INFLUENCE OF STAKEHOLDERS' PARTICIPATION ON COMPLETION OF INFRASTRUCTURAL PROJECTS: A CASE OF PUBLIC SECONDARY SCHOOLS IN MWINGI-EAST DISTRICT

By

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DECLARATION

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

…… ……

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DEDICATION

This work is dedicated to Hellen Titus, Evansoh Mumo and Jane Mawia, may it be a great inspiration for their future search of knowledge.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
BOM	Board of Management
CDF	Constituency Development Fund
DEB	District Education Board
EFA	Education For All
ESEA	Elementary and Secondary Education Act
FPE	Free Primary Education
FSE	Free Secondary Education
GoK	Government of Kenya
ICT	Information Communication Technology
KESSP	Kenya Education Sector Support Programme
LATF	Local Authority Trust Fund
MDGs	Millennium Development Goals
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
NGOs	Non-Governmental Organisations
PTA	Parent Teacher Association
ROK	Republic of Kenya
SWAP	Sector Wide Approach Programme
T/L	Teaching and Learning
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

The purpose of the study was to investigate the influence of stakeholders' participation in completion of infrastructural projects; A case of public secondary schools in Mwingi-East District. The objectives of the study were: to establish the role of school management, BOM members, parents, sponsor and government officials in the completion of infrastructural projects of the school. The study used descriptive survey design. The questionnaires and interview were used as the instruments for data collection. Questionnaires were administered to the principals, BOM members, government officials and parent representatives. An interview guide was administered on the sponsor representatives. Data was collected using census and simple random sampling. Data was analyzed using both inferential and descriptive statistics. The findings for this study were that school management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership, human relations, community relations and working relationships. It further indicated that the school management was in the hands of the BOM and the school principal who must not do everything alone but should involve other partners in planning, decision making and execution. It was established that the major financiers for secondary school projects were the parents through payment of school fees and PTA levies. Others are the Government the religious sponsors and other well-wishers. It was established that majority of schools in Mwingi-East District are AIC sponsored making 62.5% of the respondents. The rest of the schools (37%) were Catholic sponsored. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. Based on the findings from this study, the researcher recommends that the ministry of education should continuously in-service the school principals on school management which involves financial management. This would empower them to be good managers of the finances and school projects geared towards completing the school infrastructures. Concerning the role of parents, the school management should involve the parents in conception of projects, planning, and implementation and even in monitoring school projects so that they will own the decisions and therefore be able to give the needed support. Concerning the Government involvement in school projects, the Government should increase their financial allocations to secondary schools so that the schools can have enough money to finance their planned projects. The government through Ministry of Education officials should also genuinely monitor and evaluate school projects so as to ensure compliance. Concerning the religious sponsors of secondary schools, the researcher recommends that they should increase their financial support to schools rather than just propagating their faith in schools. They should also work in conjunction with other religious groups since there is freedom of worship in the country. Further study can be done on factors influencing the principals' resource mobilization to finance secondary school facilities. Further study can also be done on the effect of school infrastructure on the performance of students in Kenya certificate of secondary education. Also further research can be done on impacts of District quality and assurance officers' visits on completion of school infrastructural project.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is universally recognized as a form of investment in human capital for economic benefit of the countries. This is why different governments have committed themselves to Education for All (EFA) as per the deliberations at Jomtein Thailand in 1990 and Darkar Senegal in 2000. In USA, secondary school Education was first an initiative of both the state and the religious missionaries who used it as a means of propagating gospel (Ellen 2009). They both provided the finances required for the school infrastructure and teachers payment. The Elementary and secondary education act (ESEA) first enacted in 1965 and the recent reauthorized by the No Child Left Behind Act, was the principal federal law that affected kindergarten throughout the 12thgrade in America. This incorporated such stakeholders as the Government, religious leaders, and parents.

In Africa, for more than 40 years, different stakeholders have partnered to support the development of basic education since independence (Chimombo, 2005). There has been massive expansion in the provision educational opportunities and facilities. There has also been varied stakeholder involvement and infusion of large sums of money by the new governments who belief advancement of education is a political necessity (Chimombo, 2005).

Although different stakeholders have taken the ball stick especially in ensuring that basic education is available for all; education system that does not have adequate resources cannot achieve quality education Court et al(1985) He further documented the necessity to improve the quality of education through provision of teaching/learning materials (T/L) resources. The Gachathi report (ROK, 1976) points

out that books, education materials and educational infrastructure are basic tools for education development. They must therefore be available at the time when they are needed if quality education is to be realised. The Kamunge report also bares the claim that the management and provision of quality and relevant education and training is dependent on among other things supply of adequate T/L materials and facilities.

The provision of T/L materials and other infrastructural facilities is a duty of varied stakeholders such as the Government, the parents, the sponsor, Non-Governmental organizations (NGOs), other Governments, foundation, corporate society and well-wishers (Koech 1999). The key purpose of school establishment is output of responsible workforce to drive the country's economy high, make it sustainable and for individual development. This translates to strive towards good performance. According to Cheruiyot (2004) performance is a product of a good discipline, good management and availability of educational facilities.

Before independence, in most parts of Africa, the church, communities and parents met a higher percentage of the cost of education (Olembo, 1985) the churches and the local community bore the responsibility of financing education like constructions and paying the teachers.

After independence, most governments assumed a higher share of financing education. They put up school infrastructure, provided instructional materials, paid the teachers and took care of operational cost. The children who could not otherwise access education during the colonial era had a chance of receiving formal education (Abagi, 1997). However, with the government's implementation of the Structural Policy Package from World Bank and IMF, there was a shift in financing of education. In this respect, the National Development Plan 1989-1993 spelled out cost-

sharing in education where the government and beneficiaries contributed to educational opportunities (Abagi, 1997).

The aspect of cost-sharing in education brought in several players in financing education. Some important stakeholders in education financing included Non-Governmental Organizations (NGOs), religious sponsors, foundations, corporate and other individual well-wishers. Parents took an active role in financing education as well as the government. Various measures were put in place to manage the shift. This led to establishment of BOG (today known as Board of Management) to manage secondary school (Education act) Establishment of BOGs is provided for in Cap 211 of the laws of Kenya, (Education act). Part 111 section 10 of the Act empowers the Minister for Education to establish Boards of managers to manage public secondary schools. (Section 6 (b) of the act) public secondary schools shall be managed by Board of Governors and the policy paper No. 14 of 2012 changed the name BOG to BOM but maintained the functions. Under the provision, the BOMs are expected to perform such functions as; planning and development of physical facilities for the purpose of learning and teaching, sourcing and managing school finances, organizing, directing, supervision and monitoring of approved procedures and programmes of the school, recruiting, appraising and disciplining the non-teaching staff in the school, regulating the admission of students and the general direction of education in school. Studies by Njenga (2003), and Njoka (1985) on various school management aspects reveal that the role of BOMs on management of school projects is very crucial particularly because they are in-charge of planning, sourcing and managing school finances; however, their role in school management is highly dependent other educational stakeholder such as sponsor, parents, teachers, community and the government (Hussein 1994).

A school is a complex social institution like other institution that requires full involvement of all stakeholders for it to succeed. There are multiple of projects that take place within a school set up (Mulai 2011). According to his studies, the BOM does not have full capacity to manage school projects yet the higher financier are the parents especially when it comes to infrastructural projects like purchasing of school buses, office machinery, books, library equipment, laboratory equipment, water supply, electricity supply, furniture, ICT infrastructure, dining hall equipment, dormitory facilities, toilets, staff houses, buildings. Adunda (2003) noted that the school stakeholders are on the periphery with regard to education policy formulation, planning and management in Kenya. Thus, the full potential of the country's education system is missing out on the full benefit of the synergies that would be generated through the forging of a complete partnership between the Government and other stakeholders in provision of education.

Secondary school projects require financial outlay which calls for the school managers to handle school funds transparently. Any principal who does not know how to handle the school funds can face many problems with parents, Government authorities and the community. The school management must apply sound financial management not only for big school projects but also in small scale purchases; failure to which they will face crisis from different players in school financing. (Elsbree, 1967).

Further, Nwangu, (1978), stresses the importance of proper administration of school funds. He advocates for open and transparent utilization and management of funds especially when setting up and implementing school projects.

