequate resource mobilization (Batten, 2011). In Rwanda, initiatives within secondary schools tend to create the sense the without finance nothing prospers. Ali (2012) observed that

others lack positive engagements with important players in efforts to eliminate allowance remunerations. The end result of neglecting positive engagements is, initiatives are constrained and poor completion pace arising from the absence of sense ownership in the iniatives.

Locally, the Kenyan government has put in place measures for enhancement of safe learning environments and this was first articulated through the formulation of safety standards policy for schools in 2008. The Constitution of Kenya, 2010 further recognizes the right of the child to protection from an environment with the ability to cause harm in terms of physical, mental, spiritual, moral and social development. Children Act (2001) entitles the child to the right of protection from physical, psychological abuse and neglect (IFAC, 2013).

The Kenyan Constitution of 2010 in the 4th schedule, article 185(2), 186(1) and 187(2) outlines the division of the roles among the national government and the county governments. Policy formulation is a function of the national government. The cabinet secretary for Ministry of Education is obligated by authority from the Basic Education Act, 2013, to ensure that policies and guidelines are developed for the education sector. The County Education Boards (CEBs), BOMs and semi-autonomous government agencies (SAGAs) in the education sector, as corporate entities, are instrumental in customizing and implementing government policies at the institutional levels, in tandem with national education objectives; policies and legal frameworks (Republic of Kenya, 2016).

Many projects fail due to mismanagement and lack of coordination among various stakeholders, specifically in secondary schools. In Kenya education projects like laboratories construction, the Kenya school equipment scheme, classroom

construction, information communication technology, dining halls construction, water supply, among other initiatives have either been implemented with hardships or even stagnating at the paperwork step level. Their failure to be completed shortly before or after implementation, speaks volumes of project profligacy that though widely talked of, have not been documented. Success in project completion thus will depend greatly on effective leadership and organization and mutual coexistence between projects particular requirements and facilities provided at the local level (Ndagi, 2013).

BOMs are therefore expected to cascade and entrench MOE policies, including safety standards policy, in secondary schools and ensure that the policies form the basis of decision making as they deliberate on the affairs of schools (Republic of Kenya, 2015). In relation to this study, safety standards implementation could be achieved through the influence of BOMs' governance practices, which entails; operationalization of safety standards policy, execution of school budget, maintenance of physical infrastructure, and enforcing of school ethics and controls in schools.

In Imenti North sub-county a number of school projects and other project funded by CDF did not materialize. Kimathi (Daily Nation October 22nd, 2013) noted that some projects are ghost projects, this include DEB Municipality Secondary schools among others, where nothing has been done. In other cases, Mukiri (2014), in Imenti South sub-county noted that BOM faced many challenges while managing CDF school projects. School projects face numerous challenges in management and completion of projects such as inadequate project funding, poor financial management skills by the BOM and poor standard workmanship (DEO's report 2012).

In Rachuoyo North Sub-County, many public secondary schools have been caught up with inadequacy of physical infrastructure in the wink of implementation of No Child

Left Behind policy (SCEO, 2019). To ensure 100 percent transition rate many schools are engaging in infrastructural initiatives with funding sourced from parents, local authorities and sponsorship. The school BOM has shown governance practices in the development meeting as a result of differing views and notions. Further, the completion pace has encountered opposition whenever a single initiative is dragged as others involving multiple initiatives are completed once. The connection between the initiative and its completion in Rachuonyo North can vary in different schools. This is the background that the current study is seeking to establish whether BOM governance practices influence completion of school development projects.

1.2 Statement of the Problem

Successful completion of public secondary school development initiatives remains undoubtedly a major condition towards the realization of the nation's set educational goals and consequent realization of millennium development goals (MDGs). According to Mutuku (2014) a study on the role of BOM on management of secondary schools in Kasikeu Division, Nzaui District in Makueni County established that the BOG played a passive role in the running of school development projects. This revealed that there has been lack of full commitment in the participation of secondary school stakeholder and the has had an impact in the prioritization of needs (the priority projects), ownership of the projects, completion of the projects and further the sustainability of the projects in public secondary schools.

The Transparency International (2014) report raised concerns about the financial resources intended to school infrastructural projects in secondary meeting their intended purpose. For example the absence of openness during utilization of finances for the initiatives; clarity lacking in how decisions are made at, the infrastructural

initiatives to be adopted and establishment of the planning groups ensuring proper decision making are influenced by internal wrangles. All this arise as a result of half-done or poorly done projects that cannot be utilized the learners and the teaching staff. Incomplete initiatives or poorly done projects paint the immediate community and the school in a negative manner. It is from this background that this research sought to examine the factors that influence of BOM governance practices on completion of school development projects in public secondary schools in Rachuonyo North Sub County in Kenya.

1.3 Purpose of the Study

The purpose of the research is to determine influence of BOM governance practices on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya.

1.4 Specific Objectives

The objectives of this study were:-

i. To determine the influence of BOMs' project planning on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya.
ii. To assess the influence of resource mobilization by BOM on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya.
iii. To establish the influence of BOMs' stakeholder involvement on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya.

iv. To examine the influence of project supervision by BOM on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya.

1.5 Research Questions

The study sought to establish answers to the following questions:-

i. What is the influence of BOMs' project planning on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya?
ii. What is the influence of BOMs' resource mobilization and completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya?
iii. In what ways does BOMs' stakeholder involvement influence completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya?
iv. In what ways does BOMs' project supervision influence completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya?

1.6 Significance of the Study

This section of the study presents categories of persons who may benefit from the study findings. The study might benefit the following categories of stakeholders. The BOMs might conceptualize the policy and identify the gaps in governance practices with regard to stakeholder involvement, monitoring and evaluation, provision of resources and management structure. The study might also provide useful information

to education policy makers on the necessity of modifying the existing policy framework on monitoring and evaluation of the BOMs' mandate with regard to completion of school projects. The academia or institutions might apply the deductions to lay foundation as a point of reference for future analyses. This would result in adding more literature on the BOMs' governance practices influencing completion of school projects in public secondary schools, which is still not adequate in other Sub-Counties in Kenya and the global scene.

The findings could also be of use to the BOMs who may use the findings to develop strategies necessary in completion of school projects in public secondary schools. The parents might be able to comprehend their complimentary role in the provision of funds required for entrenching completion of school projects. The teachers might equally benefit from the study, as they would gain understanding of the BOMs governance role in the completion of school projects in public secondary schools.

1.7 Limitations of the Study

According to (Leedy & Ormord, 2010),limitations refer to the likely weak points in the analysis and the investigator has little control The major limitation that this or any other case study would face is that it is context bound which limits generalization to other contexts. There is therefore, need for replication studies in other schools in Kenyan County settings to establish if the findings of this study are robust and also, to identify any differences between the County contexts. The study anticipates that some respondents would withhold pertinent information for confidentiality reasons. The researcher however assured them that the study is meant for examination only and the sources would not in any way be disclosed.

1.8 Delimitation of the Study

Delimitations are the features constraining the extent and profile the coverage of the research. Delimitation features vary from the objective choices, research questions, variables of interest, theoretical perspectives that you adopted (as opposed to what could have been adopted), and the population you choose to investigate (Orodho, 2009).

The study sets out to determine influence of BOM governance practices on completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya. Whereas a myriad of strategic practices exists in school based education management, the present study narrowed down the scope to four pertinent practices, namely: project planning, resource mobilization, stakeholders' involvement and project supervision. Respondents were drawn from school administration staff comprising BOM, principals and teachers in all public secondary schools in Rachuonyo North Sub County.

1.9 Assumptions of the Study

The analysis intends to assume every participant will be present and further tackle the interview process efficiently. Further assuming that the participants will offer insughts addressing the research objectives. The research will further assume that there are development projects in public secondary schools initiated by the Board of Management for infrastructure expansion.

1.10 Definition of Significant Terms

Finance mobilization entails the activities and process by which resources are solicited by the BOM.

Project completion is achieving project objectives and goals as set by the board of management. The project gets all necessary approvals by the board of management. Both in terms cost, time and quality and its usability with the target client is achieved.

Project planning profiles activities ranging from work delegation, synergy, and control are integrated for the attainment of institutional goals.

Project Supervision refers to assessment of result of initiatives, organizations and schedules established by the secondary schools.

Stakeholder Involvement entails the engagement processes targeting key players being impacted by the decision-making process.

1.11 Organization of the Study

This analysis is divided into five segments. Chapter one which will be the introductory part, lays down the background analysis of this research from global, regional and local perspective, statement of the problem, objectives of the study, research questions, significance of the study, limitations, delimitation and definition of terms. Chapter two which presents literature review highlights on the concept of democratic schools as well as the study variables focusing on each objective relative to the dependent variable, brief notes on existing publication , knowledge gap, theoretical and conceptual frameworks.

Chapter three contains the research methodology covering the research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four consists of findings including presentation, analysis, and discussion of the research findings. Chapter five focuses on the summary of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews both theories and past studies on the existing information relevant to the research question. The theoretical literature covers present concepts as well as designs anchoring the research, while the empirical literature combs earlier academic or investigative studies critical to the present study and its objectives. Major variables of the research including; stakeholder involvement, project supervision, resource mobilization and project planning are extensively reviewed with regard to the role of other researchers as the gaps are further identified.

2.2 The Concept of BOMs' Governance Practices and Completion of School Projects

According to Njeri (2014) governance practices refer to corporate governance tenets which call for transparency and accountability in management of public institutions. It implies management activities that the BOM engages in order to ensure effective and efficient management of a secondary school. Good management traditions also reinforce adherence to statutes and controls of an establishment or institution in order to achieve justice, sense of ownership, firmness and openness in the management of the organizations as well as organs in order to secure the concerns of every player Moche (2013).

Secondary school management boards, like other public sector entities, have a responsibility of policy implementation, providing strategic direction and accountability of the entity (IFAC, 2013). Safety standards implementation involves a number of interventions from the government and educational establishments to attain the desired results stated in the safety policy declaration (Katie, Morris & McGarrigle, 2012). It further entails making available financial and human resources, purchasing equipment and technology, creating amendments in certain structures and processes and developing the competency of the practitioners (Kemunto et al., 2015).

According to Muthiani (2016), the New Jersey Department of Education in USA, has tougher interventions aimed at ensuring the safety and stability of every learner and teaching staff in learning institutions. Each school must develop a safety policy, designed from association with state security agencies, critical service providers, healthcare providers and other players. The policy is appraised yearly to respond to analyze the major threats like bombings, fires, gas explosions and shootings.

2.3 BOMs Project Planning and Completion of School Projects

In Italy, (Arnaboldi, Azzone, & Savoldelli (2014) recognized the efficiency of the PMP within the public sector as way that has the ability to support the public sector properly undertake initiatives and achieve infrastructural goals; they indicated that the reviews on adopting PM approach at the Italian Treasury Ministry, effective execution of PM principles and systems may enhance consistent communication, initiative control process profile and the elimination unsuccessful projects.

Akande, Olagunju, Aremu, and Ogundepo (2018) analyzed features impacting project management success of public building projects within Nigeria; the results indicated

substandard strategic project planning affected their success, unachievable goals and framework constraints from the implementers being the important features impacting project management success. They advanced that substandard project delivery being a result of poorly utilized project planning processes that negatively impact the process.

Ndubi and Mugambi (2019) analyzed the features impacting the success of parent's association initiatives in public secondary schools in Imenti South Sub-county, Kenya. The study found that the leadership of the institution affected the completion of parent association projects in public secondary school in Kenya significantly; it established that the leadership style influenced completion of parent associations' initiatives in public secondary school in Kenya greatly.it additionally revealed that stakeholders' participation and assessment have a positive and great influence in the success of Parent Association initiatives in public secondary schools in Imenti South Sub-County.

2.4 BOMs Resource Mobilization and Completion of School Projects

According to OECD (2017) international learning systems face scarcity of capital in the pursuit of the desired goals, with the model of the institution funding framework having a significant contribution in enabling the availability of utilities and their proper utilization to secure the best gains. This sought to assist governments in achieving the educational agenda set from effective and fair utilization of finances. As majority of learning institutions funding being sourced from state coffers, establishing proper guidelines in allocating the resource with other competing budget items is a fundamental strategy for the state. Learning institutions encounter scarcity of resources in the pursuit of the set targets and proper utilization of these utilities remains an important target for the leadership.

