

**INFLUENCE OF STAKEHOLDERS INVOLVEMENT ON PROJECT OUTCOME: A
CASE OF KIGUMO GIRLS ACADEMIC CENTRE OF EXCELLENCE PROJECT,
MURANG'A COUNTY**

BY

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DECLARATION

This Research project report is my original work and has not been presented for award of degree in any other university.

SIGNATURE DATE

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This Research Project report has been submitted for examination with my approval as University supervisor.

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DEDICATION

To my family I dedicate this work for your continuous support and being close to me. Many thanks to you my wife Rhoda and the two boys Trevor and Travis for you had to sacrifice so much to set me free to accomplish this work.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACC&S	-	African Christian Churches and Schools
ACK	-	Anglican Church of East Africa
AIPCA	-	African Independent Pentecostal Church of Africa
CDF	-	Constituency Development Fund
COE	-	Centre of Excellence
DEB	-	District Education Board
ESP	-	Economic Stimulus Programme
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KIPPRA	-	Kenya Institute for Public Policy Research and Analysis
KNUT	-	Kenya National Union of Teachers
KUPPET	-	Kenya Union of Post Primary Education Teachers
MoE	-	Ministry of Education
NCCK	-	National Council of Churches of Kenya
NEMA	-	National Environmental Management Authority
PCEA	-	Presbyterian Church of East Africa
PCM	-	Project Cycle Management
SPSS	-	Statistical Package for Social Sciences
TISA	-	The Institute for Social Accountability

ABSTRACT

Project managers are always looking forward to seeing public projects perform well. This involves finishing the project on time, within budget, meeting end product specifications, meeting customer needs and requirements and meeting management objectives. Despite the quest for project success, many poverty eradication projects in Kenya have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives (Auditor general's report, 2008). The high failure rate in these projects could be due to failure to involve key stakeholders in project activities. Various studies elsewhere have been conducted in evaluating stakeholders' involvement in project outcome but there is no study done about Kigumo Girls Academic Centre of Excellence project despite it facing many challenges related to timelines and cost based challenges. The purpose of this study was to evaluate stakeholders' involvement in project outcome through gathering and analyzing the information on the level of involvement of stakeholders in the process of project cycle management (PCM). The study sought to assess stakeholders involvement in project identification, project planning, project execution and project review on project outcome. This study employed descriptive survey design. The target population for this study was the various stakeholders in the ESP programme precisely Kigumo girls Centre of Excellence project in Kigumo constituency. Data was collected from a sample of 418 respondents. The primary data was collected from the community members using a semi-structured questionnaire. In addition to questionnaire, the other primary data was obtained through interview to and observations. The researcher analysed the quantitative data using descriptive statistics by applying the statistical Package for Social Science (SPSS V.17.0). Conceptual content analysis was used for data that was qualitative in nature or aspect of the data collected from the open ended questions and the interview guide. In addition, a correlation analysis was applied to determine the relative importance of each of the four variables with respect to project outcome. This study found that stakeholders involvement in project implementation contributed most to project outcome ($r = 0.971$) followed by project review ($r = 0.681$), then project planning ($r = 0.651$) while projects identification ($r = 0.571$) had the least influence on project outcome. The study recommends that enough funds and skills should be allocated to projects. The study also recommends that the constituents should play a critical role in decision making because they are the beneficiaries of the projects and know well projects are beneficial to them.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The increasing turbulence in the modern business environment has made it necessary for many organizations to adopt project approach as the means to achieving organizational goals. Each project strives for excellence and success yet is by definition a unique task normally subjected to severe restrictions on budget and time (Andersen, 2006). A project has therefore to perform well in terms of the planned budget, time, and the quality of the project processes and outputs (Munns and Bjeirmi, 1996), so as to fulfill the intended objectives of satisfying the stakeholder's needs (Baccarini, 1999).

Education quality improvement experiences emphasize the potential benefits of collaborative practices. Although international education literature highlights the desirability of participation, the development community has had little success implementing collaboration-based processes, and participatory efforts are often piecemeal and ineffective (Transparency International, 2010). Stakeholder collaboration and involvement in the definition, implementation, measurement, and evaluation of education projects arguably increases the likelihood that the resulting policy will more effectively meet the needs of various beneficiaries and donors, be judged meaningful and successful by a wide range of stakeholders, have fewer unintended consequences, and be more sustainable (Galaz, 2005). Participatory approaches also support democratic principles and efforts to move from top-down to partnership models of international development.

Sometimes projects fail because they are badly conceptualized, planned designed, implemented and managed (Cleland, 1999) .At the centre of project success or failure is the stakeholder involvement. If the stakeholders are involved in the project cycle and decision making then there will be value for money spent on the projects (Norman, 1991; Frese and Sauter, 2003). Stakeholder involvement is arguably more important than ever because of the 'interconnected nature of the world' (Bryson, 2003).Any societal issue be it economic development, poor education performance, environmental concerns, ethnicity, terrorism affects numerous people, groups and organizations and in 'shared –power world, no one is fully in charge' (Kettl

2002). Thus it requires participatory approach by all stakeholders in identifying and solving the problem afflicting the society (Mulwa,2008). Attention should be given to stakeholders' interests and needs in order to achieve common good and realization of project objectives(Bryson, Cunningham and Lokkesmore,2002; Campbell and Marshall,2002)

'People engage in what they feel part of and value what they help to build. Engaging citizens and local communities is indispensable when it comes to developing a sense of ownership in decision making.' (www.guardian.co.uk) Thus, in order to create a sense of ownership, stakeholders should be involved fully in the project meant to solve their needs. Stakeholders have power to influence the project outcome either positively or negatively (Chinyio and Olomolaiye 2010). In a constructive project, stakeholders' perception is crucial. If negative and thus dissatisfied, can severely obstruct its implementation resulting in cost overruns and exceeding time schedules due to conflicts and controversies (Olander 2004; Lemon et al 2002). Stakeholders bring a wide range of skills, knowledge and experiences to the project and if they are well managed (Bourne, 2006) they can help to make the project more successful (Stanleigh, 2004; TISA, 2010).

The success or failure of many conventional development projects and programmes has been attributed to stakeholders inclusion or lack of involvement in the project Cycle management (Baker and Sherrif (2009); Olander and Landin (2005); TISA (2010); Armah et al,(2009). However, critique against the participation-paradigm has increased. Brody (2003) discusses the risk that the participation of conflicting interests slows down decision-making and results in unfortunate compromises between biodiversity conservation and economic development. Galaz (2005) shows how decision-making in a Swedish water common-pool resource institution was blocked by strategic behavior among participating resource users that wanted to avoid costly measures. Such outcomes might erode social capital rather than building it (Conley and Moote 2003).

In addition, local participation might decrease accuracy of management because it dilutes the impact of scientific knowledge on conservation decisions (du Toit et al. 2004). Similarly, it has been questioned whether local and traditional knowledge really has a role to play in today's rapidly changing world (Briggs and Sharp 2004). The assumption that local participation automatically improves legitimacy of decisions has also been questioned. Powerless and poor

people may lack the capacity to participate fully, and so the decisions made in participatory processes might become more biased towards enforcing existing power structures than would decisions made by democratically elected and representative bodies.

In Uganda, Mubatsi (2009) observed that development education efforts to include local stakeholders have often consisted of irregular information gathering sessions held at schools or district headquarters. Though laudable, such efforts are not sufficient. Local stakeholder participation is most useful when arranged around the schedules and meeting norms of the hardest-working and poorest community members.

Participation of key stakeholders was found to be the single most important factor in determining project outcomes in a survey of ecosystem management in Sri Lanka and India (Isham and Kahkonen, 2002). In Ghana, the old Fadama community was not involved in designing the Korle Lagoon Ecological Restoration Project (KLERP) and its outcomes and therefore they resisted the project as a reaction to perceived abuse of their procedural right (Armah et al, 2009).

Heavy investment in human capital in form of education is recognized as an important source of economic growth (Kenya Institute for Public Policy Research and Analysis, KIPPRA, 2009). Apart from making labour more adaptable, efficient and productive, education is also a vehicle for enhancing national cohesion and integration (Ministry of Education-MoE.2009; KIPPRA, 2009; The Institute for Social Accountability-TISA, 2010).

A project is said to be successfully completed when it has met the stakeholders' interests and expectations. Even if it meets time, budget and scope criterion, it will not be deemed successful if the needs of the stakeholders and their expectations are not met (Cleland, 1999; Lynda and Derek, 2006). In Kenya a good example of a successful project in which the stakeholders mainly the community was involved is a CDF project in Othaya constituency namely Karima primary school project number SR840. The project was well designed, community was involved and it was completed in time and within budget(TISA,2010). The construction of the Ksh 30 million Economic Stimulus Programme (ESP) model secondary school in every constituency in Kenya was project specific and thus Project Cycle Management (PCM) principles are applicable

(Institute for Civic Affairs and Development-ICAD,2010) .Such huge investment must show value for money(Frese and Sauter 2003).

The study views the establishment of Kigumo Girls Academic Centre of Excellence from PCM perspective. Project cycle is defined as a sequence of events/activities in which a project follows and contains some phases namely Identification, project design, project implementation, feedback and monitoring and evaluation (Ogula, 2002). It is from these stages that the researcher derives the independent variables. The indicators for stakeholders' role in project identification are minutes, presence of stakeholder analysis and initiating project requests. Indicators for stakeholders' involvement in project planning include SWOT Analysis and determination of input and output. Indicators for Project Execution include presence of work plan, budget, Procurement and Implementation plan. Indicators for stakeholders Role in Project Review include presence of Monitoring system, Evaluation plan and Project site visit. The outcome of the stakeholders involvement becomes the Dependent variable with Meeting schedule goal, stakeholders' satisfaction, meeting project objective, technical specification and monetary criterion being the indicators. Arguably, it is important to involve all actual or potential stakeholders throughout the project cycle in order to increase project ownership (Taschner and Fieldler, 2009; Cleland, 1999). A significant number of studies have been carried out globally and locally on stakeholders involvement and perception of the development projects (Baker and Sherriff, (2009) in United Kingdom; Bryson (2003) in Washington D.C; Olander and Landin (2005) in Sweden; Armah et al (2009) in Ghana; Kinyoda (2008) in Kenya.

Most of the above studies have been carried out in the developed countries where project management has gained root and project success rate is higher compared to the local realities where a significant number of projects and programmes failure has been attributed to failure to involve the stakeholders in the PCM (Standish, 20001; KIPPRA, 2009; National Anti-Corruption Campaign Steering Committee-NACSC, 2008; TISA, 2010). There is need therefore to carry out the study to gather and analyze the influence of involvement of stakeholders in the PCM where the findings will point to avenues for further research in which it may be possible to put stakeholders experiences and perceptions in relation to other variables. The study is also set to add to the knowledge on stakeholders' involvement as studied by Cheboi et al., *The Daily Nation*

dated 10th May, 2011 which found out that not all stakeholders were involved in establishment of centres of Academic excellence which singled out Central Province as most affected.

Kigumo constituency is located in the newly created Murang'a County. It has one district – Kigumo, four divisions namely; Kangari, Kigumo, Muthithi and Gacharage. It has a total population of 69,341 people above the age of 18 years. Currently there are 6 wards and 23 locations. The Geographical size is approximately 285km square. There are 25 public secondary schools and one registered private secondary school.

Kigumo District Education Board (DEB) decided to build a new girls secondary school in Kigumo Division at Kirere primary school which is under the Catholic Diocese of Murang'a. Patrick Mutahi Karanja was appointed head of infrastructure. The construction begun in July 2011. The school is named Kigumo Girls Centre of Excellence and sits in a 7 acre land. It was awarded ksh. 30 million from the Economic Stimulus Program funds (Kigumo constituency website 2011).

As at now, has 4 classrooms, 1 laboratory, electricity, an administration block, 2 houses for teachers, a renovated building converted into a dormitory which were among the projected physical facilities in the centre for excellence. However, the center lacks library, science laboratory, teachers houses, dormitories and ICT facilities despite the timeline given elapsing on December 2010 and the 30 million allocated being fully exhausted.