1.2 Statement of the problem

Successful completion of public secondary school projects is undoubtedly a major preliquisite in the realization of our country's educational objectives and consequent realization of millennium development goals (MDGs). A school undertakes a number of projects such as: school bus buying project, construction projects for instance class, library, laboratory, dining hall, social hall, administration block, furniture, water facility, ICT, and electricity infrastructure. These projects are aimed at helping to provide conducive opportunity for achievement of educational gaols. Mulwa (2004) insists on the involvement of stakeholders in the development of projects right from the conception stage through the implementation stage up to evaluation stage. He claims that though there is no 'expert' or 'correct' way of developing a project; He agrees that the involvement and participation of project stakeholders is a key element in the implementation and successful completion of projects. He points out that there is a natural tendency of people (stakeholders) reluctance to take up initiatives in participating in project; they opt to rely on authorities, which do not help them in taking control over their resources. There has been a tendency of initiating school projects which end up stalling in the process of their implementation. The failure to complete school projects has an impact in that the desired goal of education is never achieved. According to Mulai (2011) a study on the role of BOG on management of secondary schools in Kasikeu division, Nzaui district in Makueni County established that the BOG played a passive role in the running of school projects. This revealed that there has been lack of full commitment in the participation of secondary school stakeholder and the has had an impact in the prioritization of needs (the priority projects), ownership of the projects, completion of the projects and further the sustainability of the projects in public secondary schools. The absence of involvement

or participation of school stakeholders has culminated to poor planning of projects, slow or improper implementation or even failure to complete the initiated school projects. Further, in cases where some participation is involved, some projects still fail to get completed which implies that certain stakeholders face constraints in their endeavour to play their roles. Mwanthi (2007) found out that the school administrators do not consult with many of the stakeholders particularly the sponsor, parents, teachers and even government officials, when they initiate projects, that is why everything has been to them leading to dilapidation of buildings. The Parents Teacher Associations (PTA) who are the main project financiers have not been fully recognized by the law in the management of secondary school and hence they are left with minimal chances in management of school projects. Mutia (2002) found out that the principals had been left loose to mismanage schools due to the ineffectiveness of the BOMs and out of touch to information by parents. This has led to delayed completion of funded school projects or even misappropriation of school funds and resources. The situation is not unfamiliar in Mwingi East District, Some infrastructural projects have taken so long to complete yet many of the stakeholders are in the dark as to what exactly is happening. Due to failure of participatory approach to secondary school projects, the intentions of the projects have failed leading to compromise in the achievement of educational goal. This has hence propelled my quest on the influence of stakeholders on the successful completion of public secondary school projects in Mwingi East. This study has not been done in Mwingi-East in the past.

1.3 Purpose of the study

The purpose of the study is to investigate the influence of stakeholders' participation on completion of infrastructural projects in public secondary schools in Mwingi East District.

1.4 Objectives of the study

The objectives of the study included:

1. To establish the role of school management in the completion of public secondary school infrastructural projects
2. To investigate the role played by parents in the completion of public secondary school infrastructural projects
3. To establish the role of the government in the completion of public secondary school infrastructural projects.
4. To determine if secondary school religious sponsors have influence in the completion of school projects.

1.5 Research questions

1. Does the school management influence the completion of public secondary school infrastructural projects?
2. What roles do the parents play in the completion of public secondary school infrastructural projects?
3. To what extend does the government influence completion of public secondary school infrastructural projects?
4. How do religious sponsors influence completion of public secondary school infrastructural projects?

1.6 Hypothesis

This study was guided by the following hypothesis:-

H_o: There is no significant relationship between stakeholders' participation and completion of infrastructural projects in public secondary schools in Mwingi East District.

H_1: There is significant relationship between stakeholders' participation and completion of infrastructural projects in public secondary schools in Mwingi East District.

1.7 Significance of the study

This study is geared towards encouraging a participatory approach in the undertaking of public secondary school infrastructural projects where all the relevant stakeholders are involved, each playing their roles and where accountability from conception to completion of the project is open rather than authoritarian approach where it is only the boss who is 'right.'

The study also hopes to help the ministry of education to come up with working structures to expand the existing ones in the successful conception, mobilization, implementation and completion of public secondary school projects with every stakeholder being comfortable with all the undertaken procedures.

The study will further offer invaluable insight to the secondary school management as a fraternity to learn the influence brought about by the involvement of the school stakeholders on successful completion of its infrastructural projects and barriers towards achievement of school infrastructural projects by the stakeholders

This study finally hopes to add to the already existing literature on stakeholder involvement and influence on successful completion of projects in public secondary schools.

1.8 Delimitations of the study

There are many stakeholders that influence successful completion of secondary school projects but this study is delimited to only four stakeholders; the school management, Parents, religious sponsors and the Government. This study will look into the influence of the stakeholders on completion of school infrastructural projects and constraints faced each of the afore mentioned stakeholders.

1.9 Limitations of the study

The study was conducted in Mwingi-East District, Kitui County. The area is a rural set up located on an arid climate, characterized by low socio-economic and cultural development and therefore the findings cannot be fully generalized to represent all stakeholders in all schools in Kenya. The study will also be limited to public secondary school only leaving out private schools. The study will further sample different respondents of different social status this may bring forth sampling errors. In addition, certain stakeholders are usually very busy people and may respond to the instrument hastily. The study will also be affected by time and financial constraints based on the fact that I am self-sponsored and I am already working. Finally, the data will collected from only four stakeholders, that is; the school management, the parents, religious sponsor and the Government leaving out other equally important stakeholders such as the teachers, suppliers, support staff, the project contactors, and

the students who may possess invaluable information on completion of school infrastructural projects.

1.10 Assumptions of the study

The researcher had following basic assumptions such as:- That all the school parents play significant roles in the completion of school infrastructural projects, That the government play an instrumental role in the completion of school projects, All the respondents will respond honestly to the questions in the instruments.

1.11 Definition of significant terms.

Completion of projects -where projects are of the desired quality, completed in the right time and generally acceptable by school stakeholders.

Cost-sharing- sharing the cost of school fees between the government and other parties like the parents

Economic benefit-valuable services or monetary increase.

Human capital- workforce or useful human beings who are products of education and can work to achieve independence.

Operational cost- expenditure required to cater or run day to day activities of the school

Performance management-gauging people's behaviour and activities as the stakeholders in the school pull together.

School Infrastructural projects- refer to undertakings within the school that are within a budgetary allocation for resources and is within the constraints of time and money for example, buying of a school bus, purchasing office materials like

photocopier and computers, constructing buildings, buying other facilities like dining hall furniture, laboratory equipment and furniture among others

School management - both the principal and the BOM.

Stakeholder - an interested party who is directly or indirectly affected by the operations or outcome of the school.

1.12 Organization of the study

The study is organized into five chapters. Chapter one consist of the background of the study, statement of the study, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significance terms and organization of the study.

Chapter two presents the literature review which comprises of the past studies or documented information about the roles of the BOM and the principal, financing by government of the sponsor and the role of parents alongside the constrains towards achieving their goals. The theoretical and conceptual frame works are given at the end of this section.

Chapter three is the last chapter which comprises of; research design, target population, sampling procedure, sample size, research instruments, validity and reliability of the research instruments, data collection procedure, data analysis, ethical consideration and operationalization of variable table.

Chapter four comprises of data analysis and discussions. The fifth chapter consists of summary of the findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the study. First will be a review about secondary school education in Kenya and school participatory management. A further review will also include the role of school management in completion of secondary school projects, the role of government, the role of parents and finally the role played by religious sponsors in the completion of secondary school infrastructural projects together with constraints faced by each in their endeavor to partake their roles.

2.1.1 Secondary School Education in Kenya

The development of education, to fight ignorance and enhance economic growth, was one of the major priorities the Government of Kenya (GOK) had immediately after independence in 1963. The Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya set a policy and pace for fighting illiteracy, ignorance and poverty in the country (GOK, 1965). Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties (Mwanthi, 2007)

The major reviews include: The 1964 Ominde Commission; the 1976, Gachathi Report; the 1981 Presidential Working Party on the Establishment of the Second Public University; the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond; and the 1998 Master Plan on Education and Training Task Force (GoK, 1964; 1976; 1981; 1988; 1998). These reviews indicate the extent to which the government and other stakeholders have gone in

search for a policy framework and laying strategies to make education serve the nation and meet the country's development needs.

Secondary schools in Kenya fall into two categories - government funded and private. Government funded schools are divided into national, provincial, county and district levels. Private schools are run by private organizations or individuals. After taking the primary school leaving exam and successfully passing, government funded schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into provincial, county and district schools. Students who fail examinations either repeat the final school year or pursue technical training opportunities (Republic of Kenya, 1998).

A number of students also drop out of school by choice due to poor scores. Under the current system, students attend secondary school for four years before sitting for the school leaving exam at the end of the fourth year. The first class or year of secondary school is known as form 1 and the final year is form 4. At the end of the fourth year, from October to November students sit for the Kenya Certificate of Secondary Education examination (Republic of Kenya, 1998).

Private secondary schools in Kenya are generally high cost schools offering students an alternative system of education with better or more luxurious facilities compared to public schools. They are often favored for prestige. Most private schools in Kenya offer the British system of education which includes "O- levels" and "A-levels". Few offers the American system of education and good number of them offer the Kenya system. Some of the oldest private schools in Kenya include Loreto Convent Msongari, Nairobi (1921), St. Mary's School, Nairobi, Braeburn School, Consolata

School, Strathmore School, Oshwal Academy, Rift Valley Academy, Aga Khan Academy (Eshiwani, 1990).

In 2008, the government introduced plans to offer free Secondary education to all Kenyans. In 2007 there were 1.2 million children in Kenya's high school system. Some 400,000 students entered secondary school in 2007 - about 60 percent of those who sat the Kenya Certificate of Primary Education - a number expected to have risen by 200,000 in 2008 with the introduction of subsidies to cover tuition and certain related costs. According to some estimates, at least 4,000 new classrooms, the equivalent of 250 schools, were needed to accommodate the 1.4 million pupils expected in public secondary schools during 2008 (Kwamboka, 2004).