In Zambia, Syacumpi (2012) studied resource mobilization and fundraising in basic schools, a case study of Copper belt and North-Western province. This study explored the scope of utility mobilization and the fundraising processes implemented by basic schools; examining the manner in which they are sourcing funds as well as the utilization of the funds, targeting 30 basic schools (15 each from Copper belt and North-Western provinces). Findings from the review revealed that schools deal with serious developmental challenges, with the largely marginalized limited in accessing clean water and lack of connection to the national power grid. Government allocation remains minimal and doesn't reach in time. Estimates indicate learning institutions receiving a quarter of the allocation presented in the budgets and further wait longer.

Langat (2015) investigated factors influencing the success of construction projects in public secondary schools in Bomet Sub County. According to the major findings in this study, there was relationship between funding and completion rate of construction projects with ($r=0.77$, $P< 0.05$) where inadequate funding, procurement bureaucracy, source of funding and misappropriations of project funds was found to lead to delay in construction completion of projects. The study also established the existence of statistically major and positive connection among project management and leadership skills and completion rate of construction projects with ($r=0.68$, $P< 0.05$).

2.5 BOMs Stakeholder Involvement and Completion of School Projects

There's a tradition in USA where the successful completion of school initiatives demands proper implementation of the set plan that transforms each resource into resources into a commodity of value addition to the learners, the institutions and every major player (Cleland 2010). There's an observation that whenever the strategy lacks clarity, the success of the initiative is affected and the initiative falling short of its

expected objective. The design of the initiative has a major influence on the success or failure of the project. The completion phase isn't complicates as it involves a number of variables influencing the completion pace like finances, the functioning systems, institutional tradition and the management of the institution.

Any individual or entity in Nigeria showing passion with educational matters and projects is considered as a key player; therefore every learning center has its own distinct group of partners. To the project manager there's great interest in understanding the nature and the interest of the external players as they enable implementation of the initiative to the maximum benefit. As a result it critical to conduct an evaluation of the partnerships and collaborations to state, group and determine the impact of the key players and their involvement. Any input coming from key players ought to be factored in as it ensures the impact of key players and the management on school projects' completion is reviewed (Ireland, 2007).

Nakhumicha and Macharia (2017) studied the factors impacting project completion in secondary schools: reviewing CDF initiatives within Imenti North constituency in Meru, Kenya**.** The research deduced that budgetary allocations for undertaking secondary school projects from CDF were minimal as well as undesirable. Project completion is further affected by the reduced engagements within the key players arising from the individual persuasions and letting bad influence compromise fair allocation of utilities in learning institutions. The research however observed the existence of knowledgeable, capable and practical management that with the challenges mentioned, ensure projects commencement and success in completion.

2.6 BOMs Project Ssupervision and Completion of School Projects

Shah (2016) explored the reasons for hindrance and overspending in construction projects; reviewing Australia, Malaysia & Ghana. Quantitative data from existing research of those nations were adopted for analysis and proposed appropriate interventions. For Australia, the research findings revealed the major factors being: strategizing and planning weaknesses; building methods; efficient evaluation and feedback review. In Ghana: late disbursement of payment certificates; poor project costing; complex projects, being the factors impacting. In Malaysia however; poor planning by the contractor, reduced site supervision and poor contractor profile were noted to be the most impacting features.

Ogundipe, Hezekiah ,Ajao & Ogunbayo (2018) analyzed the effect of proper ssupervision on cconstruction Operatives' Project Delivery in Nigeria; with the review examining the relevance of effective supervision on construction operatives' service delivery. It applied snowball and random sampling approaches in identifying representative data from South Western Nigeria. Results from the review pointed to supervision cutting every phase in the construction process. Despite this, acquisition of utilities, labor selection, building component assemblage and machinery positioned themselves as the major areas where supervision is critical along the project lifespan. In its entirety, project supervision is considered to be relevant and significantly impacts service delivery of workmen.

Sanganyi (2016) examined the execution of monitoring and evaluation of development initiatives in public secondary schools in Mombasa County, Kenya. Based on the findings of the study it is recommended that: The Ministry of education and that of finance should come up with measures that must incorporate all the

players related to M&E of school projects for better results; almost 10-20% of project budget finances ought to be advanced for M&E; more specifically when dealing with school infrastructure projects that are ever failing from time to time, and, finally, the bodies concerned with projects M&E should concentrate on employing qualified personnel for M&E and set aside allocated time that can allow better training, research and planning of M&E.

2.7 Summary of the Literature Review

The reviewed literature has looked into the studies on the influence of BOM governance practices towards the successful completion of school initiatives within public secondary schools. Ndili (2012) examined the impact of stakeholders' involvement in completion of infrastructural projects. (Cleland 2010); (Ireland, 2007); Nakhumicha and Macharia (2017) found that successful project completion of the projects to be also hindered by the poor rapport among the key external players. These studies did not address stages, methods and number of stakeholders involved in school project, the present study therefore sought to fill this gap.

Sanganyi (2016), Shah (2016) and Ogundipe, Hezekiah, Ajao & Ogunbayo (2018) established that Monitoring & Evaluation tools have influence on project completion. Ndubi and Mugambi (2019) noted that stakeholder's involvement and monitoring and evaluation have a positive and major influence on the completion. The studies however failed to show aspects of project supervision and its influence on project completion. Ndubi and Mugambi (2018); Syacumpi (2012); OECD (2017); studies are of concern to managers and policy makers seeking to understand factors that influence timely completion of school projects. It is against this back drop that the research intends to bridge this study gap.

2.8 Theoretical Framework

This research will be under the guidance of stakeholder theory propounded by Freeman (1984). The stakeholder theory refers to the principle of organization governance and entrepreneurial norms addressing behavior and ethics in steering an institution or an initiative. According to Freeman (1984),the concept determines and designs association seeking to be stakeholders of an initiative, additionally recommending and proposing approaches by which management may offer towards the persuasions of these groups.

The phenomenon covers organizational leadership and entrepreneurial norms addressing behavior and ethics in steering an institution or an initiative. The theory determines key players of an initiative and proposes the plans the leadership offered from the views, needs and persuasions of those players. According to (Miles, 2012) it aims to resolve this "Principle of Whom or What Really Counts". A shareholder is an association or person impacted by the business output, standing to make profits or losses in a specific economic activity.

Mansell (2013) observed that every player has a role of decision-making in the execution of initiatives and guide the groups' interest concerns and viewpoints of the players. Many initiatives comprise of stakeholders and beneficiaries exhibiting varied interests and needs, thereby making public secondary school infrastructural initiatives complex to run as Freeman and Moutchnik (2013) indicate the project success affects the fulfillment of the key players and beneficiaries, timely project strategizing and efficient governance of these initiatives, in addition to completion of projects within estimates figures, duration and standard. (Lin, 2018), stated that the theory also

describes and proposes concerns of interest, expectations and demands of key players or stakeholders by the leadership.

The major concept remains to be the project's success depending on the efficiency of the institution managing the rapport among the critical players; learners, parents and guardians, teaching staff, BOM, local community, funders and educational policy formulators impacting the achievement of the project goals (Bjorkquist, 2011) . Disagreement by the stakeholders on the indicated outcomes but awareness of bargaining for stakeholder's views may develop opportunities for bringing consensus on effective interventions that will increase success of the projects.

2.9 Conceptual Framework

Kothari (2004), observed that conceptual framework details the connection between the independent variables and the dependent variables. Mugenda and Mugenda (2003), posits a conceptual framework to be graphical representation of the link between variables in an analysis. The following diagrammatic framework illustrates the associations among the study variables.

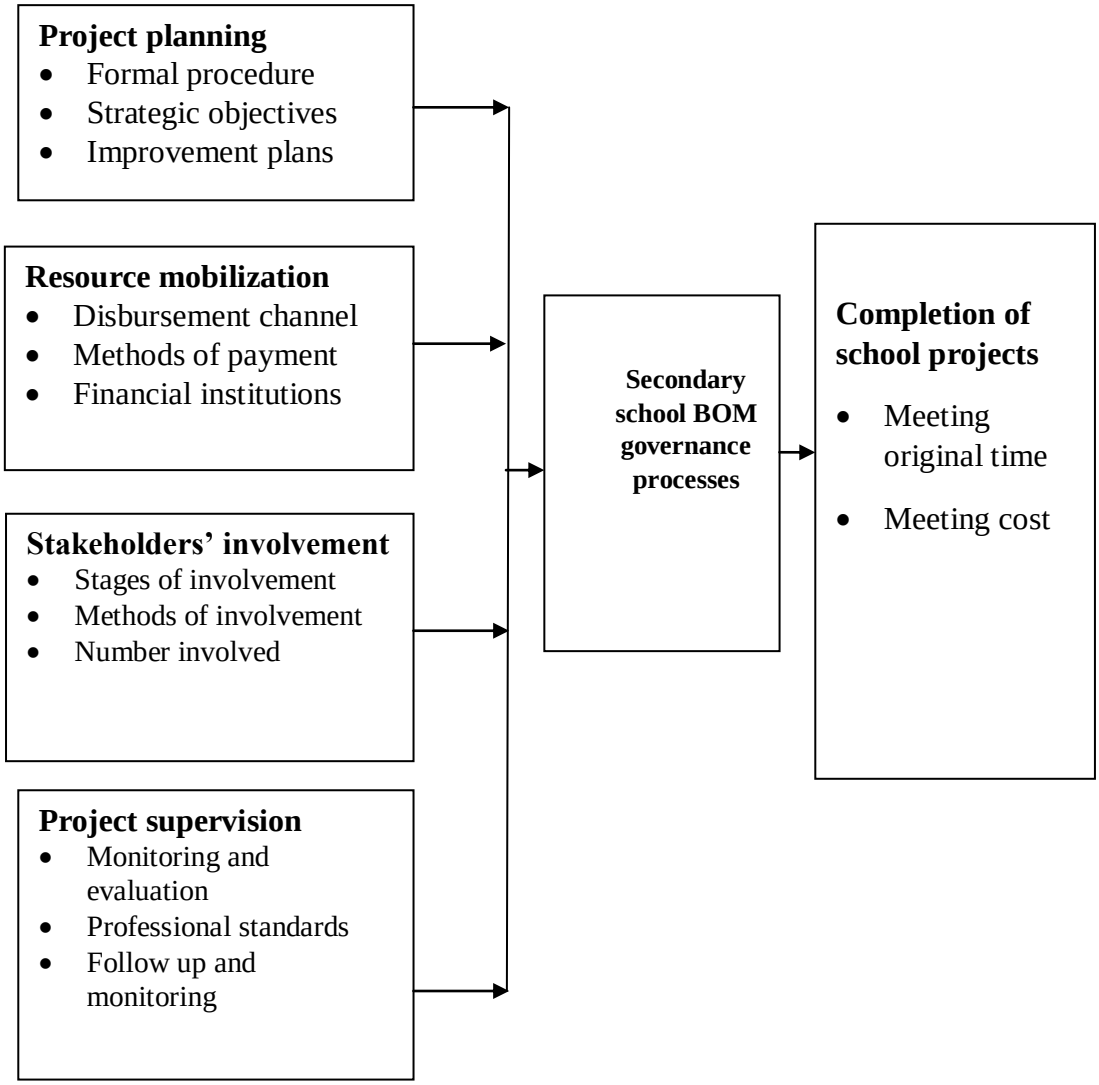

Figure 2.1: Conceptual Framework

Figure 2.1 presents a diagrammatic conceptualization of the independent and dependent variables. From the diagram, the independent variables; stakeholder involvement, project supervision, resource mobilization, as well as project planning are conceptualized as completion of projects, indicated by meeting original time, meeting cost which forms the dependent variable.

BOMs' project planning practices as indicated by the formal procedure, strategic objectives and improved planning will enhance preparations to ensure timely school project completion. Consequently, BOMs' role in resource mobilization through elaborate disbursement channels, laying down payment methods as well as access to credit from financial institutions determine the completion rate of school projects. BOMs' involvement of stakeholders in the school community through clear involvement methods, stages and the number of involved stakeholders influence effective completion of school projects. On the other hand, BOMs; project supervision through monitoring and evaluation practices, professional standards and follow up enhance project completion rate. This association is further conceptualized as being affected by other factors including stakeholder support factors, including commitment from principals, teachers, parents, Board of Management and Education officers which form the intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology here refers to the detailed process the research adopted during the process. It details the plan of the study; research design, target population, sample size, research instruments, validity of research instruments, collection of data collection, ethical consideration and analysis of data.