1.2 Statement of the Problem

Project managers are always looking forward to seeing public projects perform well. This involves finishing the project on time, within budget, meeting end product specifications, meeting customer needs and requirements and meeting management objectives (Cooke-Davies, 2002). Despite the quest for project success, many poverty eradication projects in Kenya have continuously experienced time overrun, budget overrun, unmet end product specifications, unmet customer needs and requirements and unmet management objectives (Auditor general's report, 2008). The high failure rate in these projects could be due to failure to involve key stakeholders in project activities.

Despite wide range of knowledge on project planning and management, project failure is still reported (Standish, 2001; Miller, 2007; NACSC, 2008; ICAD, 2010). Stakeholders expect to be

involved in decision making process within the project cycle. However this is not the case as complains of exclusion are still reported. There is low community awareness and involvement in the projects funded by Economic Stimulus Programs (ESP). This can be traced from the national office where initial plans were drawn without wide consultation with organs representing the public. The ESP governance structure does not adequately provide for citizens involvement in the projects (TISA, 2010).

The same sentiments are expressed by other surveys carried out by *Nation media group* (Cheboi et al., 2010; NACSC, 2008). In particular NACSC (2008) found out that most Constituency Development Fund (CDF) committees failed to involve professional stakeholders such as engineers, architects, quantity surveyors or public health experts which may have led to shoddy work witnessed in many CDF projects across the country. Lake Turkana fish processing plant which was designed in 1971 excluding the Turkana people who are nomads with no history of fishing or eating fish remains a white elephant (www.redorbit.com/news/science/456246/kenya).

Various studies elsewhere such as Adan (2012) on CDF projects in Isiolo North Constituency and Golicha (2011) on NGO'S supporting education projects in Garissa District have been conducted in evaluating stakeholders' involvement in relation to project outcome but there is no study done about Kigumo Girls Academic Centre of Excellence project despite it facing many challenges related to timelines given that the project was to be done within the 2009/2010 financial year and the first group joined in 2012 and it was only form one class. There are also cost based challenges as the 30 million allocated is fully exhausted and most of the targeted infrastructure are either inadequate or totally missing. The project was envisaged as a short term intensive programme to be implemented within a period of six months commencing 1st July, 2009 and was expected to be complete by 31st December, 2009. However, as at April, 2013, the project is incomplete with inadequate physical facilities (Economic Stimulus Programme Handbook, 2009). The researcher would want to find out whether findings in other studies above done in other loci would concur or disagree with those findings of the selected project. Therefore this study seeks to fill the gap of knowledge on stakeholder's involvement in Kigumo Constituency Academic Centre of Excellence project.

1.3 Purpose of the study

The purpose of this study was to evaluate the influence of stakeholders involvement on project outcome through gathering and analyzing the information on the extent to which stakeholders are involved in the process of project cycle management (PCM).

1.4 Objectives of the study

The study sought to assess the extent to which stakeholders are involved in relation to project outcome. In order to achieve this, the following objectives are critical:

1. To assess the influence of stakeholders involvement in project identification on outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county
2. To evaluate the influence of stakeholders involvement in project planning on outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county
3. To investigate the influence of stakeholders involvement in project execution on outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county
4. To assess the influence of stakeholders involvement in project review on outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent does stakeholders involvement in project identification influence the outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county
2. To what extent does stakeholders involvement in project planning influence the outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county
3. To what extent does stakeholders involvement in project execution influence the outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county
4. To what extent does stakeholders involvement in project review influence the outcome of Kigumo Girls Academic Centre Of Excellence Project in Murang'a county

1.6 Significance of the Study

The findings of this study might be of importance to the management of devolved funds as it would add to the pool of knowledge on stakeholders' involvement and their relation to project

outcome. To the policy makers the study might be useful in the formulation of policies and guidelines that consider stakeholders as critical actors for the purpose of increasing project success and ownership. The finding would be important to academicians and researchers as it may form a basis for further researches. In general, the study would provide the background information to research organizations and scholars who may want to carry out further research in this area.

1.7 Delimitation of the study

The study focused on stakeholders' involvement on outcome of Kigumo Girls Academic Centre of Excellence Project. The study was limited to one constituency, Kigumo in Murang'a County. The focus was on ESP project in the education sector namely Kigumo Girls Centre of Excellence project. The respondents were the identified stakeholders in the project. The study limited itself to only one constituency which was awarded Ksh 30 Million even though there are other institutions in various constituencies in the country. For conclusive results, all the constituencies in the country should have been studied. However, this was not possible due to insufficient time and financial constraints.

1.8 Limitation of the Study

The researcher encountered unwillingness by some respondents to reveal information as it is on the ground as they considered it sensitive. To counteract this, the researcher assured respondents of confidentiality for any information given. The researcher further assured the respondents that the study was purely an academic endeavor and therefore the information given was not to be revealed to any other authority but used to meet an academic requirement. The researcher is also an educationist thus is conversant with education matters which were of help during the research period.

1.9 Assumptions of the Study

The study made the assumption that the targeted respondents responded to the questionnaire and the interview correctly and honestly. The researcher also assumed that external factors like strikes would not arise as this would affect the process of data collection and hence the completion of the project.

1.10 Definition of Significant Terms

Project: A unique process consisting of a set of coordinated and controlled activities with start and finish dates undertaken to achieve an objective conforming to specific requirements as stated in the MoE guidelines on the implementation of centres of excellence project in addition to constraints of time, cost resources and meeting stakeholders expectations.

Project Outcome: Refers to the ultimate classification of a project as successful, challenged or failed.

Stakeholders: These are key individuals and institutions that have an interest in the establishment of COE project and can influence the outcome of the project.

Stakeholder Involvement: This is the degree to which stakeholders of the project are willing to participate in the project work/ activities. It is the degree to which one is cognitively preoccupied with, engaged in, and concerned with one's present project activities.

Project Identification: It is the initial stage in the project cycle where project idea and further investigation of the idea is done.

Project Planning: It is the second stage in the project cycle where the project scope is defined along with the approach to be taken to deliver the desired outcome.

Project execution: It is the stage in the project cycle where all the planned activities are put into action.

Project Review: It is the stage within the project cycle where project outcome is assessed to ensure the goals and objectives are achieved.

1.11 Organization of the Study

The study is organized into three chapters, each of which contains specific information. Chapter one contains the introduction to the study. It gives background of the study, statement of the problem, objectives of the study, research questions, significance of the Study, limitations of the Study, delimitations of the study, basic assumptions of the Study and the definition of significant terms. On the other hand, chapter two reviews the literature based on the objectives of the study. It further looks at the conceptual framework and the theoretical review. Chapter three covers the

research methodology of the study. The chapter describes the research design, target population, sampling procedure, tools and techniques of data collection, pre-testing, operational definition of variables, data analysis and ethical considerations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is dedicated to the literature reviewed from books, journals, academic and government papers, newspaper articles and from the internet. It contains the following issues key to the topic of the study; ESP fund in relation to devolved fund, who are stakeholders, how they are identified and classified, project cycle, an overview of stakeholders involvement and also classification of project outcome.

In addition, the chapter has also captured stakeholder involvement and project outcome, theoretical framework and conceptual framework.

2.2 ESP fund in Relation to Devolved Fund

The concept of Economic Stimulus Programme (ESP) in Kenya was brought to our attention in the 2009/2010 budget speech to parliament where the government gave the intention spending Ksh 22 billion targeted at reviving the economy which was in the doldrums (TISA, 2010) The ESP fund is among the devolved funds in Kenya.

Immediately after independence development of the nation was formulated, financed and implemented by the centralized managerial authority. (Mapesa and Kibua (2006); NACCSC, (2008))

This approach proved problematic leading to cries of development inequalities. To wipe these tears the government introduced new policies among them was *majimboism* in 1963, sessional paper 10 of 1965 on *African Socialism and its application to planning in Kenya* which stipulated that planning was to be extended to the provinces, districts and Municipalities to ensure development was realized up to the grass root level.

The Ndegwa report of 1971 recommended that the process of planning and implementation of development be taken to the district level and even into divisions to accelerate development in rural areas. (GoK, 1971)

These strategies culminated into the policy document, the District Focus for Rural Development (DFRD). This required District Development Committees (DDC) to be responsible for the coordination of rural development (NACCSC, 2008).

Before the ESP emerged, another devolved fund popularly referred to as Constituency Development Fund (CDF) which is widely accredited with implementation of a good number of local projects came into place in 2003 through an act of parliament –CDF Act, 2003 (GoK 2003)

Various studies both in the country and outside have been conducted in this area. They reveal positive appreciation but also controversies and criticisms. Mapesa and Kibua (2006) found out that there is low local involvement in terms of participation in needs identification, project planning, management and implementation.

In Uganda for instance the entire CDF programme was suspended for a year after Members of Parliament failed to account for CDF money. It was only reinstated in 2007 on condition that Members of Parliament establish a five-person committee in their constituency to assist in accounting for the money. (Policy Forum Position Paper on CDF-Tanzania 2008)

Just like CDF, ESP has also generated criticism. In the article *Why ESP might not achieve its objectives*, The Institute for Social Accountability (TISA) study argue that there is low community awareness and involvement in the projects funded by ESP which can be traced from the national office where initial plans were drawn without wide consultation with organs representing citizens. Furthermore, the ESP governance structure does not adequately provide for citizens involvement in the project. (TISA 2010)

2.3 Stakeholders

Stakeholders have been defined variously as individuals essential at all points in the project from initiation to close out (Cleland 1995), Individuals or groups who have an interest or, some aspect of rights or ownership in the project and can contribute to or be impacted by the outcomes of the project (Bourne and Walker, 2006). African Development Bank (ADB, 2001) describes stakeholders as people/communities who may directly or indirectly, positively or negatively affect or be affected by the outcomes of projects or programme. Project Management Body of Knowledge (PMBOK@Third Edition) defines project stakeholders as individuals and

organizations that are actively involved in the project or whose interest may be positively or negatively affected as a result of project execution or project completion.

In the above descriptions of stakeholders, there are several common features. Firstly, there are different actors and affect or are affected differently by the project. Secondly, they have an interest or a stake in the project and lastly they are part and parcel of the project.

For the purpose of this study, stakeholders will be seen as key individuals and institutions that have an interest in the establishment of COE projects and can influence the outcome of the project.

2.4 Stakeholders identification and classification

Various scholars have classified stakeholders differently. African Development Bank (2001) classifies stakeholders into two, primary and secondary. Primary stakeholders are the beneficiaries of a development intervention or those directly affected (positively or negatively) by it. While secondary stakeholders are those who influence a development intervention or are indirectly affected by it.

Gibson (2000) on the other hand classifies them into internal and external. Internal stakeholders are those who are formally connected with the project whereas external stakeholders are those affected by the project in some way.

International Institute for Environment and Development (IIED 2005) on top of internal and external stakeholders has added interface stakeholders which refer to those stakeholders who function both internally and externally in relation to the organization.

Chinyio and Olomolaiye (2010) introduce a different perspective where they classify them as key and non- key where key refers to those stakeholders who will be positively or negatively be affected by the project or successful completion of the project depends on their interests and needs being recognized. Non-key on the other hand refers to those stakeholders whose needs and interests do not have to be recognized for the project to be successful.

Education sector has very many stakeholders. It would be true but unhelpful to say that everyone is a stakeholder in education for sustainable development (UNESCO).In Kenya the stakeholders

as provided in the Education Act Cap 211 include the government through the minister of education, the community within whose surrounding the school has been built among others. Blackman, (2003) identifies key stakeholders in the community as people the community turn to in times of crisis or those who are seen as “the heart of the community.” They include health workers, traders, religious leaders, village chiefs, pastors and teachers.

Ministry of Education guidelines for implementation of ESP (2009) identifies professionals as stakeholders under the auspices of District Infrastructure Coordination Team(DICT).They include Public Works Officer, Public health Officer, Water Officer, National Environmental Management Authority(NEMA) Officer, school Auditor, Education Officer, District Accountant and Quality Assurance and Standard Officer.

Therefore, for the purpose of this study stakeholders will be classified as either key or non-key where key are those stakeholders who must be recognized for successful completion of the project while non-key are those who should be identified but have no influence in the successful project implementation.