According to Kwamboka (2004) in 2008, Kenya had 4,478 public high schools, many of which were in a state of disrepair and lack essential facilities. Before introduction, the whole of 2007 should have been used to prepare for the programme by building extra classes and hiring teachers but this was not done. Education Secretary then Karega Mutahi maintained that existing schools could accommodate the increase in secondary learners. Some schools which were under-utilized while others were congested.

There should be more efficient use of the facilities at certain schools. The government should have had incentives to attract students and teachers to such schools. Experienced teachers and a tradition of good performance attract parents to schools. Perhaps the government should post trained teachers to such schools. However, the issue of teaching staff and infrastructural facilities are problematic (Kwamboka, 2004).

The Teachers Service Commission (TSC), the governmental agency that employs teachers at the time of introducing free education, had frozen the recruitment of

additional teachers, only employing staff to replace those leaving the 235,000-strong service. So, the experience of free primary education of certain teachers having to deal with overly-large classes – was to be repeated in high schools. In 2007 the average teacher-pupil ratio in Kenya's secondary schools already stood at one to 45 (Kwamboka, 2004).

The current 8-4-4 system has received criticism from many because of the heavy workload it places on students, staff and the grave inadequacy of infrastructural facilities. Teachers report that pupils need to be given extra tuition in the evenings, over weekends and holidays, because the broad syllabus cannot be completed within stipulated time frames. The system puts heavy pressure on students leading to stress that causes many to drop out or resort to drugs. The system has been defended by some saying that students are able to compete and out-perform on a global level since they are used to working hard in school (Munyiri, 2008).

Lack of infrastructural facilities at schools and busier teachers are trends that spell likely doom for the quality of education in Mwing-East district secondary institutions. Indications are that many public high schools are already struggling to perform well in national examinations, a situation that could be worsened by pupils entering institutions that are ill-equipped to receive them. Secondary education should properly prepare children for their careers and future life; without passing well in national examinations one's career choices are limited (Munyiri, 2008).

Under the secondary schooling programme, authorities will pay schools about 130 dollars per pupil annually, an amount that is to be allocated in lump sums at the start of each of the three school terms, and which is expected to cover tuition and administration costs, school maintenance and improvements, and class activities. Parents are still responsible for uniforms and lunches - and the subsidy does not cover

residence costs for children at boarding school. However some principals stand accused of trying to extract more money from parents (Kwamboka, 2004).

School heads have complained of delays in receiving subsidies, saying this obliged them to seek operating funds in the interim. Government officials ascribed these delays to schools being slow to open new bank accounts that authorities have deemed necessary to avoid misappropriation of subsidies. A child from a poor family cannot afford even the top-up fees. The tuition is just a small fraction of the financial requirement for a secondary school student. Many Kenyans live below the poverty line and this will compromise school attendance of many children from poor households (Kwamboka, 2004).

Kwamboka, (2004) holds that in spite of these problems, the new secondary education policy was welcomed by some. Once the government pays all students' tuition fees, the school doesn't have to rely on the few parents who are able to clear the annual school fees. With the lump sum schools plan other activities, such as equipping libraries and laboratories.

2.3 The Role of the school management (BOM /PRINCIPAL) in Effective School Management

The major role of a school BOM in accordance with the provisions of Education Act cap 211 is to ensure effective and accountable use of resources in the provision of education in public secondary or private schools (Jackson M. 2005). Typically the expansion of the effective and accountable use of resources in the provision of education breeds other components which includes; the governing board should ensure that the school is run to provide educational services in accordance with the provision of relevant education laws and regulations that may be in existent or may

come to existence from time to time by holding regular meeting on schedule set by policy to discuss the dispatch of the school's business (Masube , T.O 2008)).

According to Mwanthi (2007) the BOM also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school head. The board also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school.

The BOM is further responsible for the provision of educational facilities. When necessary the board can exercise its powers to acquire sites for school facilities. In addition to providing school facilities, in form of sites and buildings, the board also must provide day-to-day operational materials required for an educational programme (Masube, T.O (2008).

It is responsible for sourcing and management of school finance which includes receiving all fees, grants, donations and any income to the school. The board is required to prepare, approve and implement both recurrent and development budget of the school. It organizes, directs, supervises and monitors approved projects and programmes of the school. The board regulates the admission of students subject to the general directions of the education secretary in the Ministry of Education (MoE)

According to Tondeur (2008) The school management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations

and working relationships. He /she should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life.

Tondeur (2008) further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other partners in planning decision making and execution. He notes that working with a group is not always easy, but through team building and change of attitude should be part of the leaders' consideration (Mutia .K. 2002).

In the manual for heads of secondary schools in Kenya, some of the duties of the headteacher (particularly concerning this study)include; the principal is responsible for overall running and control of the school and maintenance of standards, maintenance of all buildings and grounds, He/she is responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the school, as the accounting officer of the school responsible for all revenue and expenditure and the secretary to the BOM and PTA.

Combining the roles of the principal and those of the BOM, we realize that the two as the school management team hold higher position in conceiving infrastructural project ideas, involving the other educational partners and coordinating the implementation process until completion. They may be faced with such challenges as insufficient funds, failure if support from other stakeholder and other extraneous challenges. They can also create problems within themselves when cases of misappropriation come up, conflict and cases where transparency is lacking (Mutia J.K, 2002).

The principal plays a coordinative role, he is in-charge of communication and he is the schools accounting officer. Most times he works with the BOM members. If the

principal is transparent and open, they are likely to work more harmoniously with the aboard and this can result to him being given freedom to carry many infrastructural projects without sabotage (Mulwa, 2004).

2.4 Parental participation in school project management

Watson's (1980) found out that many world countries indicated a strong community involvement and commitment in school affairs. In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labour to subsidize. The parents are an important source of financial and material support essential for development of schools (MOE 1997). This is noted because of the cost-sharing plan in offering education services. ROK (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school. MOE (1998) notes that on average household spending on secondary education was 25% per student more than the government.

Through sessional paper No. 1 of 2005, the parents are to cater for boarding fee, for students in boarding schools, meet the cost of uniform, and other school projects like expansion of infrastructure upon approval of the District Education Board (DEB). Masube (2008)claims that though the parents are the greatest contributors towards development of infrastructure in secondary school education, they have been overshadowed by BOMs. The parents also have very little influence of the money disbursed by the government. He further recommends that the Headteacher should always aspire to enhance harmonious partnership among school stakeholders.

Masube, T.O (2008) indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when the fail, they face disapproval from parents.

Though the practice is minimal, the government has taken a move of taking decisions to making to the people. The parents and the community are required to implement programme activities while the government provides technical support and supervisory services through Kenya Education Sector Support Programme (KESSP) based on a Sector Wide Approach to Programme Planning and Implementation (SWAP). This is in line with the government policy of empowering people to actively play their role in National Development (TSC. Report, 2007)

In 2008, the Kenyan government introduced plans to offer free secondary education. The sum of 10,265KSh per pupil amounts to only 30 per cent of the actual funds required to attend a public school. One of the tragedies of the school system is re-enacted daily when literally thousands of secondary school youth walk the roadways during the day, sent home for lack of school fees.

Funding for capital projects such as infrastructure and water projects are unavailable unless through a local Harambee fundraiser, the work of NGO's, access to CDF (Kenya), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE,1997). One of the biggest challenges parents face are the tuition costs. A part of it was eliminated in 2003 when Kenya re-introduced free Primary education. However the basic fees of a school uniform, text books, PTA fees, and extracurricular activities remain the family's obligation. The primary needs of food, nutrition, health and care for younger siblings keep many away from school.

Another challenge for parents is the transportation of their children. Good schools are often a long distance from home. Those with the means send their children to private schools. National, provincial, county and District school all have different fee structures. They also vary in the quality of education and overall school environment. High achieving students are often unable to attend schools of choice due to lack of school fees and distances that require residency. In order to attend school many children wake up long before sunrise, returning home late in the evening. After this they still have to do their household chores and if there is a source of light they complete their "school preps". This leaves no time for children to play and develop in a natural way (Kwamboka O. 2004)

Robert et al (2000), order to report on the cost elements of after-school programs, this report uses a simplified model of the costs that after-school programs and systems would be expected to face in establishing, operating, and sustaining their activities.

According to Catsambis (1997) Overall, findings indicate that many parents are willing to participate in the school buildings and in the decision-making processes of high schools. They would also greatly benefit from guidance in their efforts to secure funds for postsecondary education.

A second line of research points to the importance of school practices in involving all families and helping students succeed in school (Epstein 1990). Findings from those studies show that minority parents can be successfully involved in their children's education and that school and teacher interventions help these families succeed (Epstein, 1990, 1992).

Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant

activities of the school. This is based on the fact that their input and insights can immensely help in clarification of aims, vision and mission as well as establishment of development priorities of the school. Ngunchu (2005) notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times they are kept in darkness during the implementation of school projects yet they have a lot that they can bring on board apart from the financial support.