3.2 Research Design

This research adopted descriptive and correlation research design. Descriptive survey is effective with this research since it ensures the researcher gains precise data on the position of the situation, as it is and interpreting it without manipulation (Jwan, 2010). A descriptive research design describes a phenomenon or attributes linked to the study sample, approximate the part of the population having these features and discover connections among distinct variables. Correlation was used to establish the relationship between variables. This design will help to show the exert situation in public secondary schools on the impact of BOM governance practices on the completion of school projects. The study collected both qualitative and quantitative information of the conditions of project completion without researcher's manipulation of results and application of simple data collection instruments like questionnaires was used as it incorporates a large population for a shorter duration.

3.3 Target population

The study targets 52 principals, 516 teachers, 52 BOM's and 1 Sub County education officer in Rachuonyo North Sub County (SCEO Rachuonyo, 2019).

3.4 Sampling Size

According to Kothari (2012) the profile of sampling is related to the activities where a representative of the population is first selected and then analyzed so as to establish a fact of whole group where it was selected from. An ideal sample should broad in order to amply represent that which the investigator intends to summarize deductions from and preferably adequately small for an economical location with regard to subject availability and cost in terms of time and finances (Best & Kahn, 2012).

Stratified sampling was applied to sample schools to engage in the review. Out of the 52 public secondary schools they were classified into four strata which constituted of the school categories including pure Boys Boarding, pure Girls Boarding, mixed day, and mixed boarding schools. In Rachuonyo North sub-county there are 29 mixed day schools, 21 mixed boarding schools, 2 pure boys school and 3 girls boarding schools therefore, a 1/3 ratio was used to get representative sample. According to Kothari (2006); Best and Kahn (2012) and Mugenda and Mugenda (2003) a sample size of 10 to 30 percent is representative. Therefore, for this study, the two boys' school, three girls' schools, 7 mixed schools and 9 mixed day schools were selected to draw the sample participants totaling to 21 schools.

Principals from the 21 sampled secondary schools in Rachuonyo North Sub-County was sampled using stratified sampling. This sampling technique was used because it gives them representation in the sampled schools. Stratified random sampling was used to 21 BOM chairpersons in the selected schools because of their governance role in project planning committees and other development programmes in the schools. Purposive Sampling was used to select the Sub-County education officer in the area because of her role in oversight of school development programmes in the study area.

Stratified random sampling was used to sample 5 teachers in each sampled school to back information collected from the administrators adding to 105 teachers. The total sample for this study constituted of 21 principals, 21 BOM chairpersons, 1 SCDOE and 105 teachers adding to 148 respondents. Table 3.1 presents the sampling frame of the study.

Table 3.1: Sampling Frame

Study population	Target population	Sampling method	Sample size	Percent count	Data collection instruments
Principals	52	Stratified sampling	21	40%	Questionnaire
Teachers	516	Stratified random sampling	105	20%	Questionnaire
BOM Chairperson	52	Stratified sampling	21	40%	Questionnaire
Sub County Director of Education	1	Purposive sampling	1	100%	Interview guide

3.5 Research instruments

This study adopted the use of questionnaires and an interviewing guide to collect primary data which was largely quantitative and qualitative in nature. The questionnaires comprised of two sections A and B, where section A dealt with demographic details of the participants and section B collecting data on the study

variables. The respondents were asked to respond on a five point likert scale where 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree and 1 = strongly disagree. To collect data from the key informants who are the Sub-County director of Education interview schedule guide was used.

3.6 Validity of Research Instruments

The role of validity is to ensure the study effectively indicates that which it sought to indicate (Copper & Schindler, 2003). In determining content validity of the instrument, expert analysis was sought from the university supervision well enhanced in research matters on the composition of questionnaires and the interviewing plans. They therefore review each item and suggested approaches to enhance the items in order to obtain a precise and correct data (Matula, Kyalo, Mulwa & Gichuhi, 2018). Further the investigator also conducted a pilot study to test the reliability and validity of the study instruments. The pilot study was conducted in 1% of the target population as stipulated by Mugenda and Mugenda (2003) that one percent of the entire population can be applied in determining the consistency and accuracy of the research tools before the actual data collection exercise.

3.7 Reliability of Research Instruments

Best and Kanh (2012) posited that reliability of research tools is the accuracy and consistency of the results when used on the same population again and again. A pilot study was conducted in one school where test re-test technique was adopted in the check on the consistency of the scores from the instruments' items. During the test re-test approach the researcher issued the tools to a similar group of participants twice within a time lapse of 2 weeks. Scores from both tests were correlated to indicate the

reliability of the instruments. The results obtained in pretesting were calculated using Cronch beach Alpha. The reliability co-efficient (r) should fall within the recommended range of 0 to 1 where scores of 0.7 and above was deemed reliable.

3.8 Data collection Procedure

After clearance with the university department, a letter of authority to conduct research sought from the National Commission for Science, Technology and Innovations (NACOSTI). The County Commissioner and the Sub-County Education Officer was contacted before data collection to grant permission to proceed to the respective schools. A letter was sent to the sampled schools to make prior arrangement and bookings for the data collection exercise. To cover the expansive study area, and for appropriate timing owing to the busy schedules (Techo, 2016) that is characterised of secondary schools, the researcher trained research assistants to assist in data collection. The researcher created rapport with the sampled participants so as to reinforce the purpose of this study. The questionnaires were administered on drop and pick later basis.

3.9 Data Analysis

Matula, Kyalo, Mulwa and Gichuhi, (2018) indicted that data analysis involves systematic organization of raw data into some logical format, breaking data into interpretable units, synthesizing data, searching for emerging patterns and finally making conclusions. Collected data will be checked for completeness to ensure that the responses were free from mistakes, omissions or biases.

Coding was then be done to translate the responses from the questions into specific categories. The coded categories were then be entered into the Statistical Package for

Social Sciences (SPSS) computer software version 23.0 for analysis. Descriptive statistics like frequency distribution and percentages were adopted in analyzing the quantitative data that later was presented in frequency distribution tables, pie charts and bar graphs.

Qualitative data collected from interviews in form of field notes were condensed through editing to remove ambiguities. Categories of data were organized into themes, patterns; concepts were then be created, and coded. The coded categories were then be analyzed using SPSS and interpreted to formulate narrative generalizations from which conclusions were drawn. Pearson Moment correlation was applied to assess the connection among independent variables and dependent variable. Later regression analysis was computed to establish the influence of the relationship of the study variables.

3.10 Ethical Consideration

The researcher conformed to the principle of voluntary consent where only willing respondents participated in the study. Consent was achieved by informing participants on the purpose of the research; researcher details and existing if any that may be offered. The respondents did not indicate their name and that of their schools to ensure that confidentiality of the responses was maintained. The researcher effectively communicated it to participants before commencement of the study. Further approval by the researcher to conduct the study was sought from the National Council for Science and Technology and Innovation.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter details the research results coming from the analysis. The study sought is to identify the impact of BOM management practices towards the completion of school initiatives in public secondary schools in Rachuonyo North Sub County in Kenya. Specifically, this research sought identify the impact of BOMs' project planning towards the completion of school development initiatives; to assess the impact of resource mobilization by BOM towards the completion of school projects; reveal the impact of BOMs' stakeholder involvement towards the completion of school projects; to explore the impact of project supervision by BOM towards completion of school projects in public secondary schools in Rachuonyo North Sub County in Kenya. This chapter presents response rate, demographic data for the principals, teachers, and BOM members, analysis of data, data presentation, and arguments related to the study objectives.

Collection of data was by use of questionnaires and an interview guide; the questionnaires were administered to sampled principals, BOM members and teaching staff, as the interview guide was for collecting data from Sub County education officers. Analysis of data was conducted by applying descriptive statistics like percentages and frequency distribution, while inferential statistics was done using correlation and regression analysis and then findings presented in statistical tables and bar graphs. Discussion was done in continuous prose form.

The respondents sampled for the study were principals, BOM, and teachers. The return rate for the study is shown in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents category	Number administered	Number returned	Percentage returned
Principals	21	21	100
Teachers	105	76	72.38
BOM	21	21	100
Sub-County TSC official	1	1	100

The return rate for the Principals, BOM and Sub-County TSC official was 100%; while participation rate for teaching staff was 72.38%. The questionnaire return rate for the principals, teachers, BOM and Sub-County TSC official was well above 70%. According to Kothari (2008) responses rate of above 50 % is adequate for descriptive study and consequently the return rate of 72.38 percent for teachers was adequate.

The return rate of questionnaires from principals, BOM and teachers was high due to the ability of the researcher to visit schools in person, administer the questionnaires to the respondents and collect them immediately. Some teachers however failed to fill in the questionnaires in good time due to their busy schedules and assignments out of the schools.

4.2 Demographic Information

This section details individual attributes of each respondent, including: age, gender, highest academic qualification, and length of service. The result of the findings on the demographic information was used in assessing the respondent's suitability in participating in the study for having had the privilege of interacting with the variables under study. Demographic data for principals, BOM and teachers was derived using questionnaires.

4.2.1 Gender Distribution of Respondents

In this study it was found critical to determine the gender distribution among principals, BOM and teachers in order to establish gender participation of males and females in completion of school projects. The findings are presented in the Table 4.2

Table 4.2 Gender Distribution

	BOM		**Teachers**		**Principals**	
Gender	f	%	F	%	F	%
Male	12	57%	12	58%	54	71%
Female	9	43%	9	42%	22	29%

Table 4.2 shows that majority of the principals being males and the minority being female. Females were therefore marginalized hence majority of them were not involved in school management level. However, it was noted that the composition of BOM and teachers had complied with the requirement of one third of either gender as enshrined in the Kenyan Constitution of 2010 and the Basic Education Act of 2013.

4.2.2 Age Distribution of Principals, BOM and Teachers

The research intended to determine the age distribution of principals, BOM and teachers. The findings are presented in Table 4.3.

Table 4.3 Distribution of Respondents' Age

	BOM		Teachers		Principals	
Age bracket	f	%	F	%	F	%
Below 30	-	-	14	18%	-	-
30-40 years	4	19%	38	50%	4	19%
40-50 years	15	71%	16	21%	13	62%
50-60years	2	10%	8	11%	4	19%

The Table 4.3 shows that a majority of BOM at 71 percent being in the age bracket of between 40-50 years; implying that the BOM chairpersons comprised of individuals who are old enough and had acquired reasonable conceptual and professional competencies required in project completion.

The appointment of principals according TSC Act 2012, require a minimum qualification of job group N, which in turn require one to have a cumulative teaching experience of at least 12 years, hence principals were over 30 years. Majority teachers were below 40 years.

4.2.3 Respondents' Academic Qualifications

The research intended to determine educational levels of Principals, BOM and Teachers. The findings are presented in Table 4.4.

Table 4.4 Distribution of Respondents' Academic Qualifications

Academic Qualifications	BOM		Teachers		Principals	
	f	%	f	%	F	%
Diploma	10	48	7	9	2	10
Degree	6	29	45	59	15	71
Masters	5	24	24	32	4	19

Table 4.4 shows that a large number of the principals, BOM and teachers possessed a BSc degree, and postgraduate level of education; implying that the principals, BOM and the teaching staff in Karachuonyo Sub County were academically qualified and professionally equipped to manage implementation of school projects. This also indicates that the BOM members had acquired academic qualifications for BOM appointments and participation in managerial affairs of the secondary schools.

4.2.4 Years of Service

The research also intended to determine principals, BOM and teachers years of service. Findings are presented in Table 4.5 below

Table 4.5 Years of Service

	BOM		Teachers		Principals	
Years	f	%	F	%	F	%
Less than 5	8	38	14	18%	2	10
6-10 years	13	62%	46	61%	6	29%
11-15years	-	-	8	11%	11	52%
16-20years	-	-	8	11%	2	10%

The findings reveal that a large number of school principals lasted in the teaching profession for between 6-10 years meaning they were exposed to activities of school project management long enough to enable them carry out their role of management of school projects. While majority of the teachers indicated they had ample teaching profiles of around 6-10 years. it indicated them being very conversant with the challenges management of school projects.

4.3 BOMs' Project Planning and Completion of School Projects

The first objective of the research sought to establish the impact of BOMs' project planning towards completion of school projects in public secondary schools within Karachuonyo Sub County. In the analysis mean and standard deviation were effectively used to show measures of dispersion and central tendency as well as inferential statistics that includes correlation and regression analysis.