Key stakeholders are thus individuals, institutions, agencies with a strong power position and major influence due to their political responsibility, financial resources, authority, skills and/or expertise

2.5 Project Cycle

A project cycle can be defined as a sequence of events/activities in which a project follows and contains some phases namely Identification, project design, project implementation, feedback and monitoring and evaluation (Ogula, 2002). Arguably, it is important to involve all actual or potential stakeholders throughout the project cycle in order to increase project ownership (Taschner and Fieldler, 2009; Cleland, 1999)

The first phase in the project cycle is the identification stage. This is where needs assessment is usually conducted. By listening to the issues raised by the stakeholders, the project is likely to address their needs hence increase participation (Blackman, 2003). In a research conducted in Trinidad and Tobago on Third education Project, the study revealed that it is in the planning

stage where failure resided. The findings point that as a way of ensuring success in project outcome, the plan should be given careful attention during initial stages. (Norrel, 2002)

The findings of a study carried out by Olander and Landin,(2005) entitled *Evaluation of stakeholder influence in the implementation of construction projects* also points to the same conclusions. In this study a case study involving two projects was undertaken to investigate how the problems of managing the concerns of stakeholders present themselves in an actual construction project. The researchers used the power /interest matrix to identify stakeholders and their influence on the projects, problem that arose, how they were resolved and what the consequences of the solution were to the project outcome. Conclusions made were that stakeholders' demands and influence should be evaluated and be considered as necessary and important step in the planning, implementation and completion of any project. In other words it is important to look at how the different groups of stakeholders are involved in the different phases of the project cycle. Arguably, Stakeholders have the greatest chance of influencing the project in the beginning phases and less and less influence as the project progresses (Kim Heidman 2002)

2.6 Stakeholder Involvement: An Overview

The issue of stakeholders' involvement in a project /programme elicits variety of arguments. Whom to involve and at what level has been a subject of studies. This has resulted in emergence of concepts like stakeholder power analysis (Mayers 2005);Stakeholder cycle (Bourne,2006); Stakeholders analysis(Blackman,2003;Bryson,2003;Howlett et al).Basically there are two contrasting schools of thought. On one hand there are those who argue that you cannot make all the stakeholders happy (Bauer,2007) while the other school argue that all stakeholders must be involved."A truly participatory process embraces all stakeholders.....minor stakeholders should not be left out of the process as they can seriously affect the implementation of a project." IFAD, (2000).This thinking complicates the scenario in the education sector as arguably everyone is a stakeholder. However, UNESCO provides a reasonable ground while dealing with stakeholders in education sector. "Education sector has very many stakeholders. It would be true but unhelpful to say that everyone is a stakeholder in education for sustainable development" (UNESCO).

A study (Amutabi, 2003, as cited in Ojiambo, 2009) identifies the following programmes in the education sector which were introduced with little or no input from various stakeholders: Harambee schools, school milk and model schools. The study concludes that there has been political interference in the education projects and programmes characterized by lack of popular consultation with decrees, circulars and political rhetoric replacing policy making apparatus resulting in uneasy relationship between the political establishment and various educational stakeholders (Ojiambo, 2009). The study did not however look at results of this uneasy relationship vis a vis programme outcome. A key element in participatory development and stakeholders' management is the ability to identify and classify stakeholders, their needs, interests, relative power and potential impact on project outcome.

2.7 Classification of project outcome

The concept of measuring project outcome and specifically project success indicators has evolved over time. De Wit, 1988 (as cited in Walker and Nogeste, 2005) equates outputs with success primarily in terms of time, cost and quality standards. UK Treasury Department's Green Book describes project outcome in terms of outputs (HM Treasury, 2003:13)

This classification agrees with Baker et al., 1983; Slevin and Pinto, 1986; Morris and Hough, 1987; Turner, 1993 who asserts that the common assessment of successful outcome of construction projects is that they are delivered on time, to budget, to technical specification and meets stakeholder's satisfaction

The criteria for success further incorporated stakeholders' contributions. Thus understanding and evaluating their contributions and their expectations forms a basis of evaluation. (Atkinson et al., 1997; Wateridge, 1998). Generally, project outcome can be classified into three namely Successful, challenged and failed (Pinto and Slevin, 1987).

For a project to be classified as successful, the project comes in on-schedule (time criterion), comes in on-budget (monetary criterion), achieves basically all the goals originally set (effective criterion) and lastly it is accepted by the stakeholders (satisfaction criterion). This therefore implies that although projects involve a complex set of processes, they are expected to be completed on time, according to the agreed budget, to perform as expected and to satisfy the

customers' needs (Shenhar *et al*, 2001). Failure to achieve this, the project will be branded unsuccessful and failed.

Projects that are classified as challenged usually are completed and operational but over-budget, over the time estimates and offers fewer features and functions than originally specified. Projects that are considered to be impaired or failed are at some point during the development cycle cancelled. This method allows clear divide between the success and the partial successes that still get completed but not meeting all expectation. It also allows clear measurements to be taken against budgeted time and cost although the functionality is still relatively subjective (Standish, 2001). For the purpose of this study the indicators for project outcome will be time criterion, monetary criterion, effective criterion and satisfaction criterion (Pinto and Slevin, 1987; Bourne, 2005).

2.8 Stakeholder Involvement and Project Outcome

In a research conducted by Chinyio and Olomolaiye (2010) on construction Stakeholder management, they found out that a stakeholder with both higher power and interest is considered to have more influence than one with lower power or interest. Stakeholder power was defined as stakeholders' actual ability to influence the project and stakeholder influence defined as the extent to which a stakeholder is able to act on project operations and therefore affect project outcomes.

In yet another study carried out by Arunas (2009) in Luthuania on stakeholders' involvement in the implementation of the open method of coordination (OMC) in social protection and social inclusion, the study revealed low level of public awareness of the OMC in general and lack of information and consultation between the government and the public. Two studies were carried out and showed contrasting results. The results of the first one which comprised of direct implementation of OMC showed that the inclusion of stakeholders lacked transparency in the manner in which they were selected, representation was also found to have excluded the vulnerable group which is always excluded and generally the stakeholders were not deeply involved as their participation was limited to the level of information and rarely to the level of involvement and empowerment. This scenario had an effect on the project outcome as it was considered unsuccessful as compared to the second case where different stakeholders were

involved and collaborated in order to empower them resulting in the realization of the objective of the programme.

Furthermore, this also agrees with the study carried out by Armah et al (2009) on Korle Lagoon Ecological Restoration Project and Linda, (2006) on construction projects who concluded that there is significant evidence that stakeholder participation can improve the quality, effectiveness and sustainability of development projects and enhance the commitment of governments, beneficiaries and other stakeholders.

Winter *et al.*, (2006)'s study where he developed a tool as a mechanism for assessing the relative influence of a project's stakeholders to the performance of the project. He found out that understanding stakeholders' expectation as a result of involving them in the various stages of the project life cycle is essential in building their commitment to the project activities. Bourne (2008)'s argument does not differ from the arguments of earlier researchers as he contends that one winning strategy for project commitment would be to develop a culture of stakeholder engagement by developing and nurturing a strong relationship with key stakeholder.

In the African case, Bashir (2010) observed that in 2001, NAADS a government entity was created under the National Agricultural Advisory Services Act of 2001 by the Ugandan government to eradicate poverty through enhancement of agriculture. However according to NAADS secretariat report of 2003/04, the NAADS projects had registered 60% failure rate with some projects in districts like Kotido registering 100% failure rate while projects in more than 10 districts registering a failure rate of above 90%. As a result of this high failure rate of public projects in Uganda, the poverty level has remained high with more than 31% of Ugandan population living below a dollar a day. The weak performance of public projects could be attributed to the lack of involvement of the key stakeholders in the activities of the projects leading to low commitment thus poor performance of public projects.

According to Kanungo (1979), stakeholders who are highly involved in the project will put forth substantial effort towards the achievement of project objectives and will be less likely to withdraw from project work yet stakeholders who are lowly involved in the project work are more likely to abandon the project and/or withdraw effort from the project work and either apply that energy to tasks outside the scope of the project or engage in various undesirable on-the job

activities. Cohen's (1999) research also supported the important status of job involvement, through arguing that those individuals with high levels of job involvement, which stem from positive experiences on-the-job (Kanungo, 1979; Witt, 1993), make attributions for these experiences to the organization.

According to Meyer and Allen (2002) stakeholder involvement leads to increased affective commitment where stakeholders adopt the project's goals as their own and, therefore, desire to remain with the organization to help it achieve its goals. It is this that leads to increased project outcome as Carmeli and Freund (2001) also notes that stakeholders who have high levels of job involvement might reciprocate in the form of greater affective commitment to the organization leading to increased in-role performance. Mowday (1979) is in agreement with Meyer and Allen (2002) that job involvement is positively related to normative commitment. He contend that stakeholders who internalize the appropriateness of being loyal to their projects are likely to be more involved in his/ her project activities than those stakeholders who do not. Ketchand and Strawser (2001) also believe that high job involvement translates into strong normative commitment because one will invest his/her efforts to meet his/her beliefs regarding loyalty expectations. Furthermore, becoming highly involved in one's job is a kind of self-persuasion of the good of being a normative, committed person. Meyer and Allen's arguments are supported by Abraham Carmeli's (2005) research where highly involved top executives were found with a high level of emotional identification with their organization, which is affected by both the organizational image and their degree of satisfaction.

From the above studies, there is a correlation between stakeholders' involvement and project outcome.

2.8.1 Stakeholders Involvement in Projects Identification and Project Outcome

In a wide range of literature, a descriptive definition of participation programs would imply the involvement of a significant number of local persons in situations or actions that enhance their well- being (Harvey and Reed 2007; Kakumba 2010). Therefore in the context of development, Community Participation refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits.

Community participation (including the simplest of involvement) from early on in the project, enhances the future sense of ownership, but ongoing motivation is required for continuing participation.

Kumar (2002) asserts that participation is a key instrument in creating self reliant and empowering communities, stimulating village-level mechanisms for collective action and decision-making. It is also believed to be instrumental in addressing marginalization and inequity, through elucidating the desires, priorities and perspectives of different groups within a project area. Participatory methods now dominate in the implementation of development interventions at the village level, the most common method being Participatory Rural Appraisal.

In addition, Kinyoda (2008) in a study on Level of participation in project identification and selection by constituents in Makadara constituency-Nairobi found out that there was low awareness about the CDF projects being implemented. In the study 73% of the respondents indicated not being aware of CDF projects and operations in the area. This low level of awareness results in the local community playing a peripheral role. Decisions that are eventually made do not involve all the stakeholders and therefore realization of project objectives becomes difficult to achieve. The level of awareness encourages participatory approach which is a paradigm shift from the top-down approach where development is literally taken to the people resulting in dependency syndrome (Chitere, 1994).

This stage involves defining the project as an idea or possibility worthy of further investigation and study. The scope of the project is defined along with the approach to be taken to deliver the desired outputs (Harold, 2003). The project manager is appointed and in turn, he selects the team members based on their skills and experience (Jorion, 1997). The most common tools or methodologies used in the initiation stage are Project Charter, project plan, project framework, project Justification, and project milestones reviews (Lewis, 2000). Project Preparation includes resource planning, various inputs/clearances, resettlement and infrastructure development. It is necessary to develop mechanisms for the selection of projects that ensure fairness and avoid conflicts of interest.

The initiation processes determine the nature and scope of the project. If this stage is not performed well, it is unlikely that the project will be successful in meeting the community needs (Nijkamp et al., 2002). The key project controls needed here are an understanding of the project environment and making sure that all necessary controls are incorporated into the project. According to Albert (2004) any deficiencies should be reported and a recommendation should be made to fix them. The initiation stage should include a plan that encompasses the following areas: Analyzing the needs/requirements in measurable goals ,Reviewing of the current operations, Financial analysis of the costs and benefits including a budget , Stakeholder analysis, including users, and support personnel for the project, Project charter including costs, tasks, deliverables, and schedule.

2.8.2 Stakeholders Involvement in Project Planning and Project Outcome

Stakeholders must be made aware of the project objectives. This is possible through communication. Communicating effectively with the project stakeholders is central to achieving a successful outcome (Lynda, 2010). The communication process should be bi-directional. Appropriate vehicles of communication include project meetings, project plans and reports, informal discussions and formal presentation (Boddy and Buchanan, 1999).