Ngware et al. (2006) indicate that schools' failure to involve their stakeholders is a clear indication of compromise to quality management and that that jeopardises provision of quality education.

2.5 The role of government in effective secondary school management

The core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for Her reason to monitor, supervise and audit school development plans and their implementation (Jackson 2005). According to a research done by Ngunchu (2005) there is always initial involvement of the Government in school project development planning but their role during the implementation, monitoring and consequent continuous improvement process, they become passive players in their participation towards their funded projects.

During its campaigns, National Rainbow Coalition (NARC) promised to offer free primary school education (FPE). And true to its promise, after taking over in December 2002, through

MoEST, the NARC government introduced FPE in January 2003. And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming (Asyago, 2005).

According to UNESCO's assessment report of FPE in Kenya after the introduction of FPE in Kenya in 2003, an additional 1.5 million children were able to attend schools for the first time (UNESCO, 2005). The free primary initiative had been key in enhancing access, retention and quality at the primary level as propagated by the Ominde Education Report (Republic of Kenya, 1964). The challenge that emerged for the government was to ensure that pupils graduating from primary school access secondary education. To address this challenge, the government introduced Free Secondary Education (FSE) in 2008 as earlier promised in 2007 election campaigns. This caused increase in secondary enrolment which meant that there should be massive expansion of infrastructure to cater for the increase.

The launch of Free Secondary Education (FSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005).

Unlike the FPE initiative, which had reference to enormous conventions, resolutions and

literature, free secondary education initiative could have been triggered by the politically charged climate that engulfed the country during the 2007 general election which implied that the country may not have been very prepared for its implementation. However, there was government commitment to increase transition from primary to secondary by seventy per cent in all districts (Ohba, 2009).

According to the Free Secondary Education policy, the government was expected to meet the tuition fees of KShs 10,265 per student, while the parents were required to

meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. This was in line with the government commitment to ensure that regional special needs and gender disparities were addressed (Ohba, 2009). These efforts are a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All.

The Kenyan government continues to support achievement of educational opportunities and facilities through other bodies such as constituent development fund (CDF). Government of Kenya (2008) CDF is meant to finance needy cases in the education sector to ensure that services are decentralized to people at grass root level. CDF has been used to fund such infrastructural projects in school as building, classes, laboratories, water facilities and such like projects. These funds however have their own challenges where the Minister has his biases, corruption, giving funds to undeserving, bureaucracy and failure to strictly monitor the projects hence inability to achieve the true purpose of the funds.

The government also channels some funds to secondary school infrastructural projects through local authorities trust fund (LATF) notes that this fund can also be very instrumental in financing projects to help lessen the heavy levy laid on most Kenyan parent. It is however marred by very many procedures.

2.6 The Roles of the Sponsor in Secondary School Project Management

The word ‘sponsor’ is first used in Section 8(1) of the education act in relation to schools formerly managed by the church which was transferred to local authority. The local authority was empowered to appoint the former church manager as the sponsor. The education order of 1969 on board of governors, defines ‘sponsor’ as voluntary body other than government, local authority or any other department which is

responsible for the establishment of the school. The physical expansion of formal education in not only Secondary School Education but also Primary school education, has been as a result of government partnership with church and society's commitment to the development of education; it is through partnership of the government and other stakeholders that a remarkable growth in education is realized (Hussein 1994)

Eshwani (1990) noted that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He urges that the missionaries played a big role in the establishment of educational institutions. The education act therefore, provide a provision for sponsors participation in the management the institutions and its operations.

Sogomo (2002) observes that in order for the minister to be effective, he/she needs to delegate some of his /her functions to other organizations. The main organization to which the minister delegates the management of education at the institutional level is the school BOG. The school BOG deals with effective management, implementation of school projects, discipline and recruitment of teachers among other roles, following the multiplicity of tasks revolving around school management, it is evident that a centralized system is not suitable for school management. The increasing cost of education expenditure, disciplinary problem, spiritual /moral gaps, the cost sharing and the involvement of parents demand for participation of various players in education management, (Sogomo 2002).

According to Hussein (1994) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. Their main role in the management of school institutions is

to maintain their religious tradition through representation in the management committees and board of governors.

The Ominde report (1964) says that it is the ministry's policy to transfer the responsibility of management of secondary school to board of governors. The device of the board governors gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

Njoroge, (2006) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school e.g the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship (Njoroge, 2006:6)

Notably the government cannot alone provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources according to Bray (1998). To enhance the role of the church as a sponsor in the management of school activities entails an establishment of a policy that empowers the church sector and a consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education as observed by Bishop (1994). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. In Kenya, the full potential of the church is not being fully

exploited. Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education (Adunda, 2003) Most sponsors enhance the academic standards through the provision of manpower and material resources yet their full involvement is still wanting (Kigotho 2007) Apparently in the involvement of the church as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when excess demands in marginalized and rural areas are met by church managed institutions.

Koech commission (1999) observes that, some sponsors have not contributed financially or morally to the development of the sponsored institutions. The commission therefore recommends that, sponsor be required to take an active role in the spiritual, financial and infrastructural development of school in order to maintain sponsor's status.

The need to appreciate and demand for the church as a stakeholder and a partner in education has largely been driven by one trend: - an increase in recognition of its value in education and educational development activities through its provision of resources that leads to quality education. A gap in literature reveals lack of full involvement in educational activities.

2.7 Theoretical framework

The study was guided by the structural functionalism theory; Talcott Persons (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric

opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in how order seems to prevail in both systems and societies irrespective of the changes in personnel which constantly takes place.

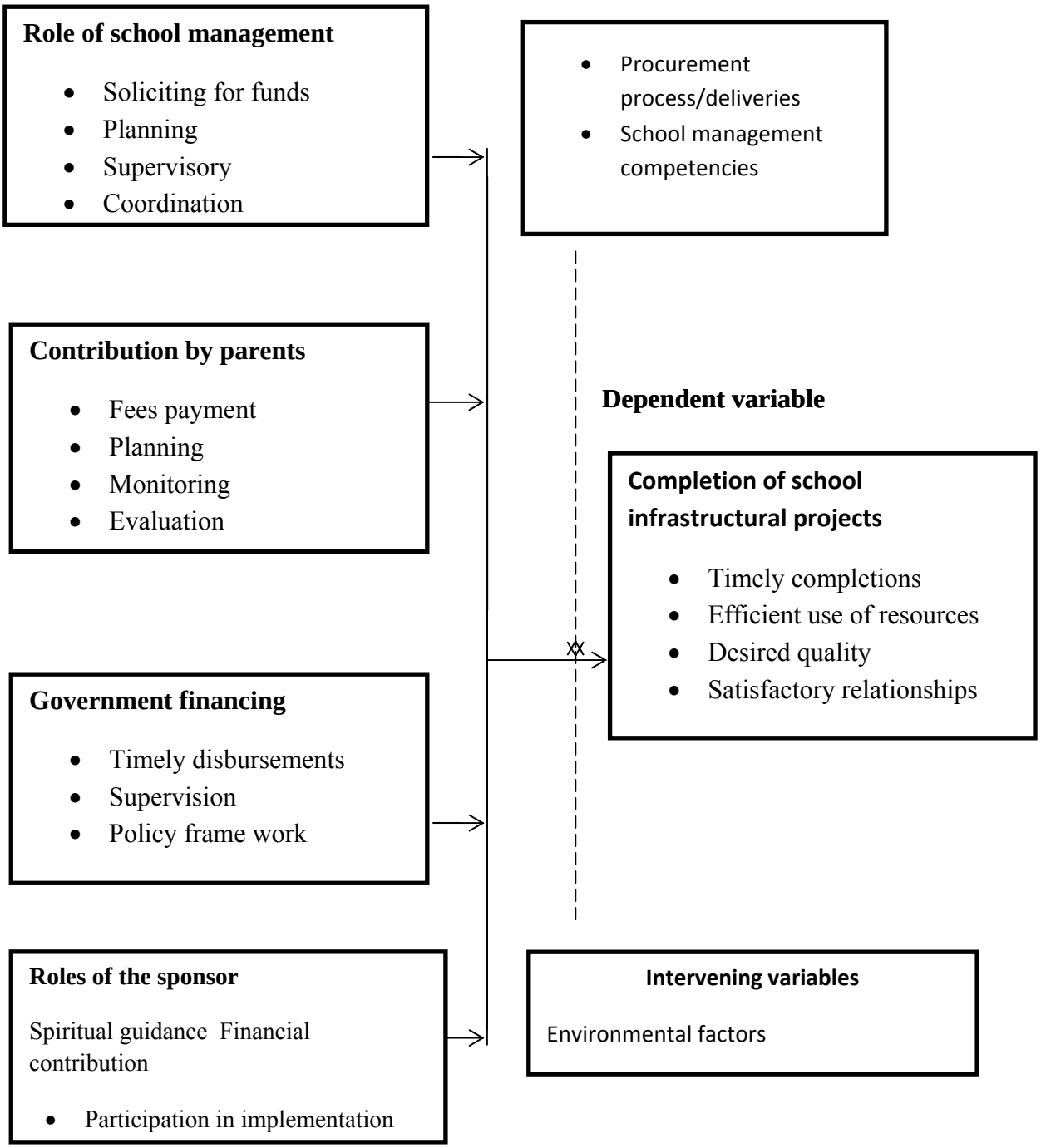
The theory seeks to understand the relationship between the parts and the whole system in an organization in particular and identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, the government through the Ministry of Education and the school management (the BOM and the principal) are the parts of the system while the system is the school.