4.3.1 Principals' Responses

The research intended to establish the views of principals on BOMs' project planning on completion of school projects. Principals' responses are presented in Table 4.6

Table 4.6: Principals' Response on BOMs Project Planning

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
BOMs Leadership	13	62	4	19	2	10	2	10	-	-	4.33	1.01
Skills in writing proposals	21	100	-	-	-	-	-	-	-	-	5.00	.00
Low financial skills	15	71	2	10	2	10	2	10	-	-	4.42	1.02
Report writing skills	11	53	2	10	-	-	6	29	2	10	3.66	1.59
Poor in negotiating	4	19	2	10	-	-	13	62	2	10	2.66	1.35
BOMs communicates	8	38	5	24	-	-	4	19	4	19	3.42	1.63
Formal procedures	4	19	4	19	-	-	9	43	4	19	2.76	1.48
Strategic objectives	4	19	15	71	-	-	2	10	-	-	4.61	.66
Project planning	8	38	3	14	2	10	6	29	2	10	3.42	1.50
Project completion	17	81	4	19	-	-	-	-	-	-	4.80	.40

(n=21, Average Mean=3.91)

Table 4.6 indicates that 21(100%) of the principals affirmed that skills in writing project proposal and directing all the activities of the project is key to successful completion of projects (M=3.66, SD=1.59). This may also be an indication that these principals have been trained on project management skills and have implemented the knowledge in running of the school projects. Further 21(100%) of the principals indicate that project planning has ensured school project completion. This may be inferred that the principals have been participating adequately in project planning in their respective schools (M=3.42, SD=1.50). Moreover, 19(80%) of the principals affirmed that strategic objectives are always considered in the project planning process (M=4.61, SD=0.66). Again, 17(79%) of the principals, agreed that BOMs Leadership is very crucial for successful completion of projects (M=4.33, SD=1.01).

4.3.2 Principals' Response Correlation Analysis

The study sought to establish the link among project planning and completion of school projects using Pearson correlation. The findings are presented in Table 4.7

Table 4.7: Correlation Analysis Project Planning and Completion of School Projects

		PLAN	COM
PLAN	Pearson Correlation	1.000	.981
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.981	1
	Sig. (2-tailed)	.000	
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r(21) = 0.981, p (0.000) <0.5. This implies that there is a strong positive relationship between project planning and completion of school projects. This conclusion implies that project planning is important in completion of school projects.

4.3.3 Principals' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of project planning on completion of school initiatives as shown in Table 4.8

Table 4.8: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981[a]	.962	.960	.22062

a. Predictors: (Constant), Project planning

Table 4.8 shows R Square of 0.013 implying that project planning is determined 96.2% variation in completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00>0.05 implying that project planning is a significant predictor of completion of school projects.

Table 4. 9: Relationship between Project Planning and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.482	1	23.482	482.424	.000[b]
	Residual	.925	19	.049		
	Total	24.407	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Project Planning

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how project planning on completion of school projects.

The researcher further sought to establish the level at which introduction of project planning influences completion of school initiatives. results are indicated below in Table 4.10.

Table 4. 10: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.808	.212		-3.806	.001
	Project planning	.895	.053	-.115	21.964	.000

a. Dependent Variable: Completion of School Projects

From Table 4.10 results, it was observed that holding project planning to a constant zero, completion of school projects would be at -0.808. Thus a unit increase in project planning leads to an increase in project completion by 0.895 units.

4.3.4 Teachers' Response on BOM Project Planning

The research intended to reveal teachers' view on influence of BOM Project Planning on completion of school projects. Teachers' responses are presented in Table 4.11

Table 4. 11 Teachers' Response on Project Planning

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
BOMs Leadership	28	37	8	11	8	11	32	42	-	-	3.42	1.35
Skills in writing proposals	36	47	8	10.5	-	-	-	-	40	52.6	2.89	2.01
Low financial skills	52	68	-	-	-	-	16	21	-	-	4.26	1.21
Report writing skills	28	37	2	10	-	-	6	29	48	63.2	3.10	1.45
Poor in negotiating	28	37	2	10	-	-	6	29	48	63.2	3.10	1.45
BOMs communicates	-	-	14	18	-	-	62	81.6	-	-	2.36	.78
Formal procedures	4	5	2	3	-	-	14	18	56	74	3.52	1.19
Strategic objectives	68	90	-	-	8	11	-	-	-	-	4.78	.61
Project planning	-	-	28	37	-	-	48	62	-	-	2.73	.97
Project completion	44	57	16	21	16	21	-	-	-	-	4.36	.81

(n=76,Average Mean=3.45)

From Table 4.11 it can confirmed that a convincing percentage of teachers 68(90%) agreed that confirmed that strategic objectives are always considered in the project planning process (M=4.68, SD=.61) .This implies that the teachers are conversant with the strategic objectives involved in planning of school projects. Moreover, 60 (78%) of teachers indicated that project planning has ensured school project completion (M=2.73, SD=.97). However, 62(81%) of the teachers disagreed BOMs communicates details of project ensure the successful completion of projects (M=2.36, SD=.78). Therefore, this is a gap that needs to be addressed in communicating details of a project. It is also worth noting that 56(76%) of teachers indicated that formal procedures are always adhered to during project planning process (M=3.52, SD=1.19).

4.3.5 Teachers' Response Correlation Analysis

The study sought to establish the relationship among project planning and completion of school projects using Pearson correlation. findings are as presented in Table 4.12.

Table 4. 12: Correlation Analysis Project Planning and Completion of School Projects

		PLAN	COM
PLAN	Pearson Correlation	1	.398
	Sig. (2-tailed)		.000
	N	76	76
COM	Pearson Correlation	.398	1
	Sig. (2-tailed)	.000	.
	N	76	76

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.398, p (0.000) <0.5. Indicating the existence of a stable positive connection between project planning and completion of school projects. This implies that as project planning increases, completion of school projects goes up. This conclusion implies that project planning is important in completion of school projects. However, aspects of communicating project details should be enhanced to better project completion rates.

4.3.6 Teachers' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of project planning towards completion of school projects as shown in Table 4.13

Table 4. 13: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.398[a]	.158	.147	1.834

Predictor: Project Planning

Table 4.13 shows R Square of 0.158 implying that project planning is determined 15.8% variation in completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00>0.05 implying that project planning is a significant predictor of completion of school projects.

Table 4. 14: Relationship between Project Planning and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	46.831	1	46.831	13.913	.000[b]
	Residual	249.089	74	3.366		
	Total	295.919	75			

a. Dependent Variable: Completion of School Projects

b. Predictor: Project Planning

The probability value of p<0.00 implies the regression relationship was major in the prediction of how project planning impacts on completion of school projects.

Moreover, the study sought to establish the level at which introduction of project planning influences completion of school projects. Results are as shown in Table 4.15 below

Table 4. 15: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.139	.735		-.189	.851
	Project planning	.832	.223	.	.398	.000

a. Dependent Variable: Completion of School Projects

From Table 4.15 results, it was observed that holding project planning to a constant 0, project completion would be at -.139. Thus a unit increase in project planning increases completion of projects by 0.832 units.

4.3.7 BOM Response on Project Planning

The research intended to determine the BOM views about project planning. The responses from BOM members are presented in Table 4.16. below

Table 4. 16: BOM Response on Project Planning

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
BOMs Leadership	4	19	17	81	-	-	-	-	-	-	4.19	.40
Skills in writing proposals	12	57	-	-	2	10	5	24	2	10	3.71	1.58
Low financial skills	4	19	8	38	-	-	9	43	-	-	3.33	1.23
Report writing skills	10	48	2	10	2	10	2	10	5	24	3.47	1.72
Poor in negotiating	6	29	-	-	-	-	13	69	2	10	2.76	1.48
BOMs communicates	8	38	6	29	-	-	2	10	5	23	3.57	1.59
Formal procedures	6	29	6	29	-	-	-	-	9	43	3.42	1.32
Strategic objectives	8	38	-	-	4	19	7	33	2	10	2.85	1.06
Project planning	16	76	5	24	-	-	-	-	-	-	4.76	.43
Project completion	12	57	2	10	3	14	2	10	2	10	3.42	1.32

(n=21,Average Mean=3.55)

According to Table 4.16, all BOM members 21 (100%) agreed project planning in the school is guided by improvement plans (M=4.76, SD=0.43). This is an indication that improvement plans are considered in the planning of future projects in the school. Besides, it was established that all PTA chairpersons 21(100%) agreed that BOMs leadership is very crucial for successful completion of projects (M=4.19, SD=0.40). Moreover, it was established that 12(57%) skills in writing project proposal and directing all the activities of the project is key to successful completion of projects (M=3.71, SD=1.58). This indicates that there are other pertinent skills rather than project writing skills that are important in project planning.

4.3.8 BOM Response on Project Planning Correlation Analysis

The study sought to establish the link between the project planning and completion of school projects using Pearson correlation. Using the p-value computed from the correlation, the study sought to test correlation between project planning and completion of school projects. The findings are presented below in Table 4.17.

Table 4. 17: BOM Correlation Analysis Project Planning and Completion of School Projects

		PLAN	COM
PLAN	Pearson Correlation	1	.989
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.989	1
	Sig. (2-tailed)	.000	
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.989, p (0.000) <0.5. This indicates existence of a stable positive link between project planning and completion of school projects. This implies that as project planning increases, completion of school projects goes up. This conclusion implies that project planning is important in completion of school projects.

4.3.9 BOMs Response Regression Analysis

Simple Linear regression was carried out to identify the predictive power of project planning and completion of school projects as shown in Table 4.18.

Table 4. 18: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.989[a]	.978	.977	.174

a. Predictors: Project Planning

Table 4.18 shows R Square of 0.978 implying that project planning determines 97.8% variation in project completion. Further analysis indicated ANOVA result of P-value of 0.00>0.05 implying that project planning is a predictor of project completion.

Table 4. 19: Relationship between Project Planning and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.861	1	24.861	462.442	.000[b]
	Residual	1.021	19	.054		
	Total	25.883	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Project Planning

The probability value of $p<0.00$ implies that the regression relationship was helpful in predicting how project planning influence completion of school projects.

The investigator further intended to determine the level at which introduction of project planning influences completion of school projects. The results were shown in Table 4.20.

Table 4. 20: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.001	.136		-.006	.996
	PROF	.846	.036	.989	28.872	.000

a. Dependent Variable: Completion of School Projects

From Table 4.20 results, it was observed that holding project planning to a constant zero, project completion would be at -.001. Thus a unit increase in project planning would lead to increase in completion of projects by 0.846 units.

An interview guide was used to gather the information on the impact of project planning towards the completion of school projects. Specifically, the Sub County education officer was requested to describe how project planning influence completion of projects. In response the Sub County Education officer indicated that;

"School principals being a project manager, is expected to plan, implement, manage, maintain and evaluate the entire education system physical facilities, human resource,

students, financial inputs and the curriculum. Therefore, there is need for their adequate planning in project management during the construction of infrastructural facilities"

The study findings agree with Akande, Olagunju, Aremu, and Ogundepo (2018) findings that identified poor strategic project planning aligned to project success, unrealistic expectation and overly bureaucratic hiccups from project initiators as the most critical factors influencing project management practices (PMP) affecting success in PBP delivery. The study suggested that unsuccessful project delivery is a reflection of inappropriately applied project planning techniques leading to serious project planning challenges.

4.4 Resource Mobilization by BOM and Completion of School Projects

The second objective of this research was aimed at determining the impact of resource mobilization by BOM towards the completion of school projects in public secondary schools within Karachuonyo Sub County. In this analysis mean and standard deviation were effectively applied to present measures of dispersion and central tendency as well as inferential statistics as well as regression and correlation analysis.

4.4.1 Principals' Responses

The research intended to determine principals' view on the impact of resource mobilization by BOM towards the completion of school projects. Principals' responses are presented in Table 4.21.

Table 4. 21: Principals' Response on Resource Mobilization by BOM

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Funds available	2	9.5	4	19.0	-	-	9	42.9	6	29	2.38	1.35
Accounting and financial errors	15	71	4	19	-	-	2	10	-	-	4.52	.92
Disbursement of finances	2	10	19	90	-	-	-	-	-	-	4.90	.30
Sources of project finances	13	62	4	19	4	19	-	-	-	-	4.42	.81
Methods of payment	11	52	2	10	-	-	4	19	4	19	3.57	1.7
Collaboration with financial institutions	13	62	2	10	-	-	6	29	-	-	4.04	1.35
BOM have helped	4	19	4	19	-	-	9	43	4	19	2.76	1.48
clear policies	4	19	2	10	-	-	13	62	2	10	2.66	1.35
Resource mobilization	2	10	6	29	-	-	13	69	-	-	2.85	1.15
BOM has always	4	19	2	10	-	-	7	33	8	38	2.38	1.56

(n=21,Average Mean=3.72)

Table 4.21 indicates that an overwhelming 21(100%) agreed that the disbursement of finances by government is not very frequent (M=4.90, SD=0.30). This may also be an indication that the schools have not been receiving project funding frequently. Further 91(71%) of the principals indicate that accounting and financial errors, such as vendors being paid twice, budgeting, management, accounting and auditing problems cause projects to fail. This may be inferred that there may be no adequate auditing and accounting systems as well as training in the same line (M=4.52, SD=0.92). Moreover, 17(81%) of the principals affirmed that the sources of project finances are always inadequate (M=4.42, SD=0.81).