In a study carried out by National Anti-corruption Campaign Steering Committee (2008) in Kenya, public awareness of devolved funds was found to be rather low. It revealed that 78.8% of the population seems to be unaware of the existence of devolved development funds. In such a scenario, if the key stakeholders are not aware of the project objective that it is meant to enhance national cohesion and integration then the project will not be successful as they need to be informed as they especially the local community will be playing a critical role in its success and sustainability. In yet another study conducted by TISA (2010) on ESP projects, the study agrees with that of NACCSC on the level of awareness and involvement. It further argues that the ESP governance structure does not adequately provide for citizens involvement in the projects.

After the initiation stage, the project is planned to an appropriate level of detail. The main purpose is to plan time, cost and resources adequately to estimate the work needed and to effectively manage risk during project execution. As with the Initiation process group, a failure

to adequately plan greatly reduces the project's chances of successfully accomplishing its goals (Nijkamp et al., 2002). It define the mature the project scope, develop the project scope, develop the project management plan, and identify and schedule the project activities that occur within the project.

Rao (2001) defines planning as a common thread that intertwines all the activities from conception to commissioning and handing over the clockwork to client. This shows that planning encompasses the essential activities such as scheduling, break down structures, time estimates and statement of work. Harold (2003) argues that project management is planning ,directing and controlling of company resources for a relatively short – term project which has been established for the completion of specific goal.

Project planning is part of project management, which relates to the use of schedules such as Gantt charts to plan and subsequently report progress within the project environment (Kerzner, 2003). Initially, the project scope is defined and the appropriate methods for completing the project are determined. Following this step, the durations for the various tasks necessary to complete the work are listed and grouped into a work breakdown structure. The logical dependencies between tasks are defined using an activity network diagram that enables identification of the critical path. It takes a process to define a project, allowing work to begin and making success possible. The Project Planning Roadmap tackles that process, providing one with the tools needed to plan definition tasks and activities, considering all the requirements, issues and deliverables needed to produce successful results. Once established and agreed, the plan becomes what is known as the baseline. Progress is measured against the baseline throughout the life of the project.

Project planning generally consists of: determining how to plan, developing the scope statement; selecting the planning team; identifying deliverables and creating the work breakdown structure; identifying the activities needed to complete those deliverables and networking the activities in their logical sequence; estimating the resource requirements for the activities; estimating time and cost for activities; developing the schedule; developing the budget; risk planning; gaining formal approval to begin work (Rosario, 2000). In Additional processes, such as planning for

communications and for scope management, identifying roles and responsibilities, determining what to purchase for the project and holding a kick-off meeting are also generally advisable.

This stage involves the definition of alternatives for the project, followed by the selection and planning of the optimum alternative, covering such aspects as project size, project location, technical details for the project, markets and institutional arrangement for the project. For example, identifying where a project being undertaken will be located, who the target beneficiaries of that project will be and the technology to use to achieve the set objectives. Detailed identification and assignment of each task until the end of the project; it includes a risk analysis and a definition of criteria for the successful completion of each deliverable (James and Lewis 2007). The governance process is defined, stake holders identified and reporting frequency and channels agreed. The most common tools or methodologies used in the planning stage are project Plan and Milestones Reviews.

The objectives of planning include analyzing, anticipating, scheduling, coordinating and controlling and information management. According to Rao (2001) the benefits of systematic planning as being breaking down complex activities into manageable chunks, determining logical sequences of activities, providing a logical basis for making decisions, showing effects on other systems, providing framework for the assessment of programmes, allowing lessons to be learned from practice and facilitating communication of ideas in a logical form to its use.

2.8.3 Stakeholders Involvement in Project Execution and Project Outcome

Implementation stage is where all the planned activities are put into action. Before the implementation stage of a project, the implementers, spearheaded by the project committee or executive, should identify their strength and weaknesses, which are internal forces, as well as opportunities and threats, which are the external forces (Wee, 2000). The strength and opportunities are positive forces that should be exploited to implement a project efficiently. The weaknesses and threats are hindrances that can hamper project management and implementation. Monitoring is important at this stage to ensure that the project is implemented as per schedule (Rosario, 2000). This continuous process should be put in place before project starts. As such, the monitoring activities should appear on the work plan and should involve all stakeholders. If

activities are not going well, arrangements should be made to identify the problem so that they can be corrected.

Project execution level is the stage at which the institutions are established and facilities constructed. It is the stage which involves the disbursement of the largest portion of the project funds. For example, the procurement of materials and equipment for constructing a water project and the actual construction works. This phase ensures projects' activities are properly executed and controlled (Rosario, 2000). The planned solution is implemented to solve the problem specified in the project's requirements. The most common tools or methodologies used in the implementation phase are an update of Risk Analysis and Score Cards, in addition to project Plan and Milestones Reviews. Implementation phase consists of the processes used to complete the work defined in the project management plan to accomplish the project's requirements. Implementation process involves coordinating people and resources, as well as integrating and performing the activities of the project in accordance with the project management plan. The deliverables are produced as outputs from the processes performed as defined in the project management plan.

Clearer guidance and increased incentives for programme managers are therefore required if these projects are to be mainstreamed' in donor agencies. Country programming could focus more on delivering benefits to the poor and actual results should be monitored. Most project managers, therefore, need a broader range of poverty- relevant skills and relocate them in field offices, with the authority and flexibility to build up pro-poor partnerships through dialogue (Mosley, Hudson and Horrell, 1986).

According to Crawford, (2005) and Morris *et al.*, (2006), Stakeholder involvement is one of the core soft skills areas that have been highlighted as being necessary for building commitment to the project in order to achieve desired outcomes. In their study, Cooper, (1998) and Loo, (2002) state that involvement of senior management was found to be essential in building their commitment towards the project in order to avoid wastage of resources or even termination of the project. Bourne (2005) avers that commitment to the project is strongly influenced by both the expectations and perceptions of its stakeholders, and the capability and willingness of project managers to manage these factors. Palmer (2002) also found a link between stakeholder

involvement and project commitment; he argued that involvement of stakeholders like team members and end users helps to gain their commitment towards the project.

Good project implementation is essential. An individual or group of people should be given responsibility to drive success in project implementation (Rosario, 2000). First, scope should be established (Rosario, 2000; Holland *et al.*, 1999) and controlled. The scope must be clearly defined and be limited. This includes the amount of the systems implemented and amount of projects process reengineering needed. Any proposed changes should be evaluated against projects benefits and, as far as possible, implemented at a later phase (Sumner, 1999; Wee, 2000). Additionally, scope expansion requests need to be assessed in terms of the additional time and cost of proposed changes (Sumner, 1999).

According to Holland *et al.*, 1999, the project must be formally defined in terms of its milestones. The critical paths of the project should be determined. Timeliness of project and the forcing of timely decisions should be also be managed (Rosario, 2000). Deadlines should be met to help stay within the schedule and budget and to maintain credibility (Wee, 2000). Project implementation should be disciplined with coordinated and active human resource involvement (Falkowski *et al.*, 1998). Additionally, there should be planning of well-defined tasks and accurate estimation of required effort.

According to Wee, (2000), delivering early measures of success focus on results and constant tracking of schedules and budgets against targets are important. Project sponsor commitment is critical to drive consensus and to oversee the entire life cycle of management (Rosario, 2000). Someone should be placed in charge and the project leader should "champion" the project throughout the organization (Sumner, 1999). Falkowski *et al.*, 1998, there should be a high-level executive sponsor, who has the power to set goals and legitimize change. Sumner (1999), states that a projects leader should be in charge, so there is the project perspective. The leader must continually strive to resolve conflicts and manage resistance. Project implementation often constitutes the most important stage in project development (Wayne and Wittig, 2002). Depending on how it is managed, the project thus contributes to the economic development. Project implementation is the principal means through which government and private sector meet in order to focus on developmental needs such as the provision of physical infrastructure and the

supply of essential health facilities (Rege, 1999). Because the deployment of the project implementation system to pursue these developmental goals, it therefore entails governmental exercise of enormous discretion. Project implementation is often an extremely controversial subject matter. This is especially the case where “the ability to exercise discretion in the award of government contracts has been a source of valued political patronage” and procurement has been “a means for the illicit transfer of funds from governmental responsibility to private hands”, (Rege, 1999).

Another important attribute of project implementation is that the so-called development partners who finance a considerable part of it as part of either bilateral or multilateral development. But a significant proportion of it remains tied to the numerous conditions from the parties concerned, leading many commentators to question whether there are the real beneficiaries of development assistance (Graham, 1997). Carley (2006) argues that the structure of local public private partnerships encourages stakeholder participation as a primary success factor for project planning. This type of participation reduces “partnership fatigue” by integrating overlapping policy agendas for modernization and social inclusion. The partners require joint vision objectives, performance measures, resource needs and identifications, regular monitoring of objectives and measures and streamlined process improvement.

2.8.4 Stakeholders Involvement in Project Review and Project Outcome

One way to help satisfy stakeholder concerns and promote transparency is to involve project-affected stakeholders in monitoring the implementation of a project. Stakeholder groups should participate in program evaluations only if they have the appropriate expertise. Such participation, and the flow of information generated through this process, can also encourage local stakeholders to take a greater degree of responsibility for their environment and welfare in relation to the project, and to feel empowered that they can do something practical to address issues that affect their lives. Participatory monitoring also tends to strengthen relationships between the project and its stakeholders which enhance outcome. Participatory monitoring goes beyond the company consulting with affected stakeholders on monitoring data. It requires the physical presence of affected individuals at the time that monitoring takes place, and involves methods and indicators meaningful to the stakeholders concerned.

Monitoring is also important to ensure that activities are implemented as planned. This helps the project managers to measure how well they are achieving their targets. This is based on the understanding that the process through which a project is managed has a lot of effect on its use, operation and maintenance, (Albert, 2004).

Based on the reports, the Monitoring and Evaluation team will be able to come up with an evaluation check list which would guide its assessment of each project visited. Evaluation tools include a standard pre-set questionnaire. The methodologies used include direct observation, project files document perusal (where available), photographic recordings, and interviews with people on site. In conducting monitoring and evaluation, the teams should look at: Project Work plans, Activity Progress Report and Project financial, procurement and overall management.

An audit is a review of different aspects of a project by an expert from outside of the project. A project audit provides an opportunity to uncover issues, concerns and challenges encountered during the project lifecycle. Conducted midway through the project, an audit affords the project manager; project sponsor and project team an interim view of what has gone well, as well as what needs to be improved to successfully complete the project. If done at the close of a project, the audit can be used to develop success criteria for future projects by providing a forensic review (Maylor, 1999). This review identifies which elements of the project were successfully managed and which ones presented challenges. As a result, the review will help the organization identify what it needs to do to avoid repeating the same mistakes on future projects.

Regardless of whether the project audit is conducted mid-term on a project or at its conclusion, the process is similar. It is generally recommended that an outside facilitator conduct the project audit. This ensures confidentiality, but also allows the team members and other stakeholders to be candid. They know that their input will be valued and the final report will not identify individual names, only facts (Arndt and Oman, 2006). Often, individuals involved in a poorly managed project will find that speaking with an outside facilitator during a project audit allows them to openly express their emotions and feelings about their involvement in the project and/or the impact the project has had on them. This "venting" is an important part of the overall audit. A

successful project audit consists of three phases: Success Criteria, Questionnaire, and Audit Interview Development; In-depth Research and Report Development.

This stage consists of investigation and reviewing the effects of the completed or ongoing projects to see whether the benefits which were planned to flow from the project have indeed been realized and whether these benefits have had their intended consequences. This phase ensures sustainability of the project or recommends changes in the project to ensure the goals and objectives are achieved (Love et al., 2005). Monitoring and Evaluation consists of those processes performed to observe project Implementation so that potential problems can be identified in a timely manner and corrective action can be taken, when necessary, to control the implementation of the project. The key benefit is that project outcome is observed and measured regularly to identify variances from the project management plan.

Monitoring and Evaluation includes: Measuring the ongoing project activities (*'where we are'*); Monitoring the project variables (cost, effort, scope, etc.) against the project management plan and the project outcome baseline (*where we should be*); Identify corrective actions to address issues and risks properly (*How can we get on track again*); Influencing the factors that could circumvent integrated change control so only approved changes are implemented (Wayne and Wittig, 2002).