However, it is crucial to take into account the involvement for participation by each stakeholder and the different interest towards achievement of certain goal.(Carr and Capey, 1982). The theory thus appropriately explains the school management must consider it important in bringing the other parties together into building a cohesive and a goal oriented system that pull together towards achieving goals and how to manage both conflicts and excitements.

2.8 Conceptual Framework

Figure 2.1 Conceptual frame work

Independent variables



Shown in figure 2.1 is a diagrammatic network of independent variables as role and constraints played and faced by secondary school stakeholders, moderating variables, intervening variables and dependent variable as shown by the arrows above. Different school stakeholders including school management, parents, sponsors and government officials may lead to either desirable outcome or undesirable outcome to the dependent variable which is the successful completion of secondary school infrastructural projects depending on the effectiveness or ineffectiveness of participation of the stakeholders.

Effective participation or involvement of stakeholders may result to desirable outcome, that is, successful completion of infrastructural project within the given timelines, of the right quality, transparent management, good relationship with partners and consequent achievement of school goals. Ineffective involvement and lack of participation by stakeholders may result to undesirable outcome, that is, incomplete infrastructural projects, misappropriation of public funds, failure to meet educational goals and untimely delivery of essential projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered the research design to the study, target population, sampling design, data collection tools and instruments and data analysis methods. Ethical consideration also come under this chapter.

3.2 Research Design

A descriptive survey design was used in this study. Survey design collects data on various variables as found in the school system and deal with incidents and relationships (Verma and Verma, 2004).

According to Kothari (2005), descriptive design describes the Present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions. A descriptive survey design allows researchers to gather information, summarize, present and interpret it for the purpose of clarification. The method is appropriate since it allows for collection of qualitative information such as those aimed at measuring attitudes, opinions or habits which this study is aimed at (Mugenda and Mugenda, 2003). The design is therefore, effective for the study as it was used the researcher to determine the present nature of stakeholder involvement and constraints, their attitudes and describes the role of different secondary school stakeholders in completion of school infrastructural projects.

3.3 Target Population

The target population was all the 24 public secondary schools in Mwingi East District. These comprise of 2 girls boarding schools, 2 boys boarding schools, 2 mixed

boarding schools, 18 mixed day schools. The six boarding schools are in county school category while the rest are district schools. These schools have 24 principals, 312 members of the B.O.M and 96parent representatives, 72 sponsor representatives and 12Ministry of Education representatives. The total target population was therefore 516.

3.4 Sampling and sample size

Sampling is a means of s**e**lecting a given number of subjects from a defined population as a representative of that population (Orodho and Kombo, 2002). A census of 24 public Secondary school in Mwingi East was carried out. This target population was put into strata of principals/ B.O.M members/parent representative, government officials and sponsor representatives. Census sampling was used to pick the principals in the district. Simple random sampling was done to get one B.O.M member from each school and five government officials. A purposive sampling will also be used to get one parent representative from each school and a total of ten sponsor representatives. Each school has one principal who were sampled for the study. The study sample therefore comprised of 24 principals, 24 parents, 24 B.O.M members, 10 sponsor representative and 5 government officials from 24 public secondary schools in Mwingi East district. Total sample population was 87.

This sample (16.86 %) is well within the 10% minimum sample for descriptive analysis as proposed by Gay (1976) and the 60% maximum as proposed by Cohen and Marion (1994) for statistical analysis. In this case the sample selected is deemed to be representative enough of the whole population and therefore valid and genuine generalizations can be made. According to Mugenda and Mugenda (2003) the sample should be small enough to be economical in terms of expenses on time, money and

data analysis and ensured representation of all in the population proportionately. This is illustrated in the table 3.1.

Table 3.1 Sample size

Category	**Population**	**Sample**	**Percentage**
Principals	24	24	100%
BOG members	312	24	7.7%
Parents	96	24	25%
Sponsor	72	10	13.9%
Government officials	12	5	41.6%
Total	**516**	**87**	**16.86%**

Source: Author, (2012)

3.5 Data collection tools and instruments

The data was collected using structured questionnaires and an interview guide. The questionnaire will organized into sections with section one capturing demographic details whereas the rest focus on the objectives of the study. A likert scale was used to gauge the degree of response in terms of strength or weakness on a scale of one to five. The questionnaires were self- administered and drop and collect method was used so as to ensure high response rate.

3.6 Validity of instruments.

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. According to Mugenda and Mugenda (2003) this is the degree to which an instrument measures what it is supposed to measure for a particular group. The instruments for this study that is the questionnaire and an interview guide were validated by the supervisor. The expectations are that the content validity of the items

in the questionnaire is ensured following the researcher's constant consultation with the supervisor, pilot study and reference books used in the study. These collaborative efforts yield instruments which will stand validity test.

3.7Reliabilityof instruments

The questionnaires was subjected to a pilot study in order to test reliability (Best and kahn, 1993). A random sample of one public secondary school, one principal, one BOM member, one church sponsor representative, two parent representatives and one Ministry of Education official of a school that has recently undertaken an infrastructural project. Through a test-retest split-half technique of questionnaires was carried out on the different school stakeholders. The initially tested respondents will not be re-administered during the actual study.

3.8 Data collection procedure.

The researcher will obtain a permit from the National Council for Science and Technology in order to be allowed to collect data. The researcher will make prior arrangement with the principals, BOM members, parents, sponsors and government officials in a bid to establish rapport with them before the actual date for data collection. The data was collected in around two months.

The questionnaires will personally be administered by the researcher. The questionnaires were given to the respondents who will fill them and hand over completed questionnaires in each of the schools visited. The researcher will use the interview guide to collect data from the sponsors on their participation in school infrastructural project and the constraints that they face in their endeavor to participate

in school projects. The responses were recorded by the researcher on the interview guide sheet as the questions are answered.

3.9 Data and factor Analysis

Descriptive statistics and factor analysis was used in analyzing the quantitative data. In this case, frequency distribution and measures of tendency such as mean, mode and median as well as measures of dispersion such as percentages, range, standard deviation, mean deviation, and quartile range was calculated. Data was presented using tables, pie charts, graphs (Kathuri and Pals, 1993). Spearman's rank correlation was used to determine the strength of relationship between variables.

The data was then coded and themes within documents that relate to the research questions in the study were identified. The qualitative data was then interpreted by attaching significance to the themes and the patterns observed. Alternative explanations were also considered by looking at differences in responses recorded in data collection (Mugenda and Mugenda, 2003).

The data collected was coded and entered in the computer for analysis using the Statistical Package for the Social Scientists (SPSS). This is because this program helps in organising the data and the presentation of data through charts and graphs is made easy (Mugenda and Mugenda, 2003).

3.10 Ethical Considerations

Formal and ethical issues were observed during the data collection. Great care was taken and the respondent was assured of confidentiality in the information that he or she will give. The respondent will also be assured by the researcher that the

information that he will provide will strictly be used the purpose of the study and not for personal consumption. The identity of the respondent was kept confidential.

Table 3.2 Operationalization of the study variables

Objectives	Variable(s)	Indicator(s)	Measure	Level of scale	Tools of analysis
To establish the role of school management in the completion of public secondary school infrastructural projects	Dependent variable: completion secondary school infrastructural projects. Independent variable: role of school management	-The level of stakeholder involvement -Financial accountability -Strategic plan	-No. of different stakeholder participation. -Audits and transparency -No. of projects entrenched	Ordinal	Descriptive statistics/analysis Mean and percentages
To investigate the role played by parents in the completion of public secondary school infrastructural projects	Dependent variable: completion secondary school infrastructural projects. Independent variable: parental influence	-Fee payment -Times the parents attend sch. For development projects	-Level of project ownership. -No. of fee defaulted(parent) -No. of projects initiate by parents	Ordinal “	Descriptive statistics Frequency distributions/ mean/ percentages.
To establish the role of the government in the completion of public secondary school infrastructural projects	Dependent variable: completion secondary schools infrastructural projects. Independent variable: Government role.	-Amount of money remitted by Government (FSE, bursaries, grants) -No. of times Government officials attend the school to supervise projects. -Directives by DEB on approval of sch. Projects. - Government t school funded projects	No. of students benefiting from Government finances. No. of projects inspected by MOE officials Financial reports	-Ordinal -Interval	Descriptive statistics. Mean/ percentages
To determine if secondary school church sponsors have influence in the completion of school projects	Dependent variable: completion sec.sch infrastructural projects. Independent variable: church sponsor influence	Church contribution Church perception on their involvement on sch. projects	Records of church financial grants. Church enthusiasm towards sch. Projects.	Interval „	Descriptive statistics. Frequency distribution , percentages

CHAPTER FOUR

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

4.1: Introduction

The purpose for this study was to investigate the influence of stakeholders' participation on completion of infrastructural projects in public secondary schools in Mwingi East District, Kitui County, Kenya. The study sought to establish the role of school management in the completion of public secondary school infrastructural projects, role played by parents in the completion of public secondary school infrastructural projects, the role of the government in the completion of public secondary school infrastructural projects, to determine if secondary school religious sponsors have influence in the completion of school projects in public secondary schools in Mwingi East District, Kitui County, Kenya. Data were collected using the questionnaires as the main research instruments. Census sampling of the 24 public day secondary schools in Mwingi East District was done and the 24 principals were investigated. The study also investigated 24 parents, 24 B.O.M members, 10 sponsor representative and 5 government officials making a total sample of 87 respondents.