4.4.2 Principals' Response Correlation Analysis

The study intended to establish the link between the resource mobilization by BOM and completion of school projects using Pearson correlation. Using the p-value computed from the correlation, the study sought to test correlation between resource mobilization by BOM and completion of school projects. The findings are presented in Table 4.22.

Table 4. 22: BOM Correlation Analysis Project Planning and Completion of School Projects

		RES	COM
RES	Pearson Correlation	1	.973
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.973	1
	Sig. (2-tailed)	.000	.
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.989, p (0.000) <0.5. This indicates the existence of a stable positive link between project planning and completion of school projects. This implies that as project planning increases, completion of school projects goes up. This conclusion implies that project planning is important in completion of school projects.

4.4.3 Principals' Response Regression Analysis

Simple Linear regression test was run to establish the predictive power of resource mobilization on completion of school projects as shown in Table 4.23

Table 4. 23: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973[a]	.947	.944	.26158

a. Predictors: Resource mobilization

Table 4.23 shows R Square of 0.947 implying that resource mobilization determined 94.7% variation in the completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00>0.05 meaning resource mobilization is significant predictor of completion of school projects.

Table 4. 24: Relationship between Resource Mobilization and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.107	1	23.107	337.692	.000[b]
	Residual	1.300	19	.068		
	Total	24.407	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Resource Mobilization

The probability value of p<0.00 implies that the regression relationship was great in the prediction of how project planning influence completion of school projects.

The researcher further sought to determine the level at which resource mobilization by BOM influences completion of school projects. The results were shown in Table 4.25.

Table 4. 25: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.199	.201		.994	.333
	PP2	.624	.056	.973	18.376	.000

a. Dependent Variable: Completion of School Projects

From Table 4.25 results, it was observed that holding resource mobilization to a constant 0, completion of school projects would be at .199. Thus a unit increase in resource mobilization increases completion of school projects by 0.624 units. This decrease was found to be significant at 0.05 level of confident.

4.3.4 Teachers' Response on BOMs Resource Mobilization

The research intended to determine teachers' view on resource mobilization by BOM on. Teachers' responses are presented below in Table 4.26

Table 4. 26: Teachers' Response on BOMs Resource Mobilization

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Funds available	52	68	16	21	-	-	8	11	-	-	4.47	.94
Accounting and financial errors	21	28	7	9	-	-	48	63	-	-	3.01	1.36
Disbursement of finances	68	90	-	-	8	10	-	-	-	-	4.78	.61
Sources of project finances	44	58	8	11	8	11	8	11	8	11	3.94	1.44
Methods of payment	21	28	7	9	-	-	32	42	16	21	2.80	1.56
Collaboration with financial institutions	60	79	8	11	8	11	-	-	-	-	4.64	.65
BOM have helped	6	8	15	20	7	9	15	20	24	32	2.56	1.81
Clear policies	18	24	6	8	14	18	32	42	6	8	2.89	1.47
Resource mobilization	38	50	-	-	16	21	16	21	6	8	3.55	1.62
BOM has always	24	32	6	8	7	9	15	20	24	32	2.56	1.81
(n=76,Average Mean=3.52)												

Table 4.26 it can be inferred a substantive percentage of teachers 52(68%) suggested that funds available to fully finance secondary school projects in Rachuonyo North

Sub County are inadequate(M=4.47, SD=0.94). It can be implied that many school projects that have stalled in Rachuonyo Sub County is as a result limitation of funds. Again, 68 (90%) of teachers indicated that the disbursement of finances by government is not very frequent (M=4.78, SD=0.61). However, it is also worth noting that 60(79%) of respondents indicated that collaboration with financial institutions has contributed to timely completion of school projects (M=4.64,SD=0.65).

4.3.5 Teachers' Response Correlation Analysis

The study intended to establish the link between the resource mobilization by BOM and completion of school projects using Pearson correlation. The findings are as presented in Table 4.27.

Table 4. 27: Teachers Responses Correlation Analysis between Resource Mobilization and Completion of School Projects

		RES	COM
RES	Pearson Correlation	1	.596**
	Sig. (2-tailed)		.000
	N	76	76
COM	Pearson Correlation	.596**	1
	Sig. (2-tailed)	.000	
	N	76	76

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.596, p (0.000) <0.5. This indicates the existence of a stable positive relationship among resource mobilization by BOM and completion of school projects. This implies that as resource mobilization increases, completion of

school projects goes up. This conclusion implies that resource mobilization is significant completion of school projects.

4.3.6 Teachers' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of resource mobilization on completion of school projects as shown in Table 4.28

Table 4. 28: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596[a]	.355	.346	1.60632

a. Predictors: Resource mobilization

Table 4.28 shows R Square of 0.355 implying that resource mobilization determined 35.5% variation in the completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00>0.05 meaning resource mobilization is significant predictor of completion of school projects.

Table 4. 29: Relationship between Resource Mobilization and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.107	1	23.107	337.692	.000[b]
	Residual	1.300	19	.068		
	Total	24.407	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Resource Mobilization

The probability value of p<0.00 reveals the regression relationship was great in the prediction of how project planning influence completion of school projects.

The researcher further sought to determine the level at which resource mobilization by BOM influences completion of school projects. The results were shown in Table 4.30.

Table 4. 30: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-1.384	.634		-2.182	.032
	Resource mobilization	.797	.172	.596	6.379	.000

a. Dependent Variable: Completion of School Projects

From Table 4.30 results, it was observed that holding resource mobilization to a constant 0, completion of school projects would be at -1.384. Thus a unit increase in resource mobilization increases completion of school projects by 0.797 units. This decrease was found to be significant at 0.05 level of confident.

4.3.7 BOM Response on Resource Mobilization

The research intended to determine the BOM views about resource mobilization.

The responses from BOM members are presented in Table 4.31.

Table 4. 31: BOM Response on Resource Mobilization

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Funds available	16	76	5	24	-	-	-	-	-	-	4.79	.43
Accounting and financial errors	6	29	2	10	-	-	13	62	-	-	3.04	1.39
Disbursement of finances	19	91	-	-	2	10	-	-	-	-	4.80	.60
Sources of project finances	12	57	5	24	2	10	-	-	2	10	4.19	1.24
Methods of payment	16	76	3	14	2	10	-	-	-	-	4.66	.65
Collaboration with financial institutions	8	38	2	10	6	29	5	24	-	-	3.61	1.24
BOM have helped	8	38	-	-	2	10	4	19	7	33	2.90	1.78
Clear policies	9	29	2	10	4	19	9	43	-	-	3.23	1.30
Resource mobilization	12	57	5	24	4	19	-	-	-	-	4.38	.80
BOM has always	10	48	-	-	2	10	4	19	5	24	3.28	1.76

(n=21, Average Mean=3.89)

According to Table 4.31, majority of Board members 19 (91%) agreed that the disbursement of finances by government is not very frequent (M=4.80, SD=0.60). This is an indication that there are no adequate funds for completing school projects. Besides, it was established that 16(76%) agreed that funds available to fully finance secondary school projects in Rachuonyo North Sub County are inadequate(M=4.79,SD=0.43). However, it was established that a substantial number of BOM members 16(76%) the methods of payment for the projects are always effective (M=4.66, SD=0.65). This indicates that there is proper utilization of the little available funds.

4.3.8 BOMs Response Correlation Analysis

The study intended to establish the link between the resource mobilization by BOM and completion of school projects using Pearson correlation. Findings are as presented in Table 4.32.

Table 4. 32: BOM Correlation Analysis Resource Mobilization and Completion of School Projects

		RES	COM
RES	Pearson Correlation	1	.981**
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.981**	1
	Sig. (2-tailed)	.000	
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.981, p (0.000) <0.5. This indicates the existence of a stable positive link between resource mobilization and completion of school projects. This implies that as resource mobilization increases, completion of school projects goes up. This conclusion implies that resource mobilization is important in completion of school projects.

4.4.3 BOM Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of resource mobilization on completion of school projects as shown in Table 4.33.

Table 4. 33: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981[a]	.962	.960	.22763

a. Predictors: Resource mobilization

Table 4.33 shows R Square of 0.962 implying that resource mobilization determined 96.2% variation in the completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00>0.05 meaning resource mobilization is significant predictor of completion of school projects.

Table 4. 34: Relationship between Resource Mobilization and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.306	1	25.306	833.568	.000[b]
	Residual	.577	19	.030		
	Total	25.883	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Resource Mobilization

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how project planning influence completion of school projects.

The researcher further sought to establish the level at which resource mobilization by BOM influences completion of school projects. The results were shown in Table 4.35.

Table 4. 35: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.706	.210		-3.359	.003
	PP2	.924	.053	.981	21.921	.000

a. Dependent Variable: Completion of School Projects

From Table 4.35 results, it was observed that holding resource mobilization to a constant zero, completion of school projects would be at -.706. Thus a unit increase in

resource mobilization would lead to increase in completion of school projects by 0.924 units. This decrease was found to be significant at 0.05 level of confident.

These findings agree with the interviewed Sub County education officers who indicated that, as much as resources mobilization has a significant influence on project completion, sources of funding is always inadequate.

"Finance cause of delays in any construction project. Building and construction entails a lot of financial input hence there should be adequate financial preparation stakeholders of the project. Adequate project design and planning should be reflected right from the initial stages of the project. This should also guide resource mobilization which enhance completion of school projects"

The findings of the study are in agreement with Langat (2015) found that there is relationship between resource mobilization and completion rate of construction projects with ($r=0.77$, $P< 0.05$) where inadequate funding, procurement bureaucracy, source of funding and misappropriations of project funds was found to lead to delay in construction completion of projects.

4.5 Stakeholders' Involvement and Completion of School Projects

The third research objective intended to establish the impact of stakeholders' involvement towards completion of school projects in public secondary schools within Karachuonyo Sub-County. In the analysis mean and standard deviation were effectively to present measures of dispersion and central tendency as well as correlation and regression analysis to ascertain predictive power of the independent variables.

4.5.1 Principals' Responses

The research intended to determine principals' view on the impact of stakeholders' involvement on completion of school projects. Principals' responses are as presented in Table 4.36.

Table 4. 36: Principals' Response on Stakeholders Involvement in School Projects

	SA		A		UD		D		SD			
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**Mean**	**Stdv**
There is high level	6	29	2	10	-	-	9	43	4	19	2.85	1.59
The frequency	8	38	-	-	3	14	10	48	-	-	3.28	1.41
Adhere to professional standards	4	19	2	10	5	24	8	38	2	10	2.90	1.30
Non-enforcement of laws	15	71	2	10	2	10	2	10	-	-	4.42	1.02
Has contributed to steady completion	4	19	2	10	5	24	8	38	2	10	5.00	2.90
Various methods	13	62	2	10	-	-	6	29	-	-	4.04	1.35
Every stage of stakeholders	8	38	3	14	-	-	10	48	-	-	3.42	1.43
BOM members are always	2	10	13	62	-	-	6	29	-	-	4.04	1.35
There are several stakeholders	8	38	5	24	-	-	-	-	8	38	3.23	1.84
Stakeholders do review	6	29	2	10	3	14	4	19	6	29	2.90	1.64
(n=21, Average Mean=3.61)												

Table 4.36 indicates that an overwhelming 15(71%) agreed that non-enforcement of laws, lack of political and personal commitments as well as low level of information are key barriers regarding stakeholders' involvement (M=4.42, SD=1.02). This may be elements of personal commitments that influence stakeholders' participation. Further 10(48%) of the principals disagreed that the involvement of stakeholders has contributed to steady completion of projects in the school (M=5.00, SD=2.90). This may be no adequate co-operation between the school leadership and stakeholders. However, 15(72%) of the principals, agreed that BOM members are always consulted during project initiation and implementation (M=4.04, SD=1.35).

4.5.2 Principals' Response Correlation Analysis

The study aimed at establishing the link between stakeholders' involvement and completion of school projects using Pearson correlation. Using the p-value computed from the correlation, the study sought to test correlation between stakeholders' involvement and completion of school projects. The findings are presented in Table 4.37.