Over the course of any construction project, the work scope may change. Change is a normal and expected part of the construction process. Changes can be the result of necessary design modifications, differing site conditions, material availability, contractor-requested changes, value engineering and impacts from third parties, to name a few. Beyond executing the change in the field, the change normally needs to be documented to show what was actually constructed. This is referred to as Change Management (Duncan, 2006). Hence, the owner usually requires a final record to show all changes or, more specifically, any change that modifies the tangible portions of the finished work. The record is made on the contract documents – usually, but not necessarily limited to, the design drawings. The end product of this effort is what the industry terms as-built drawings, or more simply, “as built.” The requirement for providing them is a norm in construction contracts.

When changes are introduced to the project, the viability of the project has to be re-assessed. It is important not to lose sight of the initial goals and targets of the projects. When the changes accumulate, the forecasted result may not justify the original proposed investment in the project (Osborne, 2000).

2.9 Theoretical Framework

The study is based on stakeholder theory postulated by Freeman (1984) which states that every individual or a group involved in a project do so to safeguard their interests. The theory touches on stakeholders' management in relation to the project and its outcome. The theory examines individual preferences and the attempts to satisfy as many of those preferences as possible. Generally, stakeholder theory argues that every individual or a group involved in a project do so to safeguard their interests. Stakeholders as earlier reviewed are individuals or groups that have interests on the project that is being undertaken.

The theory came up in mid-1980. Freeman (1984) chose the word stakeholder on the basis of the traditional term-stockholder which only looked at the economic point of view of an organization. He went on to define the term as any group of individual who is affected by or can affect the achievement of an organization's objectives (Freeman 1984). The theory suggests that project managers need to ensure that all stakeholders are satisfied with the project implementation process and that interests of stakeholders and their relationship is well taken care of for the long-term success of the project.

In later years, the theory was further developed to the current status in which Freeman's contribution constituted a base for the development of the theory that is linked to Donaldson and Preston (1995). They offer a central thesis related to stakeholder theory where they argue that although the theory is descriptive and instrumental, it is more fundamentally normative as stakeholders are identified by their interests and all stakeholders are considered to be intrinsically valuable. This assertion agrees with Freeman's contribution which suggests that managers must formulate and implement project processes which satisfy all and only those groups who have stake in the project (Freeman 1984). This theory is further supported by Friedman (2006) who

states that the organization should be thought of as grouping of stakeholders and the purpose of the organization is to manage their interests, needs and viewpoints.

At the core of stakeholder involvement is management concerns. Management is the process of designing and maintaining an environment in which individuals working together in groups, efficiently accomplish selected aims (Koontz and Wehrich 1990).The project manager has a critical role in ensuring that there is order. This is basically guided by Henri Fayol'

Administrative theory focusing mainly on the personal duties of the project manager whose principle roles include forecasting, planning, organizing, co-coordinating and controlling. For a successful project outcome the project team should be lead by a competent manager who will ensure that the views of stakeholders are considered and that the stakeholders are involved in the project cycle.

In summary, stakeholder theory does not give supremacy to one group of stakeholder over another even though there are times where one group will benefit at the expense of the others. The role of project manager therefore is to keep the relationships between stakeholders in balance

2.10 Conceptual Framework

Conceptual framework is an important tool used in showing inter-relationships between key variables of the study. It takes a broad view of the project. In this study the project outcome is the Dependent variable. The project outcome will be classified as successful, challenged or failed which will be measured by the following indicators: extent to which the project meets schedule, satisfying stakeholders, meeting project main objective, technical specification as guided by the MoE implementation guidelines and budget constraints. The research relates Stakeholder involvement in project initiation, project planning, project execution and review (Independent variables) with project outcome (dependent variable).

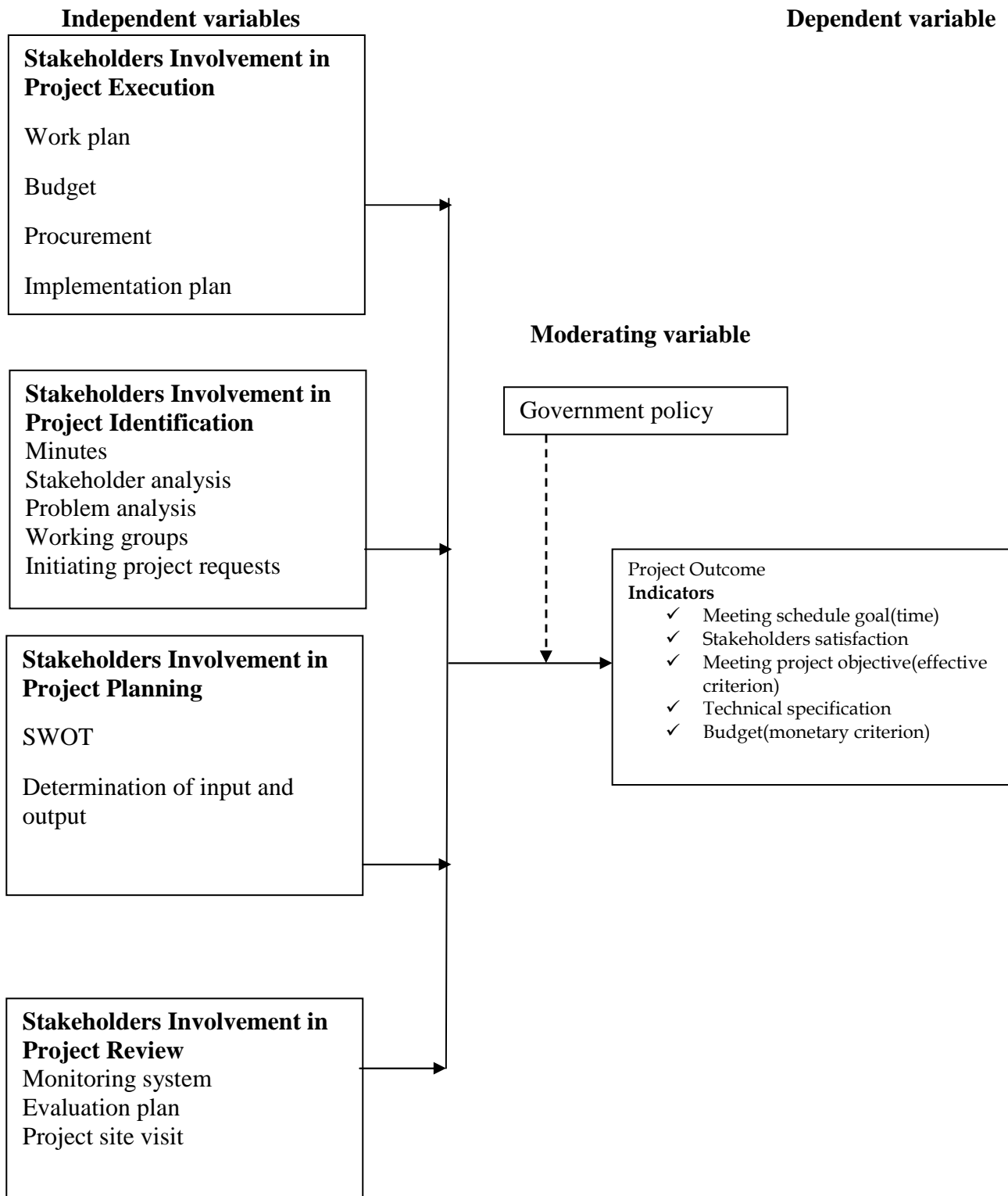


Figure 1: Conceptual Framework

2.11 Summary of Literature Review

Project stakeholders as individuals and organizations that are actively involved in the project or whose interest may be positively or negatively affected as a result of project execution or project completion. Arguably, it is important to involve all actual or potential stakeholders throughout the project cycle in order to increase project ownership.

For a project to be classified as successful, the project comes in on-schedule (time criterion), comes in on-budget (monetary criterion), achieves basically all the goals originally set (effective criterion) and lastly it is accepted by the stakeholders (satisfaction criterion). There is significant evidence that stakeholder participation can improve the quality, effectiveness and sustainability of development projects and enhance the commitment of governments, beneficiaries and other stakeholders.

Stakeholders who are highly involved in the project will put forth substantial effort towards the achievement of project objectives and will be less likely to withdraw from project work yet stakeholders who are lowly involved in the project work are more likely to abandon the project and/or withdraw effort from the project work and either apply that energy to tasks outside the scope of the project or engage in various undesirable on-the job activities. Stakeholder involvement leads to increased affective commitment where stakeholders adopt the project's goals as their own and, therefore, desire to remain with the organization to help it achieve its goals. The initiation processes determine the nature and scope of the project. If this stage is not performed well, it is unlikely that the project will be successful in meeting the community needs. Stakeholders must be made aware of the project objectives. This is possible through communication.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures that were used in the study. In particular, the section highlights the research design, target population, sample and sampling procedure, data collection instruments, validity and reliability of research instrument. In addition, data analysis, ethical issues and operationalization of variables are also discussed in this chapter.

3.2 Research Design

Orodho (2003) defines a research design as the scheme, outline or plan that is used to obtain answers to research problem. Kothari (2003) refers to it as a blueprint. Both of them commonly look at it as an important element in successful research study. A research design ensures that the study is relevant to the problem as the success of any study is highly depended on the design employed by the researcher.

This study employed descriptive survey design. Descriptive method involves measurement, classification, comparison and interpretation of data while the survey method is suitable as it is used in gathering data from a relatively large number of cases at a particular time. This design was preferred because the questions raised in the study required collecting data through administration of questionnaires and interviewing the respondents and also it is effective when the study involves a large population.

3.3 Target population

A population is defined as an entire group of individuals, events or objects having a common observable characteristic (Mugenda and Mugenda, 2003). The target population for this study was the various stakeholders in the ESP programme precisely Kigumo girls Centre of Excellence project in Kigumo constituency.

Table 3.1: Target population

	Target Population	Total
1	Administrative leaders(6 councillors, and 5 chiefs)	11
2	Religious Leaders	9
4	Government regulatory agencies officials	8
5	Education Sector Labour Union officials	2
6	School infrastructure Committee members	5
7	Contractor	1
8	Local Community	69,351
	Total	69,387

3.4 Sample and Sampling procedure

According to Mugenda and Mugenda (2003) a sample is a smaller group derived from the accessible population. It is the few items selected for the study from the target population (Orodho, 2010).

According to Warwick and Lininger (1975), the most important factor to consider while determining the sample size is to make sure that it is manageable. Resources and time are usually major constraints. Gay (as cited in Mugenda and Mugenda, 2003) argue that for descriptive studies, ten percent of the accessible population is enough.

For the purpose of this study, the target population was stratified into two categories namely those with below 10 stakeholders and those with 10 and above as per Morgan et al table for determining sample size from a given population. A census approach was applied for the below 10 category as it is manageable Warwick and Lininger (1975). For the local community, stratified sampling was utilized. A stratified sample was obtained by getting the population of the

subgroups (Divisions) which according to 2009 census (GoK, 2009) were as follows: Kangari 19,220, Kigumo 18,001, Muthithi 17,112 and Gacharage 15,018. The total population in the constituency of those above 18 years as per 2009 house census was 69,351 (GoK, 2009). Basing the determination of sample size with Morgan and Krejcie (1970) model for the local community, a sample size of 382 respondents was targeted. For each of the four strata (Divisions) simple random sampling was applied. To get the sample size per stratum, the following formula was used-

$$N_s = P_s \times S$$

N

Where:

N=study population

N_s =sample from each stratum

S=total sample size

P_s =population in each stratum.

Thus Kangari, Kigumo, Muthithi and Gacharage subgroups got 106, 99, 94 and 83 sample sizes respectively. The National Council of churches of Kenya (NCCCK) with a total membership of 43 (NCCCK website accessed on 15th September 2012) was represented by 9 respondents as in the study area. A census approach was used for the 11 administrative leaders, 8 Education Sector, 2 Labour union officials, 5 School Infrastructure Committee members, 1 Contractor and 9 Religious leaders. Therefore, for the selected categories a total of 418 respondents was targeted. See table 3.2.