The collected data was analysed using both descriptive and inferential statistics where frequency distribution tables and correlation tables were generated from coded data using Statistical package for social scientist (SPSS). This was followed by data interpretation.

4.2: Questionnaire return rate.

Questionnaire return rate is the proportion of the sample that participated in the survey and returned their questionnaires as intended by the researcher. The results on questionnaire return rate are presented in Table 4.1.

Table 4.1: Questionnaire's return rate

Response rate	Frequency	Percentage (%)
Returned	87	100
Not returned	0	0
Total	**87**	**100**

Table 4.1 shows that all (100%) of the questionnaires were returned by the principals under this study. This shows that the researcher had good rapport with the respondents and that the respondents were taking the research seriously. Also the researcher seems to have made a good follow up of the distributed questionnaires which enabled him to get back all the questionnaires.4.2: Distribution of respondents by gender

The respondents were asked to indicate their gender with the aim of establishing whether the study was gender sensitive. The results are shown in Table 4.2.

Table 4.2: Distribution of principals by gender

Gender	Principals	Percentage (%)
Female	6	25.0
Male	18	75.0
Total	**24**	**100**

Table 4.2shows majority (75%) of the respondents were male principals while (25.0%) were female principals. This indicates that the number of male principals administering secondary schools were more than the female principals.

4.3: Age Distribution of principals

The researcher sought to establish the age distribution for the principals and departmental heads.

Table 4.3: Age distribution of principals

Age in years	Frequency	Percentage (%)
Less than 30	0	0.0
30 – 34	0	0.0
35 – 39	0	0.0
40 – 45	15	62.5
Above 45	9	37.5
Total	**24**	**100**

Table 4.3 revealed that majority of the school principals (62.5%) were 40 – 45 years of age while those above 45 years of age were 37.5 percent. This age indicates that the principals were not young and therefore were in a better position to mobilize financial resources to fund the infrastructural projects.

4.4: Academic qualification for the respondents

The researcher sought to investigate the academic qualification for principals and departmental heads.

Table 4.4: Principals academic qualification

Category	Frequency	Percentage (%)
PhD	0	0.0
Masters	6	25.0
Degree	18	75.0
Others	0	0.0
TOTAL	**24**	**100**

Table 4.4 revealed that majority of the principals (75%) had a bachelor of education as their highest academic qualification while 25 per cent had a masters degree. This shows that the principals had acquired academic qualification for managing infrastructural projects. The 25% with masters shows that the principals were interested in pursuing further education and this is an indication of a great desire for academic advancement. This is likely to influence the principals' management skills. However it was revealed that the principals had not pursued PhD.

4.5 The role of school management in the completion of public secondary school infrastructural projects

The first objective for this study was to establish the role of school management in the completion of public secondary school infrastructural projects. To achieve this objective, the principals were required to respond to the questions in their questionnaire relating to this objective. The responses were presented in tables.

Table 4.5: Presence of infrastructural projects in schools

Presence	Frequency	Percentage (%)
Yes	24	100.0
No	0	0.0
Total	**24**	**100.0**

According to Table 4.5, all the principals (100%) agreed that there were undertaking infrastructural projects in their schools. These projects were includes construction, buying school furniture, school bus, and equipping the school with furniture among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to plan for the projects to be undertaken in the schools every year with the principal as the secretary. However some of the projects were taking more than one year.

Further the researcher investigated the role of the BOM in carrying out the school projects. The responses were presented in Table 4.6.

Table 4.6: The Major role of the BOM in school projects

BOM role	Responses	Percentage (%)
Procurement	0	**0.0**
Monitoring and evaluation	5	**20.0**
Commissioning	2	**8.0**
Planning	17	**72.0**
Total	**24**	**100.0**

According to Table 4.6, majority of the respondents (72%) stated that the major role for the BOM in school project management was planning. Other roles included

monitoring and evaluation (20%) and commissioning (8%). However none of the BOMs were doing procurement apart from the school principal in the capacity of school head and not as a BOM member. To a larger extent the school principal were also playing the role of monitoring and evaluation on school projects on behalf of the BOM and PTA.

4.6 The role of parents in the completion of public secondary school infrastructural projects

The second objective for this study was to establish the role of parents in the completion of public secondary school infrastructural projects. To achieve this objective, the respondents were required to respond to the questions in their questionnaire relating to the objective.

Table 4.7 The major financiers of school projects

Financiers	Responses	Percentage (%)
Parents	13	**54.0**
Government	7	**29.5**
Sponsors	1	**4.0**
Others	3	**12.5**
Total	**24**	**100.0**

Table 4.7 revealed that the major financiers for secondary school projects are the parents (54%). This was through payment of school fees and PTA levies. This was followed by the Government (29.5%). The Government was financing school projects through free secondary education and secondary school bursary funds for

the needy students. Other financiers for the school projects included the Sponsors (4%), LATF, NGOs, and other well-wishers. Some of the parents indicated a bigger need for more involvement in the management of these school projects.

4.7 The role of the government in the completion of public secondary school infrastructural projects

The third objective for this study was to investigate the role of the government in the completion of public secondary school infrastructural projects.

Table 4.8 Government official major role in school projects

Government role	Responses	Percentage (%)
Financing	7	**29.5**
Monitoring and evaluation	4	**17.0**
Commissioning	2	**8.0**
Auditing	11	**45.5**
Total	**24**	**100.0**

Although the Government is financing (29.5%) secondary school projects to some extent, the major role seem to be auditing the school accounts (45.5%). This is to ensure the money given to schools is spent according to the Government guidelines. Further, the Government officials were also monitoring and evaluating the projects (17%) so as to ensure that what is recorded in the books was the same thing which was physically observed.

4.8 Religious sponsors influence in the completion of school projects

The last objective for this study was to determine if secondary school religious sponsors have influence in the completion of school projects. To achieve this objective the respondents were required to indicate their school sponsors. The religious sponsors identified in Mwingi East District were tabulated in table 4.9.

Table 4.9 School sponsors

School sponsors	Responses	Percentage (%)
Africa inland church	15	**62.5**
Catholic church	9	**37.0**
Total	**24**	**100.0**

As shown in table 4.9, majority of schools in Mwingi Eastern District are AIC sponsored making 62.5% of the respondents. The rest of the schools (37%) were Catholic sponsored. This shows that all schools in the District had a religious sponsor. Further the researcher investigated what the sponsor was doing to the schools.

Table 4.10: Sponsors responses on their roles in schools

Role	Yes (%)	No (%)	Total(5)
Financing	3(30%)	7(70%)	**10(100%)**
Planning	6 (60%)	4 (40%)	**10(100%)**
Spiritual guidance	10 (100%)	0 (0%)	**10 (100%)**

Table 4.10 shows that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However they were

still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members.

4.9: The Correlation matrix

The researcher constructed a correlation matrix to determine the relationship between the independent and dependent variables. This was done by calculating the Pearson's correlation using SPSS. The results were presented in Table 4.11

Table 4.11 Pearson's Correlation Coefficient showing the relationship between stakeholders' participation and completion of school projects

Stakeholders (Independent variable)	**Completion of public secondary school infrastructural projects (dependent variable)**
	Correlation coefficient (r)
School management	+ 0.79
Parents role	+0.85
The Government role	+0.56
Religious sponsors	+0.45
N=24, $\alpha = 0.05$	

Table 4.11 show shows the correlation coefficient (r) between all the independent and dependent variables is positive. However parent's role (r = +0.85) seems to have a stronger positive correlation. This is because they are the major financiers of the secondary school projects. This was followed by school management (r = +0.79) which is responsible for planning and management of finances for completion of the school projects. The third is the government role (r = +0.56). This because the

Government provides some of the funds for completion of the projects and does monitoring and evaluation.

The least is the religious sponsors (r = +0.45) which seem to have little influence on the completion of the school projects.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSIONS AND RECCOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, discussion of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the findings

The first objective for this study was to establish the role of school management in the completion of public secondary school infrastructural projects. It was established that the principals (100%) agreed that there were infrastructural projects in their schools. These projects were includes construction, buying school furniture, school bus, and equipping among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to plan for the projects to be undertaken in the schools every year with the principal as the secretary. However some of the projects were taking more than one year.

Majority of the respondents (72%) stated that the major role for the BOM in school project management was planning. Other roles included monitoring and evaluation (20%) and commissioning (8%). However none of the BOMs were doing procurement apart from the school principal in the capacity of school head and not as a BOM member.

