INFLUENCE OF STAKEHOLDERS' PARTICIPATION ON THE SUCCESS OF THE ECONOMIC STIMULUS PROGRAMME: A CASE OF EDUCATION PROJECTS IN NAKURU COUNTY, KENYA

BY

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DECLARATION

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

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This research report is dedicated to all the Maruhi family members for their encouragement, inspiration and sacrifice.

And

To the memory of my late parents, Charles Maina Kamau and Mary Wathira Maina.

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ABBREVIATIONS AND ACCRONYMS

BOG	Board of Governors
CDF	Constituency Development Fund
CDFC	Constituency Development Fund Committee
CPTC	Constituency Project Tender Committee
DEO	District Education Officer
DICT	District Infrastructure Coordinating Team
DTC	District Tender Committee
DWO	District Works Officer
ESP	Economic Stimulus Programme
ESPMC	Economic Stimulus Programme Management Committee
GOK	Government of Kenya
ICT	Information and Communication Technology
LATF	Local Authority Transfer Fund
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MOW	Ministry Of Public Works
MOE	Ministry of Education
PCM	Project Cycle Model
PIU	Project Implementation Unit
PTA	Parents and Teachers Association
SIC	School Infrastructure Committee
SMC	School Management Committee
UNEP	United Nations Environment Programme
WBS	Work Breakdown Schedule

ABSTRACT

Development experts have suggested that stakeholder participation is critical in the success of projects. The Economic Stimulus Programme was a combination of target projects in various sectors whose success was greatly influenced by the participation of stakeholders at all the levels of the programme and project cycle. The purpose of this study was to assess the influence of stakeholders' participation on the success of the Economic Stimulus Programmes focusing on education projects in Nakuru County. The objectives of the study were to determine: the influence of stakeholders' participation in project selection and identification; the influence of stakeholders' participation in project planning; the influence of stakeholders' participation in project implementation and the influence of stakeholders' participation in project monitoring and evaluation on the success of the Economic Stimulus Programmes: a case of education projects in Nakuru County. Literature review was done on studies carried out on the parameters influencing success as per the objectives set out. A descriptive survey research design was adopted with the target population being 350 stakeholders in all secondary schools in Nakuru County that benefited from the Economic Stimulus Programme. The study had a sample of eighty four (84) purposively selected stakeholders drawn from the BOG members, PTA, School Principals and deputies, District Education Officers, School Infrastructure Committee members, the project technical design members from the Ministry of Public Works and project contractors. Self administered questionnaires were used for data collection. A pilot study using three ESP beneficiary schools in the neighbouring Baringo County was done to ensure reliability of the instruments to be used. Qualitative data collected was analyzed using descriptive statistics such as frequency distributions and percentage values aided by statistical package for social scientists (SPSS) and the findings presented in frequency distribution tables. Key findings of the study included establishment of a positive relationship between stakeholder participation in project identification and selection, participation in project planning, participation in project implementation and participation in project monitoring and evaluation and success of the Economic Stimulus Programmes. From the study findings conclusions drawn included the need for the government and other project facilitators to ensure full participation of key identified stakeholders in future similar programmes and the need to clearly identify and train stakeholders before initiation of similar programmes as this aided in the success of the overall programme. Suggestions for further research included a comparative study of the influence of stakeholders' participation on the success of the ESP and similar programmes such as the CDF and LATF, the influence of other factors on the success of the ESP education projects and the influence of participation on success of the other projects in the ESP such as fisheries, health, fresh produce markets and industrialization.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Economic Stimulus Programmes (ESP) have been viewed by Economists as measures put together by governments to stimulate and reinvigorate the economy and prevent or reverse a recession by boosting employment and spending. Historically, economies globally have been faced with periods of general economic decline or recession and have attempted to use ESPs to resuscitate the economy. Amadeo (2012) theorizes that a stimulus package is rooted in Keynesian economics, which argues that the impact of a recession can be lessened with increased government spending by targeting key sectors and investing in them.