Table 3.2: Sampling Frame

		Total
1	Administrative leaders(6 councillors, and 5 chiefs)	11
2	Religious Leaders	9
4	Government regulatory agencies officials	8
5	Education Sector Labour Union officials	2
6	School infrastructure Committee members	5
7	Contractor	1
8	Local Community	382
Total		418

3.5 Research Instruments

A data collection instrument is a technique employed by a researcher in collecting necessary information. The study used both primary and secondary data collection. The primary data was collected from the community members, administrative leaders and religious leaders using a researcher administered semi-structured questionnaire. This instrument was preferred by the researcher since it is effective in generating the required response. The closed ended questions are easier to administer as each item is followed by an alternative answers and it is also economical to use in terms of time and money. On the other hand the open ended questions were appropriate in this study as they permitted a greater depth of response especially as the study evaluates perception which is attitudinal in nature and thus this type of questions allowed the respondents to give their feelings, background, hidden motivation, interests and decisions (Mugenda and Mugenda, 2003).

In addition to questionnaire, the other primary data was obtained through interview to the other respondents including the government regulatory agencies officials, education sector labour

union officials, school infrastructure committee members and contractors since they were few and are the ones dealing with the day to day operations of the project. The data generated through the above methods was both qualitative and quantitative in nature. This eventually made analysis easier.

As one of research methods, field observation was also employed. Specifically field observation was carried out to gather information about the project. Since the researcher had a good memory and knowledge about the area in his past working experience, it was simple to seek information and observe what is going on the ground.

For the secondary data, the researcher critically analyzed existing data provided by various stakeholders, work plan, budget, minutes, government reports, NGOs reports and Constituency reports. In addition, research findings and related literature were used to support the arguments. Internet was of utmost importance to get up to date information on the concerns of this study.

3.6 Validity of the Research Instrument

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results. They further argue that validity has to do with how accurately the data obtained in the study represents the variables of the study. The validity measure depends on how accurate the researcher collects the data. For this reason, the researcher formulated a questionnaire that is specifically tailored to obtain relevant and accurate response from the population. The research instruments was then piloted with 15 respondents randomly selected from the target population. On the basis of their comments, changes were made to the questionnaire to clarify wordings and increase readability. The pre-testing procedure was important to establish content validity (Chwelos et al., 2001).

Construct validity, on the other hand, testifies to how well the results obtained from the use of the measure fit the theories around which the test is designed. This was assessed through convergent and discriminant validity (Sekaran, 2003). Convergent validity is established when the scores obtained with two different instruments measuring the same concept are highly correlated. Discriminant validity is established when, based on theory, two variables are predicted to be uncorrelated. Convergent validity was evaluated using exploratory factor analysis (EFA) (Zikmund, 2003).

3.7 Reliability of the Instruments

Orodho (2010) defines reliability as the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Reliability is synonymous to consistency thus reliability is a measure of how consistent the results from the study are.

In order to ascertain the reliability of the research instrument, the researcher used a test-retest method on a selected sample with the same characteristic as the population under study to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept. This involved applying the same “test” to the same observations after a period of time and then comparing the results of the different measurements. In particular, the results were correlated using the Pearson’s product moment formula for test-retest. It was found to yield about 0.8, thus the instrument was reliable for the study (Mugenda and Mugenda, 2003).

3.8 Data collection Procedure

The researcher collected data through researcher administered questionnaire. This method was appropriate as it could reach a large number of subjects who are literate. The interview guide was administered on a face to face basis. The researcher also used observation method especially on the physical infrastructure present against the stated once in the MoE implementation guidelines. Collection of data from the field was done by two research assistants assigned each two of the four Divisions in the constituency.

3.9 Data Analysis

This is the process of obtaining meaning from the data collected. The researcher supervised the field work during the process of collecting data from the field. The collected data was scrutinized and sorted out to remove any inconsistency. Preliminary analytical steps of editing, coding, tabulation of data were done before applying statistical procedures.

The data collected was analyzed using both qualitative and quantitative methods of analysis. The returned questionnaires were checked for consistency, cleaned, and the useful ones coded and analysed using the Statistical Package for Social Sciences (SPSS) computer software. The researcher analysed the quantitative data using descriptive statistics by applying the statistical Package for Social Sciences and presented through percentages, means, standard deviations and

frequencies. The use of structured questionnaires enabled the researcher to quantify quantitative data using the size, frequency distribution, and association of variables in the study population and answers to questions that could be counted and expressed numerically. The qualitative data was coded thematically and then analyzed statistically. Conceptual content analysis was used for data that is qualitative in nature or aspect of the data collected from the open ended questions and the interview guides. The information was displayed by use of tables, graphs and in prose-form. In addition, a multivariate regression model was applied to determine the relative importance of each of the four variables of this study with respect to project outcome.

3.10 Ethical Issues

According to Kombo and Tromp (2006), researchers whose subjects are human beings and animals should consider the conduct of their research and give attention to the ethical issues. While conducting this study, the researcher followed the laid down ethical guidelines to guarantee the safety of the participants specifically their physical and psychological safety. In particular the researcher maintained confidentiality at all times. Only the researcher and his assistants knew the identity of the participants. Integrity was the guiding principle in this study.

3.11 Operationalization of the Variables

Table 3.3: Operationalization of the Variables

Research objectives	Variables	Indicators	Measurement scale	Type of Analysis
To establish the extent to which stakeholders involvement relate to project outcome	Dependent Project outcome	<ul style="list-style-type: none"> • Meeting schedule goal(time) • Stakeholders satisfaction • Meeting project objective(effective criterion) • Technical specification • Budget(monetary criterion) 	Ratio Interval	Descriptive Regression
To assess stakeholders involvement in project identification on project outcome	Independent Stakeholders involvement in projects identification	<ul style="list-style-type: none"> • Members meetings minutes • Working group • Stakeholders Analysis • Alternative analysis • Objective analysis 	Interval	Descriptive Regression
To evaluate stakeholders involvement in project planning on project outcome	Independent Stakeholders involvement in project planning	<ul style="list-style-type: none"> • Definition of pre-requisites, inputs, outputs, participants, costs • Availability of financial plan • SWOT analysis • Project documents preparation, drawings, work plans, log frame • Community appraisal meetings minutes • Analysis of expected results 	Ordinal Interval Ratio	Descriptive Regression
To investigate stakeholders involvement in project execution on project outcome	Independent Stakeholders involvement in project execution	<ul style="list-style-type: none"> • Implementation plan • A system of measurement • Work schedule, progress and budget • Results reports and review procedures 	Ordinal Interval Ratio	Descriptive Regression

		<ul style="list-style-type: none"> • Good management of resources • Involvement in procure of goods and service 		
To assess the contribution of stakeholders involvement in project review on project outcome	I dependent Stakeholders involvement in project review	<ul style="list-style-type: none"> • Joint assessment • Physical verification • Regular site visit • Regular group discussion • Development of a workable monitoring and evaluation system • Review of achievements against set objectives. 	Ordinal Ratio	Descriptive Regression

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1. Introduction

This chapter presents the analysis of data presentation and interpretation of findings. The chapter outlines the findings based on the research objectives. The study sought to establish the influence of stakeholders involvement on outcome of Kigumo Girls Academic Centre Of Excellence Project. SPSS was used to generate the descriptive statistics and to establish the relation between the dependent and the independent variables of the study.

4.2.1. Response rate

The study achieved 76.8% response rate since only 321 research tools were returned dully filled in out of the 418 that were administered. There were 305 respondents for the questionnaires and 16 interviewees. This response rate was excellent and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.2. Background information

The background information comprises of the gender, age and academic qualification of the community members, administrative leaders and religious leaders.

On the gender of the community members, administrative leaders and religious leaders the distributions below were observed. The results are shown in Table 4.1.

Table 4.4: Gender of the respondent

	Frequency	Percentage
Male	192	63.0
Female	113	37.0
Total	305	100.0

The studies found out that majority of the community members, administrative leaders and religious leaders (62.7%) were males while the rest, 37.3% were females. This shows that males gender dominate Kigumo Girls Academic Centre of Excellence Project.

4.2.2 Age of the community members, administrative leaders and religious leaders

The researcher requested the community members, administrative leaders and religious leaders to indicate their age bracket. The results are shown in Table 4.2.

Table 4.5: Age of the respondent

	Frequency	Percentage
18 – 25	33	10.7
26 – 35	77	25.3
36 – 45	61	20.0
46 – 55	57	18.7
56 and above	77	25.3
Total	305	100.0

The community members, administrative leaders and religious leaders were required by the study to give the category under which their age fell. According to the table 4.3, 25.3% of the community members, administrative leaders and religious leaders' age was 55 and above while a small proportion of the community members, administrative leaders and religious leaders (10.7%) were aged between 18 and 25 years. It therefore shows that majority of people working with Kigumo Girls Academic Centre of Excellence Project were above 26 years depicting maturity and their ability to give reliable information as sought by the study.

4.2.4 Academic qualification

The study further sought to find out highest academic qualification of the respondent. The findings were as recorded in Table 4.3.

Table 4.6: Academic qualification

	Frequency	Percentage
Primary (KCPE)	24	8.0
Secondary (KCSE)	187	61.3
Certificate	20	6.7
Diploma	49	16.0
Bachelors degree	4	1.3
post graduate	20	6.7
Total	305	100.0

According to the Table 4.3, majority of the community members, administrative leaders and religious leaders (61.3%) had a secondary school certificate while the Bachelors degree holders' were 1.3%. This showed that most of the community members, administrative leaders and religious leaders' highest academic qualification of the community members, administrative leaders and religious leaders was secondary education.

4.3 Project Initiation

The government regulatory agencies officials, education sector labour union officials, school infrastructure committee members and contractors indicated that the 30 million awarded to the centre was not enough as the contractor has not been paid up to date and the designated buildings are not complete. The government regulatory agencies officials, education sector labour union officials, school infrastructure committee members and contractors further indicated that the school has a population of 200 students each class with 50 students 5 students above the recommended as per the implementation guidelines provided by the Ministry of Education. Since the school has two streams and four classes were constructed, in 2014 there might be a crisis if classes are not constructed to accommodate the form three classes as the current ones are occupied by the form ones and twos.

The study also aimed at establishing whether the community members, administrative leaders and religious leaders were aware of how the project location for the establishment of Kigumo Girls Centre of excellence project was identified. The results are shown in Table 4.4.

Table 4.7: Awareness of project location establishment

	Frequency	Percentage
Yes	15	5.0
No	290	95.0
Total	305	100.0

Table shows that majority of the community members, administrative leaders and religious leaders, 94.7% were not aware of how the project location for the establishment of Kigumo Girls Centre of excellence project was identified while a small percentage of 5.3% were aware of how the project location for the establishment of Kigumo Girls Centre of excellence project was identified. It therefore shows that the publicity of Kigumo Girls Centre of excellence project was not good.

On whether the community members, administrative leaders and religious leaders participated in project location identification, the data finding is as shown in Table 4.5.

Table 4.8: Decision making involvement

	Frequency	Percentage
Yes	77	25.3
No	228	74.7
Total	305	100.0

Majority of the community members, administrative leaders and religious leaders (74.7%) stated that they did not participate in project location identification while the rest 25.3% directly participated in project location identification by attending the meetings. It depicts therefore that,

majority of the community members, administrative leaders and religious leaders did not participate in project location identification.

The researcher requested the community members, administrative leaders and religious leaders to indicate whether they were involved from the beginning of the project, planning, execution and review stages.

Table 4.9: Involvement from the beginning of the project, planning, execution and review stages

	Frequency	Percentage
Yes	98	32.0
No	207	68.0
Total	305	100.0

From the findings, 68% of the community members, administrative leaders and religious leaders indicated that they were not involved from the beginning of the project, planning, execution and review stages while 32% of the community members, administrative leaders and religious leaders said they were involved since it is a statutory requirement, they were elected as a representative of their group or were invited to participate by the project leaders. From these findings we can deduce that most of the stakeholders were not involved from the beginning of the project, planning, execution and review stages.