The second objective for this study was to establish the role of parents in the completion of public secondary school infrastructural projects. It was established that the major financiers for secondary school projects are the parents (54%). This was through payment of school fees and PTA levies. This was followed by the Government (29.5%). The Government was financing school projects through free

secondary education and secondary school bursary funds for the needy students, CDF and school improvement programmes. Other financiers for the school projects included the Sponsors (4%), LATF, NGOs, and other well-wishers. The study established that there was bigger need for more involvement of parents in the management of the school projects.

The third objective for this study was to investigate the role of the government in the completion of public secondary school infrastructural projects. It was established that although the Government is financing (29.5%) secondary school projects to some extent, the major role seem to be auditing the school accounts (45.5%). This is to ensure the money given to schools is spent according to the Government guidelines. Further, the Government officials were also monitoring and evaluating the projects (17%) so as to ensure that what is recorded in the books was the same thing which was physically observed.

The last objective for this study was to determine if secondary school religious sponsors have influence in the completion of school projects. It was established that majority of schools in Mwingi East District are AIC sponsored making 62.5% of the respondents. The rest of the schools (37%) were Catholic sponsored. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members.

Finally the researcher investigated the relationship between the independent and dependent variables using a correlation matrix. It was established that the correlation coefficient (r) between all the independent and dependent variables is positive. However parent's role ($r = +0.85$) seems to have a stronger positive correlation. This

is because they are the major financiers of the secondary school projects. This was followed by school management (r = +0.79) which is responsible for planning and management of finances for completion of the school projects. The third is the government role (r = +0.56). This is because the Government provides some of the funds for completion of the projects and monitoring and evaluation which depends on the school management. The least was the religious sponsors role (r =+0.45). This is because the sponsors participate in planning though only at BOG level and through contributions to needy students.

5.2 Discussion of the findings

The purpose for this study was to investigate the influence of stakeholders' participation on completion of infrastructural projects in public secondary schools in Mwingi East District, Kitui County, Kenya. The study sought to establish the role of school management in the completion of public secondary school infrastructural projects, role played by parents in the completion of public secondary school infrastructural projects, the role of the government in the completion of public secondary school infrastructural projects, to determine if secondary school religious sponsors have influence in the completion of school projects in public secondary schools in Mwingi East District, Kitui County, Kenya.

The study established that the principals were the managers for all infrastructural projects in their schools. The projects include construction, buying school furniture, school bus, and equipping among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to plan for the projects to be undertaken in the schools every year with the principal as the secretary. This agrees with Tondeur (2008) who in the literature review argued that, school

management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations and working relationships. The principal should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Tondeur (2008) further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other partners in planning decision making and execution. He notes that working with a group is not always easy, but through team building and change of attitude should be part of the leaders' consideration.

Majority of the respondents (72%) stated that the major role for the BOM in school project management was planning. Other roles included monitoring and evaluation (20%) and commissioning (8%). However none of the BOGs were doing procurement apart from the school principal in the capacity of school head and not as a BOG member. In the literature review, Mwanthi (2007) argued that the BOM also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school head. The board also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school.

The second objective for this study was to establish the role of parents in the completion of public secondary school infrastructural projects. It was established that

the major financiers for secondary school projects are the parents (54%). This was through payment of school fees and PTA levies. This was followed by the Government (29.5%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (4%), LATF, NGOs, and other well-wishers. Some of the parents indicated a bigger need for more involvement in the management of the school projects. In literature, Watson's (1980) stated that, many world countries indicated a strong community involvement and commitment in school affairs. In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labour to subsidize. The parents are an important source of financial and material support essential for development of schools (MOE 1997). This is noted because of the cost-sharing plan in offering education services. ROK (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school. MOE (1998) notes that on average household spending on secondary education was 25% per student more than the government. It therefore means that the parents determine the implementation of the planned projects.

The third objective for this study was to investigate the role of the government in the completion of public secondary school infrastructural projects. It was established that although the Government is financing (29.5%) secondary school projects to some extent, the major role seem to be auditing the school accounts (45.5%). This is to ensure the money given to schools is spent according to the Government guidelines. However the Government officials were also monitoring and evaluating the projects

(17%) so as to ensure that what is recorded in the books was the same thing which was physically observed. In literature, the core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for Her reason to monitor, supervise and audit school development plans and their implementation (Jackson 2005).According to a research done by Ngunchu (2005) there is always initial involvement of the Government in school project development planning but their role during the implementation, monitoring and consequent continuous improvement process, they become passive players in their participation towards their funded projects.

The last objective for this study was to determine if secondary school religious sponsors have influence in the completion of school projects. It was established that majority of schools in Mwingi Eastern District are AIC sponsored making 62.5% of the respondents. The rest of the schools (37%) were Catholic sponsored. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. In literature, Eshwani (1990) noted that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He urges that the missionaries played a big role in the establishment of educational institutions. The education act therefore, provides a provision for sponsor's participation in the management the institutions and its operations.

According to Hussein (1994) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. Their main role in the management of school institutions is to maintain their religious tradition through representation in the management committees and board of managers.

The Ominde report (1964) says that it is the ministry's policy to transfer the responsibility of management of secondary school to board of managers. The device of the board managers gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

Njoroge (2006) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school e.g the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship (Njoroge 2006:6)

Finally the researcher investigated the relationship between the independent and dependent variables using a correlation matrix. It was established that the correlation coefficient (r) between all the independent and dependent variables is positive. However parent's role ($r = +0.85$) seems to have a stronger positive correlation. This is because they are the major financiers of the secondary school projects. This was followed by school management ($r = +0.79$) which is responsible for planning and management of finances for completion of the school projects. The third is the

government role (r = +0.56). This is because the Government provides some of the funds for completion of the projects and monitoring and evaluation which depends on the school management.

5.3 Conclusions of the study

From the findings of this study, the researcher concluded that school management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations and working relationships. The principal should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Leadership often exists through a group of people working closely together. It follows then that the school management is in the hands of the BOM and the school principal who must not do everything alone but should involve other partners in planning decision making and execution.

It was established that the major financiers for secondary school projects are the parents (54%). This was through payment of school fees and PTA levies. This was followed by the Government (29.5%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (4%), LATF, NGOs, and other well-wishers. Some of the parents indicated a bigger need for more involvement in the management of the school projects; that is in conception, planning, implementation, monitoring and evaluation, and auditing.

It was established that although the Government is financing (29.5%) secondary school projects to some extent, the major role seem to be auditing the school accounts (45.5%). This is to ensure the money given to schools is spent according to the

Government guidelines. However the Government officials were also monitoring and evaluating the projects (17%) so as to ensure that what is recorded in the books was the same thing which was physically observed. In literature, the core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for Her reason to monitor, supervise and audit school development plans and their implementation.

It was established that majority of schools in Mwingi East District are AIC sponsored making 62.5% of the respondents. The rest of the schools (37%) were Catholic sponsored. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. Further they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. This calls for the sponsors to take active role in partnering to ensure success of school infrastructural projects by particularly getting involved in monitoring, evaluation and financing.

5.4 Recommendations from the study

Based on the findings from this study, the researcher recommends that the ministry of education should continuously in-service the school principals on school management which involves financial management. This would empower them to be good managers of the finance and school projects geared towards completing the school infrastructures. The management should take the frontline in calling to participate all relevant stakes at the relevant periods in infrastructural project development.

Concerning the role of parents, the school management should involve the parents in planning for school projects so that they will own the decision and therefore be able to give the needed support. The school management should further involve parents in the stages of project implementation, monitoring and evaluation.

Concerning the Government involvement in school projects, the Government should increase their financial allocations to secondary schools so that the schools can have enough money to finance their planned projects. She should also be involved in sincere monitoring and evaluation so as to help curb challenges such as misappropriations, stalling of projects and compliance to standards and timelines.

Concerning the religious sponsors of secondary schools, the researcher recommends that they should increase their financial support to schools rather than just propagating their faith in schools; this will increase their quest into monitoring and evaluating the school projects. They should also work in conjunction with other religious groups since there is freedom of worship in the country.

5.5 Suggestions for further research

This study investigated the influence of stakeholders' participation on completion of infrastructural projects in public secondary schools in Mwingi, East District. Further study can be done on factors influencing the principals' resource mobilization to finance secondary school facilities. Further study can also be done on the effect of school infrastructure on the performance of students in Kenya certificate of secondary education. Also further research can be done on impact of District quality and assurance officer's visits on completion of school infrastructural projects.

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APPENDICES

Appendix 1: Transmittal letter

P.O BOX 26-90205

KABATI.

To All Principals/BOG Members/Parents/sponsor

Mwingi East District

Kitui County

Dear Sir/Madam

RE: INTRODUCTION LETTER

I am a post graduate student at the University of Nairobi pursuing Masters Degree in Project Planning and Management. I am researching on the influence of stakeholders on completion of school infrastructural projects.

You have been selected to take part in the study and therefore I humbly request you to co-operate and assist in filling in the questionnaire.