Table 4. 37: BOM Correlation Analysis Between Stakeholders Involvement and Completion of School Projects

		STA	COM
STA	Pearson Correlation	1	.980**
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.980**	1
	Sig. (2-tailed)	.000	
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.980, p (0.000) <0.5. This indicated the existence of a stable positive link between stakeholders' involvement and completion of school projects. This implies that as stakeholders' involvement positively influences completion of school projects goes up.

4.5.3 Principals' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of stakeholders' involvement and completion of school projects as shown in Table 4.38

Table 4. 38: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.980[a]	.961	.959	.22400

a. Predictors: (Constant), STA

Table 4.38 shows R Square of 0.961 implying that stakeholders' involvement determines 96.1% variation in completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00>0.05 implying that stakeholders' involvement and completion of school projects.

Table 4. 39: Relationship between Stakeholders' Involvement and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.453	1	23.453	467.433	.000[b]
	Residual	.953	19	.050		
	Total	24.407	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Stakeholders' Involvement

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how stakeholders' involvement influence completion of school projects.

The investigator further aimed at establishing the level at which introduction of stakeholders' involvement and completion of school projects. The results were shown in Table 4.40.

Table 4. 40: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.894	.140		6.375	.000
	PP3	.821	.038	.980	21.620	.000

a. Dependent Variable: Completion of School Projects

From Table 4.40 results, it was observed that holding stakeholders engagement to a constant 0, completion of school projects would be at 0.894. Thus a unit increase in stakeholder engagement increases completion of school projects by 0.821 units.

4.5.4 Teachers' Response on Stakeholders' Involvement

The study sought to establish the views of teachers' on Stakeholders' Involvement. Teachers' responses are presented in Table 4.41

Table 4. 41: Teachers' Response on Stakeholders' Involvement

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
There is high level	12	16	6	8	6	8	36	47	16	21	2.26	1.49
The frequency	6	8	18	23	13	17	-	-	39	51	1.97	1.40
Adhere to professional standards	18	23	6	8	-	-	14	18	38	49	2.05	1.72
Non-enforcement of laws	54	70	-	-	6	8	16	21	-	-	3.97	1.68
Has contributed to steady completion	62	81	8	10	-	-	6	8	-	-	4.50	1.36
Various methods	38	50	16	21	-	-	6	8	16	21	3.55	1.87
Every stage of stakeholders	20	26	5	7	5	7	22	29	24	39	2.35	1.97
BOM members are always	-	-	30	39	-	-	24	31	24	31	2.15	1.68
There are several stakeholders	35	46	24	31	10	31	24	31	-	-	2.88	2.19
Stakeholders do review	25	32	24	31	-	-	27	35	-	-	2.35	2.03
(n=76, Average Mean=2.80)												

Table 4.41 it can be inferred a substantive percentage of teachers 70(91%) confirmed that the involvement of stakeholders has contributed to steady completion of projects in the school. However, 54 (70%) of teachers indicated that non-enforcement of laws,

lack of political and personal commitments as well as low level of information are key barriers regarding stakeholders' involvement. Therefore, this is a gap that needs attention in enforcement of laws as well as management of personal commitments. However, more than 54 (71%) of participants affirmed the existence of various methods of stakeholder engagement utilized in the school.

4.5.5 Teachers' Response Correlation Analysis

The study intended to establish the link between stakeholders' involvement and completion of school projects using Pearson correlation. The findings are presented in Table 4.42.

Table 4. 42: Teachers' Response Correlation Analysis between Stakeholders' Involvement and Completion of School Projects

		STA	COM
STA	Pearson Correlation	1	.894**
	Sig. (2-tailed)		.000
	N	76	76
COM	Pearson Correlation	.894**	1
	Sig. (2-tailed)	.000	
	N	76	76

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.894, p (0.000) <0.05. This indicates the existence of a stable positive link between stakeholder involvement and completion of school projects.

4.5.6 Teachers' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of stakeholder involvement on completion of school projects.

Table 4. 43: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894[a]	.800	.797	.89510

Predictors: Stakeholders Involvement

Table 4.43 shows R Square of 0.800 implying that stakeholder involvement determines 80.0% variation in completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00<0.005 implying that the regression model is fit for forecasting.

Table 4. 44: Relationship between Stakeholders' Involvement and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	104.980	1	104.980	40.686	.000[b]
	Residual	190.939	74	2.580		
	Total	295.919	75			

a. Dependent Variable: Completion of School Projects

b. Predictor: Stakeholders' Involvement

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how stakeholders' involvement influence completion of school projects.

The investigator further aimed at establishing the level at which stakeholder involvement influence completion of school projects. Findings are as shown in Table 4.45.

Table 4. 45: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-1.014	.228		-4.442	.000
	STA	.484	.073	.894	17.186	.000

a. Dependent Variable: Stakeholder Involvement

From Table 4.45 results, it was observed that holding stakeholders involvement to a constant 0, completion of school project- would be a -1.014. Thus a unit increase in stakeholders' involvement leads to an increase in completion of school projects.

4.5.7 BOM Response on Stakeholder Involvement

The research intended to determine the views of BOM about stakeholder engagement in completion of school projects. The responses from BOM members are presented in Table 4.46.

Table 4. 46: BOM Responses on Resource Stakeholder Involvement

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
There is high level	8	38	-	-	2	10	11	52	-	-	3.21	1.44
The frequency	8	38	9	43	4	19	-	-	-	-	4.1	.74
Adhere to professional standards	6	29	-	-	4	19	9	43	2	10	2.95	1.43
Non-enforcement of laws	12	57	2	10	2	10	-	-	5	24	3.76	1.70
Has contributed to steady completion	14	67	2	10	-	-	5	24	-	-	4.19	1.28
Various methods	10	48	2	10	2	10	7	33	-	-	3.71	1.38
Every stage of stakeholders	4	19	2	10	6	28	9	43	-	-	3.04	1.16
BOM members are always	12	57	2	10	-	-	7	33	-	-	3.90	1.41
There are several stakeholders	8	38	4	19	2	10	5	24	2	10	3.52	1.47
Stakeholders do review	10	48	4	19	-	-	7	33	-	-	3.80	1.36

(n=21, Average Mean=3.62)

According to Table 4.46, BOM members 16 (67%) agreed that the involvement of stakeholders has contributed to steady completion of projects in the school (M=4.19, SD=1.28). This is an indication that BOM members have been engaging stakeholder in school projects. Besides, it was established that 14(62%) of BOM members agreed that BOM members are always consulted during project initiation and implementation (M=3.04, SD=1.16). Moreover, it was established that a substantial number of BOM members 14(62%) non-enforcement of laws, lack of political and personal commitments as well as low level of information is key barriers regarding stakeholders' involvement (M=3.76,SD=1.70).

4.3.8 BOMs' Response Correlation Analysis

The study intended to establish the link between stakeholders' involvement and completion of school projects using Pearson correlation. The findings are presented in Table 4.47.

Table 4. 47: BOMs' Response Correlation Analysis between Stakeholders' Involvement and Completion of School Projects

		STA	COM
STA	Pearson Correlation	1	.980**
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.980**	1
	Sig. (2-tailed)	.000	
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.980, p (0.000) <0.05. This indicates the existence of a stable positive connection between stakeholder involvement and completion of school projects.

4.5.6 BOMs' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of stakeholder involvement on completion of school projects.

Table 4. 48: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.980[a]	.961	.958	.23186

Predictors: Stakeholders Involvement

Table 4.48 shows R Square of 0.961 implying that stakeholder involvement determines 96.1% variation in completion of school projects. Further analysis indicated ANOVA result of P-value of 0.00<0.005 implying that the regression model is fit for forecasting.

Table 4. 49: Relationship between Stakeholders' Involvement and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.898	1	24.898	480.534	.000[b]
	Residual	.984	19	.052		
	Total	25.883	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Stakeholders' Involvement

The probability value of $p<0.00$ indicates that the regression relationship was significant in predicting how stakeholders' involvement influence completion of school projects.

The investigator intended to determine the level at which stakeholder involvement influence completion of school projects. Findings are as shown in Table 4.50.

Table 4. 50: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.398	.165		2.417	.026
	PP1	.928	.043	.980	21.504	.000

a. Dependent Variable: Stakeholder Involvement

From Table 4.50 results, it was observed that holding stakeholders involvement to a constant 0, completion of school project would be a 0.398. Thus a unit increase in stakeholders' involvement increases completion of school projects.

This finding is corroborated by the Sub County Education officer interview that indicated that consultations between BOM, stakeholders and the school principals are important in the completion of school projects.

"To a great extent, stakeholders should be involved but how seriously they play their roles may be a factor that is influencing timely completion of these projects. School managers and especially principals should therefore, undertake professional courses that are tailored to enable them acquire relevant skills for project management in schools".

Onderi and Makori (2013) who also found that schools stakeholders need to be involved in the construction of the various school infrastructures, such that staff and students, parents, members of the Parent Teacher Association and many other members of the community, need to be brought, in some way or other, into the decision-making 48 and project construction and management process if for timely completion and sustainability of the projects. However, their involvement can also influence the time a construction project takes before its completion Talukhaba (2009).

The study findings are in congruence with Nakhumicha and Macharia (2017) concluded that funds for completion of projects from CDF in secondary schools were insufficient and unreliable. Completion of the projects is also compromised by the poor relations between various stakeholders due to personal interests and allowing negative politics to interfere with equitable distribution of available resources among schools.

4.6 Project Supervision by BOM and Completion of School Projects

The third research objective aimed at establishing the impact of project supervision by BOM towards the completion of school projects for public secondary schools within Karachuonyo Sub-County. In the analysis mean and standard deviation were effectively used to show measures of dispersion and central tendency as well as inferential statistics.

4.5.1 Principals' Responses

The research aimed at establishing the views of principals on influence of influence of project supervision by BOM on completion of school projects. Principals' responses are as presented in Table 4.51 below.

Table 4. 51: Principals' Response on Project Supervision

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
BOMs project	10	48	-	-	2	10	4	19	5	24	3.28	1.76
Supervision includes	8	38	6	29	2	10	3	14	2	10	3.71	1.38
Supervision focuses	19	90	-	-	-	-	2	10	-	-	4.71	.90
BOMs project	12	57	2	10	2	10	3	14	2	10	3.90	1.48
Follow-up	4	19	1	19	-	-	13	62	-	-	2.95	1.28
School stakeholders	14	67	5	24	2	10	-	-	-	-	4.57	.67
Professional standards	6	29	8	38	-	-	5	24	2	10	3.52	1.40
There is consistent	6	29	6	29	4	19	5	24	-	-	3.61	1.16
There is an assigned	10	48	7	33	-	-	4	19	-	-	4.09	1.13
Supervision of school	12	57.	-	-	-	-	4	19	5	24	3.33	1.65

(n=21, Average Mean= 3.77)

Table 4.51 indicates that an overwhelming 19(90%) agreed that BOMs project supervision focuses on core content and modeling of project completion strategies (M=4.71, SD=0.90). This may also be an indication that the BOM have received training on project completion strategies. Further 14(67%) of the principals indicate that BOMs project supervision includes hiring of expert services in project development assessment and monitoring (M=3.71, SD=1.38).

4.5.2 Principals' Response Correlation Analysis

The research intended to determine the connection among the project supervision and completion of school projects. The findings are as presented in Table 4.52 below.

Table 4. 52: Correlation Analysis Between Project Supervision and Completion of School Projects

		PROJ	COM
PROJ	Pearson Correlation	1	.987**
	Sig. (2-tailed)		.000
	N	21	21
COM	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.987, p (0.000) <0.5. This indicates the existence of a stable positive connection between project supervision and completion of school projects. This implies that as project supervision increases, completion of school projects goes up. This conclusion implies that project supervision is a significant predictor of completion of school projects.

4.5.3 Principals' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of project supervision on completion of school projects in Table 4.53.

Table 4. 53: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987[a]	.975	.973	.18075

a. Predictors: (Constant), PROJ

Table 4.53 shows R Square of 0.975 implying that projects supervision determines 97.5 variations in the completion of school projects.

Table 4. 54: Relationship between Project Supervision and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.786	1	23.786	728.013	.000[b]
	Residual	.621	19	.033		
	Total	24.407	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Project Supervision

The probability value of $p<0.00$ indicates that the regression relationship was significant in predicting how project supervision influence completion of school projects.

The investigator further aimed at establishing the level at which introduction of project supervision influence completion of school projects. The results were shown in Table 4.55.

Table 4. 55: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.683	.120		5.707	.000
	PROJ	.857	.032	.987	26.982	.000

a. Dependent Variable: Completion of School Projects

From Table 4.55 results, it was observed that holding project supervision to a constant 0, completion of school projects would be at .683. Thus a unit increase in project supervision increases project completion by factor .857.