In an effort to determine the extent to which stakeholders are involved in relation to project outcome, the researcher requested the community members, administrative leaders and religious leaders to indicate the influence of stakeholders involvement in project identification on outcome of Kigumo Girls Academic Centre of Excellence Project. Table 4.7 shows the extent to which the community members, administrative leaders and religious leaders were involved in project initiation.

Table 4.10: Involvement in Project Initiation

Project initiation	Mean	Std. Deviation
Involvement in analyzing the needs of the community in terms of the type of school i.e. either boys or girl school	3.2133	.82680
Involvement in financial analysis of the costs and benefits including a budgets	3.1200	1.02614
Involvement in stakeholder analysis, including users and support personnel	3.2000	.97260

From the findings, the community members, administrative leaders and religious leaders agreed with a mean of 3.2133 that stakeholders were involved to a moderate extent in analyzing the needs of the community in terms of the type of school i.e. either boys or girl school. In addition, the community members, administrative leaders and religious leaders agreed with a mean of 3.2000 that stakeholders were involved to a moderate extent in doing stakeholder analysis, including users and support personnel. It was also established that Stakeholders were involved to a moderate extent in doing financial analysis of the costs and benefits including a budgets as shown by a mean of 3.1200.

The government regulatory agencies officials, education sector labour union officials, school infrastructure committee members and contractors added that not all key stakeholders were involved in the initiation stage and the planning stages. The decision to put the school in its current location was done in the boardroom which later was contested as community rejected the earlier decision to upgrade Ikumbi secondary school (an existing school) for fear of losing the school to outsiders. Even where the school is i.e. Kirere primary school in Kigumo Division there was initial resistant when they heard that their primary school was to lose the 7 acres plus some buildings and only be remained with 5 acres.

The other stakeholder who was not involved in the two stages was NEMA official. The two key stakeholders that is the community and NEMA exclusion in the two stages delayed the project for over two years as the committee decisions were contested. It was after the inclusion that the project kicked off. NEMA exclusion in the initiation and planning stages costed the project

dearly as Environmental Impact Assessment was not done thus the project stalled at some point as the project design had to change to accommodate the NEMA input especially the drainage. The sewer line will have to be changed at some time in future.

4.4 Involvement in Project Planning

The study also sought to evaluate the influence of stakeholders involvement in project planning on outcome of Kigumo Girls Academic Centre of Excellence Project. Table 4.9 shows the extent to which the community members, administrative leaders and religious leaders were involved in project planning.

Table 4.11: Community members, administrative leaders and religious leaders involvement in project planning

	Mean	Std deviation
Involvement in identifying the activities needed to complete the deliverables	2.7067	1.09758
Involvement in project documents preparation, drawings, work plans, log frame	3.1452	0.7345
Involvement in estimating the resource requirements for the activities i.e. budgeting	3.3400	1.19277
Involvement in risk planning	3.0933	.93250
Identifying roles and responsibilities	3.4133	.91671
Involvement in analysis of expected results	3.2853	0.7693

According to the findings, the community members, administrative leaders and religious leaders indicated that the stakeholders were involved to a moderate extent in identifying roles and responsibilities as shown by a mean score of 3.4133, estimating the resource requirements for the activities i.e. budgeting as shown by a mean score of 3.3400, analysis of expected results as shown by a mean score of 3.2853, project documents preparation, drawings, work plans, log frame as shown by a mean score of 3.1452, risk planning as shown by a mean score of 3.0933

and in identifying the activities needed to complete the deliverables as shown by a mean score of 2.7067.

4.5 Involvement in Project Implementation

The study also sought to investigate the influence of stakeholders' involvement in project execution on outcome of Kigumo Girls Academic Centre of Excellence Project. Table 4.9 shows the extent to which the community members, administrative leaders and religious leaders were involved in project implementation.

Table 4.12: Involvement in Project Implementation

	Mean	Std deviation
Involvement in procurement of materials and equipment	4.49	.723
Involvement in coordinating people and resources	4.44	.757
Performing activities of project in accordance with project management plan	4.36	.799
Involvement in updating of Risk Analysis	3.76	1.07
Implementation of work schedule, progress and budget	3.53	1.19
Involvement in good management of resources	3.71	1.18
Involvement in procurement of services	3.67	.829

As indicated in the findings, the community members, administrative leaders and religious leaders agreed with a mean of 4.10 that stakeholders were involved to a great extent in playing a role of procurement of materials and equipment. The community members, administrative leaders and religious leaders also agreed with a mean of 4.44 that Stakeholders were involved to a great extent in coordinating people and resources. The community members, administrative leaders and religious leaders further indicated that they were involved to a great extent in performing activities of project in accordance with project management plan as shown by a mean score of 4.36, doing the update of risk analysis as shown by a mean score of 3.76, good management of resources as shown by a mean score of 3.71, procurement of services as shown

by a mean score of 3.67 and implementation of work schedule, progress and budget as shown by a mean score of 3.53.

The government regulatory agencies officials, education sector labour union officials, school infrastructure committee members and contractors added that the left out stakeholders were included though here the community surrounding the school i.e. Kigumo Division was the one who were involved most in the provision of labour thus their satisfaction rate of the project is higher compared to the other divisions who feel that the project location is not appropriate. The local church involvement in the implementation stage was evidence as communication was improved. Communication channel was poor leading to propaganda and misinformation especially information to the local community where the project is associated with the political class.

4.6 Involvement in Project Review

The study further sought to assess the influence of stakeholders involvement in project review on outcome of Kigumo Girls Academic Centre Of Excellence Project. Table 4.10 shows the extent to which the community members, administrative leaders and religious leaders were involved in project review.

Table 4.13: Involvement in project review

	Mean	Std deviation
Involvement in measuring the ongoing activities	4.4267	.80829
Monitoring project variables(cost, scope, effort etc) against the project management plan and project outcome baseline	4.3867	.78660
Identifying corrective actions to address issues and risks properly	4.0133	1.19111
Involvement in joint assessment of the project	4.2467	1.21803
Involvement in physical verification	3.708	0.550
Regular site visit	3.892	0.590
Regular group discussion	3.625	0.924
Involvement in development of a workable project review system	4.292	0.624
Involvement in review of achievements against set objectives	4.375	0.770

From the findings, as shown by table 4.11, the community members, administrative leaders and religious leaders indicated that they were involved to a great extent in measuring the ongoing activities as shown by a mean score of 4.4267, monitoring project variables (cost, scope, effort etc) against the project management plan and project outcome baseline as shown by a mean score of 4.3867, review of achievements against set objectives as shown by a mean score of 4.375, development of a workable project review system as shown by a mean score of 4.292, joint assessment of the project as shown by a mean score of 4.2467, identifying corrective actions to address issues and risks properly as shown by a mean score of 4.0133, regular site visit as shown by a mean score of 3.892, physical verification as shown by a mean score of 3.708 and regular group discussion as shown by a mean score of 3.625.

The researcher interpreted stakeholders involvement in various stages of the project cycle using the means from the respondents on a scale of 1-5 represented as follows: 5-Very great extent, 4-Great extent, 3-Moderate extent, 2-Minimal extent and 1- Not at all. The standard deviation was

used in the interpretation of Variation from the mean. The higher the value of standard deviation the more the spread.

The government regulatory agencies officials, education sector labour union officials, school infrastructure committee members and contractors intimated that not all stakeholders were involved in project review. Only the District Infrastructure Coordinating Team and the school management team was involved. The local community was not fully involved.

4.7 Satisfaction in terms of quality of facility and value for money spent

The researcher sought to establish the community members, administrative leaders and religious leaders' satisfaction in terms of quality of facility and value for money spent on the projec

Table 4.14: Community members, administrative leaders and religious leaders' satisfaction in terms of quality of facility and value for money spent on the project

Level	Frequency	Percentage
Very satisfied	19	6.2
Satisfied	173	56.7
Dissatisfied	64	21.0
Very dissatisfied	49	15.1
Total	305	100.0

From the findings, 56.7% of the community members, administrative leaders and religious leaders were satisfied in terms of quality of facility and value for money spent on the project, 21% were dissatisfied, 16.1% were very dissatisfied while a measly 6.2% of the community members, administrative leaders and religious leaders were very satisfied in terms of quality of facility and value for money spent on the project. This is due to misuse of funds, it is incomplete,

lack of transparency, community is not engaged in the management and some have no benefit from the project.

To improve Kigumo Girls Centre of excellence project outcome, the community members, administrative leaders and religious leaders indicated that there should be proper accountability, involvement of all the stakeholders, direct engagement of the community, more funds should be added to complete the project and more teachers should be hired.

4.8 Correlation Analysis

A correlation is a number between -1 and +1 that measures the degree of association between two variables. A positive value for the correlation implies a positive. A negative value for the correlation implies a negative or inverse association. This study sought to establish the correlation between the independent variables (Stakeholders involvement in projects identification; Stakeholders involvement in project planning; Stakeholders involvement in project implementation; Stakeholders involvement in project review) and the dependent variable (project outcome).

Table 4.15: Correlation coefficients

		Project outcome	Stakeholders involvement in projects identification	Stakeholders involvement in project planning	Stakeholders involvement in project implementation	Stakeholders involvement in project review
Project outcome	Pearson Correlation	1				
	Sig. (2-tailed)	.				
Stakeholders involvement in projects identification	Pearson Correlation	.571	1			
	Sig. (2-tailed)	.020	.			
Stakeholders involvement in project planning	Pearson Correlation	.651	.423	1		
	Sig. (2-tailed)	.027	.006	.		
Stakeholders involvement in project implementation	Pearson Correlation	.971	.443	.437	1	
	Sig. (2-tailed)	.025	.002	.000	.	
Stakeholders involvement in project review	Pearson Correlation	.681	.343	.620	.551	1
	Sig. (2-tailed)	.017	.000	.000	.000	.

The analysis of correlation results between project outcome and Stakeholders involvement in projects identification show a positive coefficient 0.571, with p-value of 0.02. It indicates that the result is significant at $\alpha = 5\%$ and that if the Stakeholders involvement in projects identification increases it will have a positive impact on project outcome. The correlation results between Stakeholders involvement in projects planning and project outcome also indicates the same type

of result where the correlation coefficient is 0.651 and a p-value of 0.027 which significant at $\alpha = 5\%$. The results also show that there is a positive association between Stakeholders involvement in project implementation and project outcome where the correlation coefficient is 0.971, with a p-value of 0.025. Further, the result shows that there is a positive association between Stakeholders involvement in project review and project outcome where the correlation coefficient is 0.681, with a p-value of 0.017.

This therefore infers that Stakeholders involvement in project implementation contributed most to project outcome followed by stakeholders involvement in project review, then Stakeholders involvement in project planning while Stakeholders involvement in projects identification had the least influence on project outcome.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter outlines the summary of findings, discussion, conclusions and recommendations derived from the study. The purpose of this study was to assess the influence of stakeholders involvement on outcome of Kigumo Girls Academic Centre of Excellence project, Murang'a County and use the findings to come up with recommendations/measures to strengthen the project. The study also fought to establish Stakeholders involvement in projects identification, project planning, project implementation and project review contribute to project outcome of Kigumo Girls Academic Centre of Excellence project, Murang'a County.

5.2 Summary of Findings

The study found that initiation of new projects is a collective responsibility that involves all stakeholders and initiation helps managers identify the precise problem areas that need improved. The study also found that the respondents were not aware of projects undertaken and initiation provides immediate short-run feedback on whether quality improvement efforts are succeeding. The study also found that Stakeholders were not involved in analyzing the needs of the community in terms of the type of school i.e. either boys or girl school, were doing stakeholder analysis, including users and support personnel, were doing financial analysis of the costs and benefits including budgets and were reviewing current operations.

The study established that the stakeholders were involved to a moderate extent in identifying roles and responsibilities, estimating the resource requirements for the activities i.e. budgeting, analysis of expected results, project documents preparation, drawings, work plans, log frame, risk planning and in identifying the activities needed to complete the deliverables.