The questionnaire is for the purpose of study only and your identity will be kept confidential. Your co-operation and assistance was appreciated.

Thank you in advance

Yours faithfully,

Signature_____

NDILI S. KITEME

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHER/ BOG MEMBERS.

The study is on the influence of school stakeholders on completion of secondary school infrastructural projects. Put a tick against the appropriate choice. Fill the date in the spaces provided below each question. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution

Section I: Bio data of the respondent.

1. Gender

   (a) Male ( )

   (b) Female ( )

2. What is your highest qualification?

   (a) Dip ED ( )

   (b) B.ED ( )

   (c) B.A/ B.SC with PGDE ( )

   (d) M.ED ( )

Others

specify……

……

……

……

3. How many years have you been a Head teacher?

   i. Below 3 years ( )

   ii. Between 3-5 years ( )

iii. Above 5 years ( )

4. What is your age bracket in years?

(a) Less than 40 ( ) (b) 41-45 ( ) (c) 45-50 ( ) (d) 51-55 ( ) (e) more than 60 ( )

5. Do you carry out infrastructural projects in your school?

Yes ( ) No ( )

6. How oftenly do you carry out the infrastructural projects.

(a) Yearly ( ) (b) Once in two years ( )

(c) Other specify……..

7. Who is your Religious sponsor? .....

8. In the projects you have undertaken, what are some of the founders of the project?

a) Parents ( ) b) Religious Sponsors ( )

c) Ministry of Ed ( )

d) CDF ( ) e) LATF ( )

f) Others specify……

9. Who are the major funders of your school project

a) Parents ( )

b) Religious Sponsors ( )

c) Government channels ( )

10. What is the largest budget you have managed for infrastructural project?

    a) Below 500,000 ( ) b) 500,000-1 million ( )

    c) 1Million-2 Million ( ) c) 2M-5M ( ) d) Above 5 M ( )

11. Guidelines on involvement of various players in the school projects. Please tick in the provided five side of to; very large extent (VLE), large extent (LE), some extent (S E) ,Little extent(LIE) and no extent (NE) to indicate the extent of stakeholder involvement in school infrastructural projects.

STATEMENT	**VLE**	**LE**	**S.E**	**LIE**	**NE**
To what extent do you involve the BOG in participation of infrastructural projects up to completion?					
To what extent is the participation of parents					
What is the extent of government involvement in government funded projects					
Do the sponsors participate though out the project					

12. In the infrastructural projects you have undertaken, do you achieve the set timelines and produce the required quality of the project?

    .....

    .....

    .....

    .....

13. Do you encounter constraints during the implementation of infrastructural projects.

Yes ( ) No ( )

14. What are some of the constraints that you face if any …….....

.....

.....

15. How does the .government participate towards your school infrastructural projects?

……

……

……

16. Does the B.O.G participate in the carrying out of the school project?

Yes ( ) No ( )

17. If they do, specify some of their levels of participation, eg in planning, implementation, procurement, monitoring and evaluation, commissioning.

……

……

……

……

……

18. Please give any other information that can help in this study

……

….

APPENDIX III: Questionnaire for Parents

I am a master's student researching on the influence of stakeholders on completion of secondary school infrastructural projects. Kindly assist in giving me information.

1. What is your gender?

a) Male ( )

b) Female ( )

2. What is your age?

a) Below 30 ( ) b) 31-40 ( ) c) 41-50 ( ) d) above 50 ( )

3. What is your highest academic qualification?

a)KCSE ( ) b) Diploma ( ) c) Degree ( )

d) Masters ( ) e) Other specify …….

4. For how long have you been a parent in the stated school?

Specify:……..

5. How many times have you attended the school in the last one year?

6. Are you aware of infrastructural projects taking place in your school? _____

a)Yes ( ) b)No ( )

7. If there are any infrastructural projects, state some:

i. _____

ii. _____

iii. _____

1. If there are projects, who are funders to the project?. .....

.....

9. What are some of the ways in which the school management have involved you in participating in school projects?

i.	Financial contribution	Yes ( )	No ( )
ii.	Planning	Yes ( )	No ( )
iii.	Monitoring	Yes ( )	No ( )
iv.	Evaluation	Yes ( )	No ( )
v.	Implementation	Yes ( )	No ( )
vi.	Auditing	Yes ( )	No ( )
vii.	Commissioning/ opening	Yes ( )	No ( )

10. Are you satisfied in the way the school management involves the parents in your school in participating in school infrastructural projects up to completion?

Yes ( ) No ( )

11. Give reason for you answer above

……

……

……

…….

12. As a parent, give a general view of how you would like infrastructural projects to be conducted?.....

.....

APPENDIX IV: Interview guide for the Sponsor

I am a master's student conducting a research on the influence of school stakeholders on completion of secondary school infrastructural project s. please assist me in gathering the information as asked in the guide

1. Gender

Male ( ) Female ( )

2. What is your highest level of academic qualification?

a) Below KCSE ( ) b) Diploma ( ) c) Degree ( )

d) Masters and above ( )

3. For what period of time have you been the religious sponsor of the stated school_____(Years)

4. How many times do you attend the school in a year?

5. Do you contribute financially toward the school projects?

Yes ( ) No ( )

6. If Yes, do you finance the school's infrastructural projects?

Yes ( ) No ( )

7. Give some of the infrastructural projects if have you financed;_____

_____

_____

_____

8.To what extent do you take part in the following levels of participation? Tick where appropriate according to the provided five point scale –Very Large Extent (VLE) Large Extent (LE) Some Extent (SE), Little Extent (LE), No Extent (N E)

SUBJECT	**VLE**	**LE**	**S.E**	**LIE**	**NE**
To what extent do you take part in religious and moral obligation in the school?					
To what extent do you get involved in financing school projects?					
To what magnitude do you participate in planning of school projects?					
How do you take part in the implementation and consequent completion of projects					
To what extent can you say that you are comfortable in the way you are involved to participate in the school?					

9. Do you face constraints in you endeavour to pursue the accomplishment of school infrastructural projects? Yes ( ) No ( )

10. If Yes, what constraints?.....

.....

11. Give a general comment on the perception of involvement for participation projects by school management?.....

APPENDIX V: QUESTIONARRE FOR MINISTRY OF EDUCATION OFFICIALS

I am masters student from the University of Nairobi researching on the influence of public secondary school stakeholders on completion of school infrastructural projects. Kindly assist in giving the asked information for purposes of my study. Do not write your name.

1. Gender Male ( ) female ( )
2. What is your academic qualification?

   KCPE ( ) KCSE ( ) DIPLOMA ( ) DEGREE ( ) OTHERS

   (specify)……..
3. How many public secondary schools are in this District?
4. What are some of the infrastructural projects currently being undertaken in the various schools in the District?

   ……

   ……

   ……

   ……

   ……

   ……
5. Do you participate in school infrastructural activities? Yes ( ) No ( ) if yes, to what extent do you participate in the following stages?

To what extent do you participate?	**Very large extent**	**Large extent**	**Some extent**	**Little extent**	**No extent**
Conception of sch. projects					
planning					
Approval					
financing					
implementation					
monitoring					
evaluation					
auditing					

6. Are always satisfied with the involvement of various stakeholders in the undertaking infrastructural projects in the schools?

   Yes ( ) No ( )

   Give reasons for your answer above:

   ……

   ……

   ……

7. Do you believe that the school management in your area have managed public funds and resources as per the ministry requirements?

   Yes ( ) No ( )

   Give reasons for your answer above.

   ……

……

……

8. Do all the projects that you carry out beat timelines, be of the right and desired quality?

   Yes ( ) No ( )

   Give reasons for your reason above .....

   .....

   Give any additional information that may help this study……

   ……

   ……

   ….....

APPENDIX VI: QUESTIONARRE FOR CDF OFFICIALS.

I am masters student from the University of Nairobi researching on the influence of public secondary school stakeholders on completion of school infrastructural projects. Kindly assist in giving the asked information for purposes of my study. Do not write your name.

1. Gender Male ( ) female ( )
2. What is your academic qualification?

   KCPE ( ) KCSE ( ) DIPLOMA ( ) DEGREE ( ) OTHERS (specify)……..
3. Do you fund public school projects using the funds allocated to you in your effort to develop the constituency?

   ……

   ……
4. How many public secondary schools in Mwingi-East District have you funded?

   ……

   ……..
5. Give examples of some of the infrastructural projects currently being undertaken in the various schools specifically in Mwingi-East District?

   ……

   ……

   ……

6. To what extent do you participate in the following stages in an effort to develop infrastructural projects?

To what extent do you participate?	**Very large extent**	**Large extent**	**Some extent**	**Little extent**	**No extent**
Conception of sch. projects					
planning					
Approval					
financing					
implementation					
monitoring					
evaluation					
auditing					

7. Do you involve various stakeholders in the undertaking infrastructural projects in the schools?

   Yes ( ) No ( )

   If Yes, in what stages? …….....

   ……

8. Do all the projects that you carry out beat timelines, be of the right and desired quality?

   Yes ( ) No ( )

Give reasons for your reason above.....

.....

.....

Give any additional information that may help this study……

……

……

…….....