Stimulus packages have been used by world governments in the recent past to reverse the effects of recessions. In the United States of America, the Obama administration used a $787 billion economic stimulus package approved by Congress in February, 2009 to quickly jumpstart economic growth, and saves between 900,000 to 2.3 million jobs (Amadeo, 2012). In 2008-2009 the Chinese government initiated a stimulus plan of $150bn which was invested in key areas such as housing, rural infrastructure, transportation, health, education, environment, industry, disaster rebuilding, income-building, tax cuts, and finance (The Telegraph,10 April 2012) . In Australia, the stimulus plan of 2009, was a $60 billion package that was undertaken to stimulate the economy, support jobs and invest in infrastructure benefiting the housing construction sector and leading to close to 50,000 building and construction projects being completed by June

2011. In Nigeria, a stimulus package of $5.2 billion was to be spent in 2010 mostly in finance and energy sectors while in South Africa a package of $69 billion was earmarked for an infrastructural expenditure plan. (Economy Watch 30 June 2010).

Following the 2008-2009 economic recession in Kenya, the government set aside Twenty Two Billion Shillings (US$ 275 million) in a stimulus package to be invested in several targeted sectors. According to the Government of Kenya (2009) the government proposed an ESP as a short to medium term, high intensity, high impact programme aimed at jump starting the economy towards long term growth and development, securing the livelihoods of Kenyans and addressing the challenges of regional and inter-generational inequality. The key objectives of the economic stimulus package included boosting the country's economic recovery; investing in long term solutions to the challenges of food security; expanding economic opportunities in rural areas for employment creation; improving infrastructure and the quality of education and health care for all Kenyans; investing in the conservation of the environment; expanding access to, and build the ICT capacity of the Kenyan people and promoting regional development for equity and social stability. These objectives were set in keeping with Kenya's economic blueprint contained in the Vision 2030 and the Millennium Development Goals initiatives. At the time the Kenyan ESP was initiated the economic growth was 1.7%, a huge decline from the 7.1% at the end of 2007. Agricultural production had declined massively, while economic activities in the key growth sectors of construction and tourism had reduced drastically (GOK, 2009).

According to the GOK (2009) projects under the Kenyan ESP were in education, agriculture, fisheries, ICT, markets, health and the industrialization sectors. In the education sector two

primary schools in every constituency received Kshs 3.5 million each; one secondary school in each constituency was earmarked to receive Kshs 30 million to transform it into a centre of excellence; 10,500 primary and 2,100 secondary school teachers were to be recruited; tree planting projects were to be carried out in 20 primary schools per constituency. In the health sector one health centre in every constituency was allocated 20 million shillings to transform it into a model health centre. In fresh produce market sector, Kshs 10 million was allocated to every constituency to construct a fresh produce market. In the industrialization sector, Kshs 3.5 million was allocated to every constituency to construct and equip a constituency industrial development centre. In the fisheries sector a total of 200 fish ponds were to be established in 140 constituencies at a total cost of Kshs 1.12 billion. In the agricultural sector irrigation schemes in Bura, Hola, Pekerra, West Kano, Tana Delta, Kibwezi, Ahero, Bunyala and Mwea were to be rehabilitated to improve food security in the country at a total cost of Kshs. 2 billion. In the ICT sector each constituency was to be funded to procure one mobile digital laboratory for secondary schools with the aim of improving access and capacity for ICT use at a total cost of Kshs 1.26 billion.

The success of the ESP projects in the various sectors was dependent on several factors. The availability of resources such as land was a prerequisite condition that the line ministries and beneficiary institutions had guaranteed at the onset. Project financing was guaranteed by the central government through the Ministry of Finance. Each ESP project had its individual stakeholders on whose participation success depended. Stakeholders in the education sectors were drawn from an existing structure that had been relied on in the delivery of infrastructure projects under other funding initiatives and were mandated to run the processes necessary in the implementation of the ESP. For primary schools the school management committees (SMCs)

were responsible for this while Board of Governors (BOGs), Parent Teacher Associations (PTAs) and school project development committees were the stakeholders responsible in secondary schools.