The study revealed that stakeholders were involved to a great extent in playing a role of procurement of materials and equipment, coordinating people and resources, performing activities of project in accordance with project management plan, doing the update of risk

analysis, good management of resources, procurement of services and implementation of work schedule, progress and budget. The study also found that implementation process involves coordinating people and resources, and performing the activities of the project in accordance with the project management plan. It was revealed that project implementation should be disciplined with coordinated and active human resource involvement. The study also found that an individual or group of people should be given responsibility to drive success in project implementation

The study established that project review projects are a collective responsibility that involves all stakeholders. The study also found that outside facilitator conduct the project audit ensuring confidentiality thus allowing the team members and other stakeholders to be candid. The study also found that frequent investigation and reviewing the effects of the completed or ongoing projects to see whether the benefits which were planned to flow from the project have indeed been realized. The study also established that this phase ensures sustainability of the project or recommends changes in the project to ensure the goals and objectives are achieved. The study established that Stakeholders were involved in playing the role of measuring the ongoing activities, were monitoring project variables (cost, scope, effort etc) against the project management plan and project outcome baseline, were identifying corrective actions to address issues and risks properly and were influencing the factors that could circumvent integrated change control.

5.3 Discussion of the findings

The study also found that Stakeholders were not involved in analyzing the needs of the community in terms of the type of school i.e. either boys or girl school. In addition, the study found that Stakeholders were involved in doing stakeholder analysis, including users and support personnel. It was also established that Stakeholders were involved in doing financial analysis of the costs and benefits including a budgets as shown by a mean. The study also revealed that Stakeholders were involved in reviewing of current operations.

The study established that project team takes time to plan time, cost and resources adequately. In addition, the study found that failure to plan adequately reduces project's chances of successfully accomplishing its goals. Nijkamp *et al.*, (2002) had earlier observed that a failure to adequately

plan greatly reduces the project's chances of successfully accomplishing its goals. The study also found that identifying roles and responsibilities and that project team estimate work needed to effectively manage risk. The study also found that project planning Roadmap tackles process providing tools needed to plan define tasks and activities considering requirements, issues and deliverables to produce successful results. Further, the study established that identifying the activities needed to complete the deliverables. The study also found that planning of new projects is a collective responsibility that involves all stakeholders.

The study also found that Stakeholders were involved in playing the role of identifying roles and responsibilities. The study also established that Stakeholders were involved in identifying the activities needed to complete the deliverables. The study also found that of that Stakeholders were involved in playing the role of estimating the resource requirements for the activities and risk planning. Rosario, (2000) had earlier observed that planning generally consists of: determining how to plan, developing the scope statement; selecting the planning team; identifying deliverables and creating the work breakdown structure; identifying the activities needed to complete those deliverables and networking the activities in their logical sequence; estimating the resource requirements for the activities; estimating time and cost for activities; developing the schedule; developing the budget; risk planning; gaining formal approval to begin work.

The study revealed that project implementation entails procurement of materials and equipment. Further, the study found that project implementation entails coordinating people and resources. In addition, the study found that implementation of new projects is a collective responsibility that involves all stakeholders. The study also found that project implementation entails Performing activities of project in accordance with project management plan. It was also established that during implementation deadlines should be met to help stay within the schedule and budget and to maintain credibility. The study also found that implementation process involves coordinating people and resources, and performing the activities of the project in accordance with the project management plan. The study also found that stakeholders were involved to a great extent in playing a role of procurement of materials and equipment, coordinating people and resources, performing activities of project in accordance with project management plan, doing the update of

risk analysis, good management of resources, procurement of services and implementation of work schedule, progress and budget. This is in line with Wee (2000) who had earlier argued that before the implementation stage of a project, the implementers, spearheaded by the project committee or executive, should identify their strength and weaknesses, which are internal forces, as well as opportunities and threats, which are the external forces

The study established that project review projects are a collective responsibility that involves all stakeholders. The study also found that outside facilitator conduct the project audit ensuring confidentiality thus allowing the team members and other stakeholders to be candid. The study also found that frequent investigation and reviewing the effects of the completed or ongoing projects to see whether the benefits which were planned to flow from the project have indeed been realized. The study also established that this phase ensures sustainability of the project or recommends changes in the project to ensure the goals and objectives are achieved. This is in line with findings by Albert (2004) who indicated that monitoring is also important to ensure that activities are implemented as planned and they help the project managers to measure how well they are achieving their targets. The study established that Stakeholders were involved in playing the role of measuring the ongoing activities. In addition, the study found that Stakeholders were involved in monitoring project variables (cost, scope, effort etc) against the project management plan and project outcome baseline. The study also found that Stakeholders were involved in identifying corrective actions to address issues and risks properly. Lastly, the study established that Stakeholders were involved in influencing the factors that could circumvent integrated change control.

5.4 Conclusion

From the findings, the study concludes that not all key stakeholders were involved in the first two stages. Failure to involve the key stakeholders in the initial and planning stages of the project cycle led to project delay and thus also increased cost of the project relocating and redesigning. This study concludes that project outcome and Stakeholders involvement in projects identification show a positive coefficient 0.571, with p-value of 0.02. It indicates that the result is significant at $\alpha = 5\%$ and that if the Stakeholders involvement in projects identification increase it will have a positive impact on project outcome. The study also found that Stakeholders were

involved in analyzing the needs of the community in terms of the type of school i.e. either boys or girl school, were doing stakeholder analysis, including users and support personnel, were doing financial analysis of the costs and benefits including a budgets and were reviewing of current operations.

The study also concludes that between Stakeholders involvement in projects planning and project outcome there exists a positive relationship with a coefficient 0.651 and a p-value of 0.027 which significant at $\alpha = 5\%$. The study also found that Stakeholders were involved in identifying roles and responsibilities, were identifying the activities needed to complete the deliverables and were playing the role of estimating the resource requirements for the activities and risk planning.

The study further concludes that there is a positive association between Stakeholders involvement in project implementation and project outcome where the correlation coefficient is 0.971, with a p-value of 0.025. The study also established that stakeholders were involved in procurement of materials and equipment, were coordinating people and resources, were performing activities of project in accordance with project management plan and were doing the update of risk analysis.

Further, the study concludes that there is a positive association between stakeholders involvement in project review and project outcome where the correlation coefficient is 0.681, with a p-value of 0.017. The study established that Stakeholders were involved in measuring the ongoing activities, were monitoring project variables (cost, scope, effort etc) against the project management plan and project outcome baseline, were identifying corrective actions to address issues and risks properly and were influencing the factors that could circumvent integrated change control.

The project can be classified as challenged as it kicked off and is still going on thus not a failed one. It exceeded the initial costs and time overrun as up to now it is incomplete thus not successful as it does not measure the set criterion of time, cost, scope and customer satisfaction.

5.5 Recommendations

The study also established that factors influencing completion of projects were insufficient funds and insufficient skills in project planning and management. The study therefore recommends that enough funds and skills should be allocated to projects. The study found that stakeholder involvement influence performance of Kigumo Girls Academic Centre Of Excellence Project. The study therefore recommends that the constituents' should play a critical role in decision making because they are the beneficiaries of the projects and know well projects are beneficial to them. Therefore, all the stakeholders should be involved in the choosing the project location, analyzing the needs of the community in terms of the type of school and in financial analysis of the costs and benefits.

There is need for change of system to computerized systems, avoidance of political differences and interference if the ESP projects are to be successful. Proper bidding of tenders should be encouraged and tenders should be awarded to deserving persons.

The study further recommends that there should be good communication channel during the implementation stage to get rid of propaganda and misinformation especially information to the local community where the project is associated with the political class.

Transparency during awarding of tenders (avoidance of long bureaucratic tendering process) is key to the success of the Kigumo Girls Academic Centre of Excellence Project. The committee should encourage community participation, cooperation among committee members and auditing of complete project to access their worth.

5.6 Recommendation for Further Studies

From the study and related conclusions, the researcher recommends further research in the area of the influence of stakeholders' involvement on performance of other ESP Project in the Constituency. Further studies should be done on the factors influencing performance of ESP projects in other constituencies. A study should also be done on the factors influencing performance of other projects funded by the government for example Computer for schools project funds.

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APPENDICES

Appendix 1: Questionnaire for Community Members, Administrative Leaders and Religious Leaders

My name is Samuel N.Macharia. Currently I am undertaking a study entitled *Influence of stakeholders involvement in project outcome: A case of Kigumo Girls Centre of Excellence project, Murang'a county* as partial fulfillment in the award of Masters of Arts degree in Project Planning and Management of University of Nairobi. I kindly request you to assist me in filling this questionnaire. The information provided will be treated with utmost confidentiality and will only be used for the purpose of this study. Thank you in advance.

Please answer the following questions appropriately by either giving the required information or ticking () appropriately.

PART I: Background information

a) Location.....Division.....

Gender Male () Female ()

b) Age in years

18- 25 () 26 – 35 ()

36 - 45 () 46 – 55 ()

Over 56 ()

c) Highest level of Education

Primary (KCPE) () Secondary (KCSE) ()

Certificate () Diploma ()

Bachelors degree () Post graduate ()

PART 2: PROJECT ESTABLISHMENT

- a) Are you aware of how the project location for the establishment of Kigumo Girls Centre of excellence project was identified? Yes () No ()
- b) Did you or people you know in the community participate in project location identification? Yes () No () I don't know ()

If yes kindly explain how you know this

- i) I attended the meeting ()
- ii) I know people who attended the meeting ()
- iii) Other (Explain).....

If yes do you know approximately how many people attended the meeting to select the location of the project?

- i)people attended the meeting (write the number)
- ii) Do not know ()

- c) 1.1 Were you involved from the beginning of the project,planning,execution and review stages? Yes () No ()

If yes, why were you involved?

It is a statutory requirement ()

I was elected as a representative of my group ()

I was invited to participate by the project leaders ()

Any other reason.....

In relation to the Kigumo Girls Centre of excellence project to what extent were you involved in the following stages in the project cycle Use a scale of 1-5 where 1= very great extent, 2=great extent, 3=Moderate extent, 4=minimal extent and 5= Not at all

	1	2	3	4	5
PROJECT INITIATION					
Involvement in analyzing the needs of the community in terms of the type of school i.e. either boys or girl school					
Involvement in financial analysis of the costs and benefits including a budgets					
Involvement in stakeholder analysis, including users and support personnel					
PROJECT PLANNING					
Involvement in identifying the activities needed to complete the deliverables					
Involvement in project documents preparation, drawings, work plans, log frame					
Involvement in estimating the resource requirements for the activities i.e. budgeting					
Involvement in risk planning					
Identifying roles and responsibilities					
Involvement in analysis of expected results					
PROJECT EXECUTION					
Involvement in procurement of materials and equipment					
Involvement in coordinating people and resources					
Performing activities of project in accordance with project management plan					
Involvement in updating of Risk Analysis					
Implementation of work schedule, progress and budget					
Involvement in good management of resources					
Involvement in procurement of services					

PROJECT REVIEW					
Involvement in measuring the ongoing activities					
Monitoring project variables(cost, scope, etc) against the project management plan and project outcome baseline					
Identifying corrective actions to address issues and risks properly					
Involvement in joint assessment of the project					
Involvement in physical verification					
Regular site visit					
Regular group discussion					
Involvement in development of a workable monitoring and evaluation system					
Involvement in review of achievements against set objectives					

What is your satisfaction in terms of quality of facility and value for money spent on this project?

- i) Very satisfied ()
- ii) Satisfied ()
- iii) Dissatisfied ()
- iv) Very dissatisfied ()

If very dissatisfied or dissatisfied, explain your answer.....

.....

In your opinion what should be done to improve Kigumo Girls Centre of excellence project outcome?

.....

.....

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix 2: Interview Schedule for Government Regulatory Agencies Officials, Education Sector Labour Union Officials, School Infrastructure Committee Members and Contractors

- a) When was the project started and when was it supposed to be completed?
- b) Was the Kshs 30 million sufficient to put up the centre with all the facilities as stipulated in the implementation guidelines from the ministry of Education?
- c) How many students have been enrolled in this school?
- d) How many students come from other constituencies in the republic apart from Kigumo?
- e) Are there students with over 400 marks at KCPE level admitted to this school? If yes how many?
- f) What are some of the challenges that the institution faces in its quest of becoming an academic centre of excellence?
- g) Are there some recommendations that you would like to put across for consideration by the ministry of Education and the government at large?
- h) Is there any other issue that we have left out that is important for the success of this project?

Appendix 3: Table for Determining Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.