4.5.4 Teachers' Response on Project Supervision

The research intended to determine views of teachers' on project supervision. Teachers' responses are as presented in Table 4.56

Table 4. 56: Teachers' Response on Project Supervision

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
BOMs project	25	33	5	7	5	7	17	22	24	32	2.55	2.07
Supervision includes	24	32	35	46	5	7	5	7	7	9	2.26	1.79
Supervision focuses	24	32	40	53	12	16	-	-	-	-	3.10	2.23
BOMs project	24	32	35	46	5	7	5	7	7	9	2.26	1.79
Follow-up	25	33	7	9	5	7	15	20	24	32	2.60	2.08
School stakeholders	30	40	-	-	10	13	24	32	12	16	2.52	2.21
Professional standards	24	32	30	40	5	7	-	-	17	22	2.00	1.78
There is consistent	25	33	-	-	20	26.3	7	9.2	24	31.6	2.61	2.03
There is an assigned	35	46.1	34	36	-	-	10	13.2	7	9.2	2.65	2.26
Supervision of school	24	32	35	46	5	7	5	7	7	9	2.55	2.13

(n=76, Average Mean= 2.51)

Table 4.56 it can be inferred a substantive percentage of teachers 69(99%) confirmed that supervision of school projects has significantly contributed to project completion (M=3.10, SD=2.23). Moreover, 39 (69%) of respondents disagreed that follow-up and monitoring enables project completion. It is also worth noting that 57(86%) of respondents indicated that checking of lesson plan by the principal is the effective for

teacher's performance appraisal (M=2060, SD=2.08). However, there was a significant concern from respondents 61 (91%) agreed that school stakeholders are always involved in school projects supervision (M=2.52, SD=2.21).

4.5.5 Teachers' Response Correlation Analysis

The research intended to determine the relationship project supervision and completion of school projects using Pearson correlation. The findings are as presented in Table 4.57.

Table 4. 57: Teachers' Response Correlation Project Supervision and completion of School Projects

		PROJ	COM
PROJ	Pearson Correlation	1	.664**
	Sig. (2-tailed)		.000
	N	76	76
COM	Pearson Correlation	.664**	1
	Sig. (2-tailed)	.000	
	N	76	76

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = 0.664, p (0.000) <0.05. This indicates the existence of a weak positive link among project supervision and completion of school projects. This conclusion implies that project supervision is important in completion of school projects; however, more attention should be given on the levels of supervision.

4.5.6 Teachers' Response Regression Analysis

Simple Linear regression test was run to identify the predictive power of project supervision on completion of school projects as shown in Table 4.58

Table 4.58: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664[a]	.441	-.019	.17809

Predictors: project supervision

Table 4.58 shows R Square of 0.441 implying that variation in completion in projects is explained by project supervision up to 44.1%. Further analysis indicated ANOVA result of P-value of 0.00<0.005 implying that the regression model is fit for forecasting.

Table 4. 59: Relationship between Project Supervision and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	293.572	1	293.572	9256.150	.000[b]
	Residual	2.347	74	.032		
	Total	295.919	75			

a. Dependent Variable: Completion of School Projects

b. Predictor: Project Supervision

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how project supervision influence completion of school projects.

The researcher aimed further at establishing the level at which project supervision influence completion of school projects. The results were shown in Table 4.60.

Table 4. 60: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.024	.033		-.711	.479
	Proj	.774	.010	.996	96.209	.000

a. Dependent Variable: Completion Of School projects

From Table 4.60 results, it was observed that holding project supervision to a constant 0, completion of school projects drops to .024. Thus a unit upgrade in project supervision increases completion of school projects by a margin of 0.774 units at significant at 0.05 level of confidence.

4.5.7 BOM Response on Project Supervision

The research aimed at identifying the views of BOM about Project Supervision. The responses from BOM members are detailed in Table 4.61 below

Table 4. 61: BOM Responses on Project Supervision

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
BOMs project	12	57	2	10	2	10	3	14	2	10	3.90	1.48
Supervision includes	4	19	1	19	-	-	13	62	-	-	2.95	1.28
Supervision focuses	14	67	5	24	2	10	-	-	-	-	4.57	.67
BOMs project	14	67	5	24	2	10	-	-	-	-	4.57	.67
Follow-up	6	29	8	38	-	-	5	24	2	10	3.52	1.40
School stakeholders	6	29	6	29	4	19	5	24	-	-	3.61	1.16
Professional standards	10	48	7	33	-	-	4	19	-	-	4.09	1.13
There is consistent	12	57.	-	-	-	-	4	19	5	24	3.33	1.65
There is an assigned	10	48	-	-	2	10	4	19	5	24	3.28	1.76
Supervision of school	8	38	6	29	2	10	3	14	2	10	3.71	1.38

(n=21,Average Mean=3.75)

According to Table 4.61, of BOM members 17 (91%) agreed that BOMs project supervision includes opportunities for active project management (M=2.95, SD=1.28). It was further established that BOM members 17(91%) agreed that BOMs project supervision focuses on core content and modeling of project completion strategies (M=4.57, SD=0.67). Moreover, it was established that a substantial 9(100%) of the

BOM members agreed that professional standards are adhered to in project supervision (M=4.57, SD=0.67). It can therefore be surmised that involvement of BOM members in project supervision improves school projects completion rate.

4.5.8 BOM Members Response Correlation Analysis

The research intended to establish the link between the project supervision and project completion using Pearson correlation. Using the p-value computed from the correlation. Findings are presented in Table 4.62 below

Table 4. 62: BOM Members Response Correlation Analysis between Project Supervision and Completion of School Projects

		PROJ	COM
PROJ	Pearson Correlation	1	.980**
	Sig. (2-tailed)		.000
	N	76	76
COM	Pearson Correlation	.980**	1
	Sig. (2-tailed)	.000	
	N	76	76

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = .980, p (0.000) <0.05. This indicates the existence of a positive connection between project supervision and completion of school projects.

4.5.9 BOM Members Response Regression Analysis

Simple Linear regression was carried out to identify the predictive power of project supervision on completion of school projects as shown in Table 4.63

Table 4. 63: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.961[a]	.924	.920	. 32237

a. Predictors: Project Supervision

Table 4.63 shows R Square of 0.961 implying that project supervision influence variation in completion of school projects by 96.1%. P-value of 0.00>0.05 implying that the regression model is fit for forecasting completion of school projects.

Table 4. 64: Relationship between Project Supervision and Completion of School Projects

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.908	1	23.908	230.066	.000[b]
	Residual	1.974	19	.104		
	Total	25.883	20			

a. Dependent Variable: Completion of School Projects

b. Predictor: Project Supervision

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how project supervision influence completion of school projects.

The investigator also aimed at establishing the level at which introduction of project supervision influence completion of school projects. The results were shown in Table 4.65.

Table 4. 65: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.398	.165		2.417	.026
	PP1	.928	.043	.980	21.504	.000

a. Dependent Variable: Completion of School Projects

From Table 4.65 results, it was observed that holding project supervision to a constant 0, completion of school projects drops to .398. Thus a unit change upwards in project supervision increases completion of school projects by 0.928 units at significant at 0.05 level of confidence.

The interviewed Sub-County education officer in Rachuonyo Sub-County was of the same view that completion of school projects is dependent on the BOM members to come up with project completion strategies.

Results from the review pointed to supervision cutting every phase in the construction process. Despite this, acquisition of utilities, labor selection, building component assemblage and machinery positioned themselves as the major areas where supervision is critical along the project lifespan. In its entirety, project supervision is considered to be relevant and significantly impacts service delivery of workmen.

4.6 Principals' Response on Completion of School Projects

The research also sought the opinion of school principals regarding the completion of school projects which is the dependent variable of the study the findings are detailed below in table 4.66

Table 4. 66: Principals' Response on Completion of School Projects

Statements	N	Mean	Std dv
BOM ensures timely completion of projects in the school.	21	3.61	1.35
The cost of completed school projects are as per the budget.	21	3.52	1.28
BOMs project planning decisions delays project completion time.	21	4.04	1.56
Supervision of school projects by BOM has contributed to timely project completion rates.	21	4.33	1.19
Resources mobilized by BOM are always sufficient for timely project completion.	21	2.66	1.11
Engagement of school stakeholders has contributed to improved project completion rates.	21	4.71	.64
BOM has always been outlining project completion timelines.	21	3.42	1.36
The school community is satisfied with the projects implemented in the school.	21	3.04	1.56
Involvement and participation of stakeholders in the school project is key strategy that ensures timely completion of school projects.	21	4.42	.81
BOMs teamwork spirit has significantly contributed to completion of school projects.	21	2.76	1.75

Table 4.66 indicates that a large number of school principals scored the highest mean (M=4.71,SD=.64) suggesting that they are in agreement with the fact that Engagement of school stakeholders has contributed to improved project completion rates. This was closely followed with by involvement and participation of stakeholders in the school project is key strategy that ensures timely completion of

school projects (M=4.42, SD=.81).This is an indication that stakeholders should consistently be involved in management of school projects.

4.7Teachers' Response on Completion of School Projects

The research further sought the opinion of the teachers regarding the completion of school projects which is the dependent variable of the study. Findings are detailed below in table 4.67

Table 4. 67: Principals' Response on Completion of School Projects

Statements	N	Mean	Std dv
BOM ensures timely completion of projects in the school.	76	2.09	1.82
The cost of completed school projects are as per the budget.	76	2.75	2.21
BOMs project planning decisions delays project completion time.	76	2.19	1.78
Supervision of school projects by BOM has contributed to timely project completion rates.	76	2.94	2.27
Resources mobilized by BOM are always sufficient for timely project completion.	76	2.35	2.03
Engagement of school stakeholders has contributed to improved project completion rates.	76	2.94	2.27
BOM has always been outlining project completion timelines.	76	2.55	2.13
The school community is satisfied with the projects implemented in the school.	76	2.15	1.91
Involvement and participation of stakeholders in the school project is key strategy that ensures timely completion of school projects.	76	2.48	2.07
BOMs teamwork spirit has significantly contributed to completion of school projects.	76	2.39	2.20

Table 4.67 indicates that a large number of the teaching staff scored the highest mean (M=2.94,SD=2.27) suggesting that they are in agreement with the fact that supervision of school projects by BOM has contributed to timely project completion

rates. This was same as engagement of school stakeholders has contributed to improved project completion rates (M=2.94,SD=2.27).This was closely followed with by the cost of completed school projects are as per the budget(M=2.75,SD=2.27).This is an indication that project supervision an engagement of stakeholders engagement influence completion of projects.

4.8 BOMs Members Response on Completion of School Projects

The research equally sought the opinion of the BOM members regarding the completion of school projects which is the dependent variable of the study. Findings are detailed in table 4.68 below

Table 4. 68: BOMs Members Response on Completion of School Projects

Statements	N	Mean	Std dv
BOM ensures timely completion of projects in the school.	21	3.28	1.76
The cost of completed school projects are as per the budget.	21	3.71	1.38
BOMs project planning decisions delays project completion time.	21	4.71	.90
Supervision of school projects by BOM has contributed to timely project completion rates.	21	3.90	1.48
Resources mobilized by BOM are always sufficient for timely project completion.	21	2.95	1.28
Engagement of school stakeholders has contributed to improved project completion rates.	21	4.57	.67
BOM has always been outlining project completion timelines.	21	3.52	1.40
The school community is satisfied with the projects implemented in the school.	21	3.61	1.16
Involvement and participation of stakeholders in the school project is key strategy that ensures timely completion of school projects.	21	4.09	1.13
BOMs teamwork spirit has significantly contributed to completion of school projects.	21	3.33	1.65

Table 4.68 indicates that a large number of BOM members scored the highest mean (M=4.71, SD=.90) suggesting that BOMs project planning decisions delays project completion time. It can be implied that BOM members have been delaying with decisions on project planning to enhance completion rates they need to have a timely execution. This was closely followed by engagement of school stakeholders has contributed to improved project completion rates (M=4.57, SD=.67).This is an indication that project supervision an engagement of stakeholders engagement influence completion of projects.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The major role of this work was aimed at investigating the influence of BOM governance practices on completion of school projects in public secondary schools within Rachuonyo North Sub County in Kenya. This chapter presents discussion on the results, deductions, resolutions and proposals for advanced studies.