1.2 Statement of the Problem

The Economic Stimulus Programmes were initiated countrywide in September 2009 and were intended to run for six months in key sectors. Being a one-off government initiative with no promise of continuity in funding the ESP was an opportunity to deliver outcomes on time while at the same time help jumpstart an ailing economy. This is however not the case as the situation on the ground indicates. Four years after the initiative there has been remarkable progress achieved country wide under the programme, though a shortfall in the expected results has been experienced in almost all sectors that received funding. In several sectors buildings remain incomplete. Literature has shown that success of development projects is dependent upon the participation of beneficiaries and stakeholders (World Bank, 1995). Since resources such as land and funding were assured, and the implementation structure was in place, then stakeholder participation is the one key variable that was not in place and was expected to happen to guarantee success of the projects. There is therefore need to investigate what extent stakeholders were involved in the project cycle and whether this may explain the gaps in the outcomes. The research will be carried out in seven ESP beneficiary secondary schools under the education sector in Nakuru County.

1.3 Purpose of the Study

The purpose of the study is to establish the influence of stakeholders' participation on the success of the Economic Stimulus Programmes focusing on education projects in Nakuru County.

1.4 Objectives of the Study

The specific objectives of the study include:

i. To determine the influence of stakeholders' participation in ESP project identification and selection on the success of the ESP ;
ii. To establish the influence of stakeholders' participation in ESP project planning on the success of the ESP;
iii. To determine the influence of stakeholders' participation in ESP project implementation on the success of the ESP; and
iv. To establish the influence of stakeholders' participation in ESP project monitoring and evaluation on the success of the ESP;

1.5 Research Questions

The research questions for the study are:

i. To what extent did stakeholders' participation in identification and selection of ESP education projects in Nakuru County influence the success of the Economic Stimulus programme;
ii. To what extent did stakeholders' participation in planning and design of ESP education projects in Nakuru County influence the success of the Economic Stimulus programme;
iii. To what extent did stakeholders' participation in implementation of ESP education projects in Nakuru County influence the success of the Economic Stimulus programme; and

iv. To what extent did stakeholders' participation in monitoring and evaluation of ESP education projects in Nakuru County influence the success of the Economic Stimulus programme.

1.6 Significance of the Study

The significance of the study is in its results. The results will be useful to policy makers in government who were responsible for the ESP and will serve as an evaluation of the programme. The findings will also be useful to the stakeholders involved in Nakuru County and elsewhere where the programme was implemented. The study is also significant for future governments in formulating similar programmes. With a devolved county government system the study will be significant in similar stimulus programmes that may be initiated at that level.

1.7 Delimitations of the Study

The study was delimited to those stakeholders that were accessible. In this regard Board of Governors, Parents and Teachers Associations, school infrastructure committees, District Education Officers, personnel of the Ministry of Public Works and project contractors formed the key stakeholders. The study was carried out in 7 secondary schools in Nakuru County that benefited from the ESP funding with self administered questionnaires being the instruments used for data collection. Other delimiting factors included the choice of the objectives, the research questions adopted, the variables of interest, the theoretical perspectives that were adopted and the population chosen for investigation.

1.8 Limitations of the Study

Limitations are potential weaknesses in a study and are out of the researcher's control. This study was limited to only those stakeholders who actively participated in projects from the 7secondary schools in Nakuru County that were funded under the ESP as opposed to the entire population of stakeholders such as parents and members of the surrounding communities. The study considered only one area namely the influence of stakeholders' participation on the success of the ESP leaving out other areas such as resource allocation and external influences. The limitation of time made it difficult for the researcher to access stakeholders at the national level who participated in aspects of the programme such as policy formulation and monitoring and evaluation.