5.2 Summary of the Study

The research explored the impact of BOM management practices towards completion of school development initiatives in public secondary schools within Rachuonyo North Sub County in Kenya. It was guided by the following variables as the research objectives; BOMs' project planning, resource mobilization by BOM, BOMs' stakeholder involvement and project supervision by BOM in public secondary schools in Rachuonyo North Sub County in Kenya. The research borrowed from stakeholder theory propounded by Freeman (1984). The conceptual framework which indicated the inter relationships between the independent and dependent parameters was presented. The research employed descriptive research design because of its appropriateness to the researcher in obtaining content that explains present situation by interviewing one on individual views, perceptions, conduct and ethics.

The study target population was 52 principals, 516 teachers, 52 BOM's and 1 Sub County education officer in Rachuonyo North Sub County. Stratified sampling was adopted to sample schools participating in the study. The total sample for this study

constituted of 21 principals, 21 BOM chairpersons, 1 SCDOE and 105 teachers adding to 148 respondents.

The research tools were tested and retested to enhance their reliability. Validity was assured by seeking advice of university supervisors. Purposive Sampling was applied in selecting the Sub-County education. Stratified random sampling also adopted in sampling teachers. The analysis of data analysis was achieved by utilizing the SPSS Computer Software version 23.0 because of its effectiveness and efficiency in analyzing large amounts of data. Findings based on each objective are detailed in the succeeding sub sections.

5.2.1 BOMs' Project Planning on Completion of School Projects in Public Secondary Schools in Rachuonyo North Sub County in Kenya.

The first objective of the research was to investigate the impact of BOMs' Project Planning towards Completion of School Projects in Public Secondary Schools within Rachuonyo North Sub County in Kenya. It was found to be statistically significant by principals ($M=3.91$, $r=0.981$, $r^2=0.962$; $p<0.05$), BOM ($M=3.55$, $r=0.989$, $r^2=0.978$; $p>0.05$) and teachers ($M=3.45$, $r=0.98$, $r^2=0.96$; $p<0.05$). The analysis found out that 60 (78%) of teachers indicated that project planning has ensured school project completion.

5.2.2 Resource Mobilization by BOM on Completion of School Projects in Public Secondary Schools in Rachuonyo North Sub County in Kenya.

The second objective of the research was to investigate the impact of Resource Mobilization by BOM towards the Completion of School Projects in Public Secondary Schools within Rachuonyo North Sub County in Kenya. It was found to be

statistically significant by principals (M=3.72, r=0.973, r^2=0.947; p<0.05), BOM (M=3.89, r=0.981, r^2=0.962; p>0.05) and teachers (M=3.52, r=0.576, r^2=0.355; p<0.05). It was revealed that financial resources are scarce in sustaining schools' development initiatives and further that interest clash between key players as well as cumbersome processes on securing external funding, impacted the completion of the projects negatively.

5.2.3 BOMs' Stakeholder Involvement on Completion of School Projects in Public Secondary Schools in Rachuonyo North Sub County in Kenya.

The third objective of the research was to investigate the influence of BOMs' Stakeholder Involvement on Completion of School Projects in Public Secondary Schools within Rachuonyo North Sub County in Kenya. It was found to be statistically significant by principals (M=3.61, r=0.980, r^2=0.961; p<0.05), BOM (M=2.80, r=0.894, r^2=0.800; p>0.05) and teachers (M=3.62, r=0.980, r^2=0.961; p<0.05). The revealed that even with the existence of engagements among the school management and key players, conflict still emerged between the two as a result of differing interests. This friction significantly impedes the partners from positively engaging in project monitoring and evaluation, and thereby impacting the completion of initiatives within secondary schools.

5.2.4 Project Supervision by BOM on Completion of School Projects in Public Secondary Schools in Rachuonyo North Sub County in Kenya.

The fourth objective of the research was to investigate the impact of Project Supervision by BOM towards Completion of School Initiatives in Public Secondary Schools within Rachuonyo North Sub County in Kenya. It was found to be

statistically significant by principals (M=3.77, r=0.987, r^2=0.975; p<0.05), BOM (M=3.75, r=0.961, r^2=0.924; p>0.05) and teachers (M=2.51, r=0.644, r^2=0.441; p<0.05). The revealed that incorporating BOM membership in project supervision improves school projects completion rate. This finding was confirmed by Sub-County education officer was interviewed suggested that completion of school projects is dependent on the BOM members to come up with project completion strategies.

5.3 Conclusion

The detailed conclusions drawn from the set research questions and the findings of the study discussed below:

The research concluded that financial resources for completion of initiatives for secondary schools were impacted by the project strategy, project management, and resource sourcing and stakeholders involvement. It concludes that the financial utilities for completion of secondary schools initiatives were scarce and undesirable. Project completion was further noted to be affected by strained relations and poor rapport among the different key players arising from individual personal interests and infiltration of bad ethics interfering with fair allocation of critical utilities resources among learning institutions.

5.4 Recommendation

The research advanced this recommendation relying on the outcomes of this review:

i. Locally the Education department has the responsibility of ensuring that institution management, from appropriate educational training schedules, is fully enhanced with critical awareness on proper financial control and

transparency; combining it with peacemaking to tackle the tensions arising during the execution and completion of school projects.

ii. The institutional leadership and the state create interventional measures barring key players from politicization of educational processes so as to see that the initiatives are executed devoid of political interruptions.

iii. The state ought to inspire the school leadership to prioritize increasing their fund sourcing scope by participating in entrepreneurship or business investments. It will reduce dependency on the national government for financial resources funds thereby enabling timely completion of school projects and positive success.

5.5. Suggestion for Further Study

This research seeks to advocate for advanced studies in the following fields with regard to completion of school projects:

i) Completion of development projects in primary schools and technical colleges.

ii) Factors influencing sustainability of funding in Secondary Schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Odidi Kennedy Otieno

Department of Educational Administration and Planning

University of Nairobi

P.O. BOX 30197

Nairobi

Dear Sir/Madam,

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (M.Ed.) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your participation in a study that examines "**Influence of BOM Governance Practices on Completion of School Projects in Public Secondary Schools in Rachuonyo North Sub County, Kenya.**" Please fill in the questionnaires. The research results will be used for academic purposes only and information provided will be treated with confidentiality.

Your cooperation will be appreciated.

Yours sincerely,

Odidi Kennedy Otieno

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS, TEACHERS AND THE BOM CHAIRPERSON

Information provided through the questionnaire will be treated with confidentiality and will be exclusively for academic purpose. TICK THE MOST APPROPRIATE. All answers will be considered right.

SECTION A: DEMOGRAPHIC INFORMATION

1. Kindly indicate your Designation.

   Teacher [ ] Principal [ ] BOM [ ]

2. What is your gender? (Please tick appropriately)

   Male [ ] Female [ ]

3. Indicate your age bracket.

   Below 30 years [ ] 30 – 40 years [ ]

   40-50 years [ ]. 50-60 years [ ]

4. Indicate your highest academic qualification achieved.

   Diploma Level [ ] Masters Level [ ]

   Degree level [ ] Doctorate/PhD Level [ ]

   Any other (Specify) _____

5. Please show how long you have served in your current position.

   Less than 5 years [ ] 16 – 20 years [ ]

   6 - 10 years [ ] More than 21 years [ ]

   11– 15 years [ ]

SECTION: B

Instructions

Indicate to what extent you agree with the following BOM practices in relation to the completion of the school projects. Use the key; 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree.

1.	**Project Planning**	**5**	**4**	**3**	**2**	**1**
i)	BOMs Leadership is very crucial for successful completion of projects					
ii)	Skills in writing project proposal and Directing all the activities of the project is key to successful completion of projects					
iii)	There is Low financial skills on BOM in secondary schools					
iv)	Most of BOM members do not have adequate report writing skills					
v)	Most principals and BOMs are poor in negotiating for project resources					
vi)	BOMs communicates details of project ensure the successful completion of projects					
vii)	Formal procedures are always adhered to during project planning process.					
viii	Strategic objectives are always considered in the project planning process.					
ix)	Project planning in the school is guided by improvement plans.					
x)	Project planning has ensured school project completion					
2.	**Resource Mobilization**					
i)	Funds available to fully finance secondary school projects in Rachuonyo North Sub County are inadequate					
ii)	Accounting and financial errors, such as vendors being paid twice, budgeting, management, accounting and auditing problems cause projects to fail					
iii)	The disbursement of finances by government is not very frequent					
iv)	The sources of project finances are always inadequate					
v)	The methods of payment for the projects are always effective					
vi)	Collaboration with financial institutions has contributed to					

	timely completion of school projects.					
vii)	BOM have helped in resource mobilization					
viii)	There are clear policies that are defined guiding resource mobilization for school projects.					
ix)	There is resource mobilization strategies that have ensured completion of projects.					
x)	BOM has always recruited skilled and competent personnel who assist in resource mobilization.					
3.	**Stakeholders' involvement**					
i)	There is high level of involvement of key stakeholders.					
ii)	The frequency of stakeholders' involvement is high throughout the project lifecycle in secondary schools projects.					
iii)	The involvement of stakeholders adhere to professional standards					
iv)	Non-enforcement of laws, lack of political and personal commitments as well as low level of information are key barriers regarding stakeholders' involvement.					
v)	The involvement of stakeholders has contributed to steady completion of projects in the school.					
vi)	There are various methods of stakeholder engagement utilized in the school					
vii)	Every stage of stakeholders' engagement is adhered to.					
viii)	BOM members are always consulted during project initiation and implementation.					
ix)	There are several stakeholders who are normally engaged in school projects					
x)	Stakeholders do review project progress in the school periodically.					
4.	**Project supervision**					
i)	BOMs project supervision includes hiring of exert services in project development assessment and monitoring					
ii)	BOMs project supervision focuses on core content and modeling of project completion strategies					
iii)	BOMs project supervision includes opportunities for active project management					
iv)	Follow-up and monitoring enables project completion					
v)	School stakeholders are always involved in school projects supervision.					

vi)	Professional standards are adhered to in project supervision					
vii)	There is consistent follow up of school project progress					
viii)	There is an assigned team that monitors stages of school project implementation phases.					
ix)	Supervision of school projects has significantly contributed to project completion.					
x)	Stakeholders satisfied with all projects that have been completed in the school through stringent supervision.					
5.	**Completion of School Projects**					
i)	BOM ensures timely completion of projects in the school.					
ii)	The cost of completed school projects are as per the budget.					
iii)	BOMs project planning decisions delays project completion time.					
iv)	Supervision of school projects by BOM has contributed to timely project completion rates.					
v)	Resources mobilized by BOM are always sufficient for timely project completion.					
vi)	Engagement of school stakeholders has contributed to improved project completion rates.					
vii)	BOM has always been outlining project completion timelines.					
viii)	The school community is satisfied with the projects implemented in the school.					
ix)	Involvement and participation of stakeholders in the school project is key strategy that ensures timely completion of school projects.					
x)	BOMs teamwork spirit has significantly contributed to completion of school projects.					

Thank you for your participation.

APPENDIX III: INTERVIEW GUIDE FOR SUB COUNTY EDUCATION OFFICER

1. How does the stakeholder involvement influence completion of projects?
2. How does emphasis on project supervision influence completion of projects?
3. How does resource mobilization influence completion of projects?
4. In what ways does BOM training influence completion of projects?
5. How does the project planning influence completion of projects?
6. How does adhering to professional standards affect completion of projects?
7. In what ways can completion of projects be improved in Rachuonyo Sub County?
8. Identify some of the factors that affect completion of projects in secondary schools in Rachuonyo Sub County?
9. What are some of the factors that influence completion of projects?
10. How does principals' strategic leadership influence completion of projects school projects in Rachuonyo Sub County?

Thanks for your participation

APPENDIX IV: INSTITUTION LETTER

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"

dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

October 14, 2020

OUR REF: UON/CEES/SOE/A&P/1/6

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ODIDI KENNEDY OTIENO – REG NO. E55/84826/2016

This is to confirm that Odidi Kennedy Otieno is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled **" Influence of Board of Management Practices on Completion of Projects in Public Secondary Schools in Rachuonyo North Sub County, Kenya".** Kennedy's area of specialization is Corporate Governance in Education.
Any assistance accorded to him will be highly appreciated

Chairman
14 OCT 2020
P.O. Box 92 - 00902
Kikuyu

PROF.JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

APPENDIX V: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **822608**

Date of Issue: **25/November/2020**

RESEARCH LICENSE

This is to Certify that Mr.. ODIDI KENNEDY OTIENO of University of Nairobi, has been licensed to conduct research in Homabay on the topic: INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON COMPLETION OF SCHOOL PROJECTS IN PUBLIC SECONDARY SCHOOLS IN RACHUONYO NORTH SUB COUNTY for the period ending : 25/November/2021.

License No: **NACOSTI/P/20/7608**

822608

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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