1.9 Assumptions of the Study

Assumptions in a study are things that are somewhat out of a researcher's control, but if they disappear the study would become irrelevant . For Leedy and Ormrod (2010) assumptions are so basic that, without them, the research problem itself could not exist. For this study one assumption was that the selected sample was representative enough. Another was that the data collection instrument used was reliable, valid and would measure the desired constructs. To ensure reliability the instrument was pilot tested and expert opinion sought to ensure validity. A third assumption was that the respondents were sincere in their response to questions posed to them during data collection. To overcome this anonymity and confidentiality was preserved to improve honesty.

1.10 Definition of Significant Terms

Economic Stimulus Programme- these were a series of target projects mostly in infrastructure development in various sectors that were funded by the government with a view of invigoration a stagnant economy.

Participation-this is the involvement of stakeholders and beneficiaries in the various levels of a programme or project through material contributions and consultation.

Participatory Monitoring and Evaluation- a form of M&E which allows for increased mutual and active involvement of all relevant stakeholders and their ability to influence control over content of the evaluation outcomes.

Programme -is a way to partition work into manageable, somewhat independent projects in order to achieve a common set of goals.

Project Cycle management- a tool that describes the management activities and decision making procedures used during the life-cycle of a project.

Project -is an undertaking, a scheme of something to be done followed by the construction of something, normally with a beginning and a closure.

Project implementation- is that stage in the project cycle when the project management plan is translated into action, i.e. work is done on the ground.

Project planning- means an endevour in which human, material, financial resources are organized in such a way as to undertake a unique scope of work of a given specification within constraints of time, cost and quality so as to achieve some intended objectives.

Stakeholders- members of a community whose interests are in line with the objectives of the project at hand and are affected by the outcomes.

1.11 Organization of the Study

This section contains the three chapters of the study. Chapter one which is the introduction gives the background or the study, statement of the problem, research objectives and questions that will guide the study, significance of the study, inherent assumptions and scope of the study.

Chapter two contains literature review of empirical studies, historical records, government reports and publications conducted with focus on literature related to the effect of stakeholders' participation on the success of the Economic Stimulus Programmes. It looks at the concept of stakeholder participation, theories of participation and analyses of the Economic Stimulus Programme and project cycle. Chapter three contains a description of the methodology used for the study giving the research design and sampling techniques used. The methods of data collection, analysis and presentation are also discussed. The section concludes with the operational definition of variables with emphasis on the relationship existing between the objectives and the methodology adopted. Chapter four describes data analysis, presentation and interpretation while Chapter five looks at the summary of findings, discussion, conclusions, recommendations for further research and contribution of the study to the existing body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed related literature under the following headings: Concept of Stakeholder Participation; the ESP and Project Cycle; the ESP and Project identification and selection; the ESP and Project planning and design; the ESP and Project Implementation; the ESP and Project Monitoring and Evaluation; the ESP and Project Success.

2.2 Concept of Stakeholder Participation

This section explores stakeholder participation under the following headings: Definition of Participation; Theory of Participation; The Economic Stimulus Programme Stakeholders.

2.2.1 Definition of Participation

The traditional definition of a stakeholder is any group or individual who can affect or is affected by the achievement of the organization's objectives (Freeman 1984). Their interests in an issue can be monetary, professional, personal, or cultural, or can arise from a host of other motivations. They play a key role in project and programme activities and serve as key links with the general beneficiary population and also with donors and project facilitators. Project or programme stakeholders are those who have an interest in or are affected by a project or programme decisions.

2.2.2 Theory of Participation

According to Freeman and Phillips (1984) a stakeholder theory is one that puts as a primary managerial task the charge to influence, or manage, or balance the set of relationships that can

affect the achievement of an organization's or institution's purpose. Stakeholder theory is a managerial concept of organizational strategy and ethics (Donaldson and Preston, 1995; Evan and Freeman, 1993; Freeman and Evan, 1990; Rowley, 1997).The central idea is that an organization's success in its project initiatives is dependent on how well it manages the relationships with key groups such as customers, employees, suppliers, communities, financiers, and others that can affect the realization of its purpose. Stakeholder participation refers to the act of getting involved in the various aspects and stages in the project or programme management cycle through material contributions and consultation. It involves the process or activity of informing the public and inviting them to have input into the decisions that affect them. Whereas minor decisions and emergency situations are generally not appropriate for stakeholder participation, complex situations with far-reaching impacts warrant stakeholder involvement and when done proactively, rather than in response to a problem, helps to avoid problems in the future. The focus of public participation is usually to share information with, and gather input from, members of the public who may have an interest in a project. The Constitution of Kenya 2010 gives citizen the right to take part in activities that have a direct bearing on their lives.

One foremost theoretical work on the subject of community participation was by Arnstein (1969). The particular importance of Arnestein's work stems from the explicit recognition that there are different levels of participation. Figure 2.1 shows the levels of Arnestein's ladder of public participation which is a hierarchical structure with eight levels comprising manipulation, therapy, informing, consultation, placation, partnership, delegated power and citizen control aggregated into three phases. The first two levels are categorized as non-participation, where the public is not directly involved and may be manipulated into thinking they are part of decision making, where the power holders have created a phony form of participation, perhaps around a

decision already made. At the first level there is manipulation where people are “educated” and may be advised to sign proposals they believe to be in their interest.

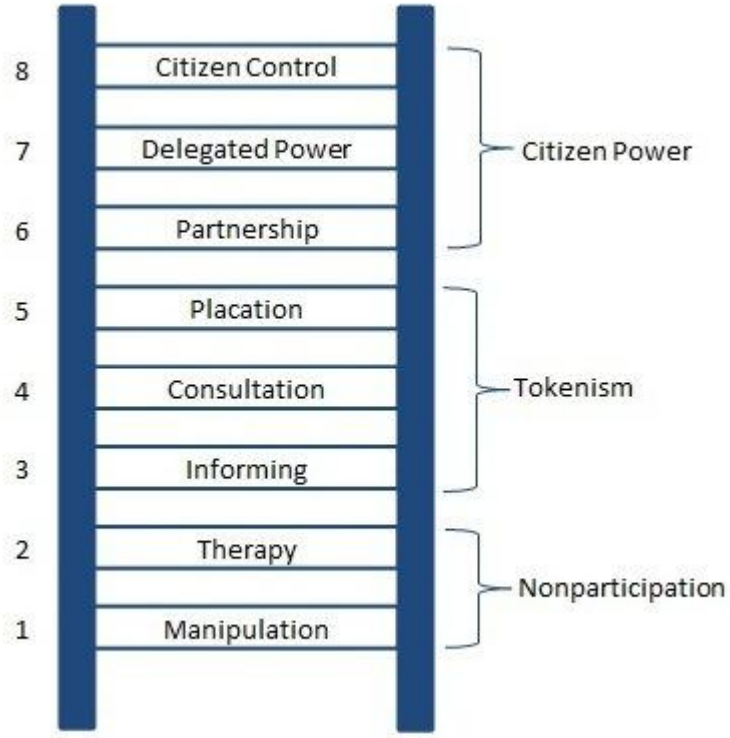

Figure 2.1 The Ladder of Citizen Participation (Arnstein, 1969).

The second level of participation is therapy, involving the power holders placating the people with promises of assistance to the citizens and having them engage in different activities where their opinions may be “cured”, and in the end accepted by the citizens. The third, fourth and fifth levels are classified as tokenism where the citizens become involved but only to a certain extent. The informing level is where the citizens are informed of what is happening in a one-way information process, where people receive the information in newspapers, in the media, online or by other means. Consultation is the fourth step, in which citizens’ opinions can start to affect the power holder’s opinion. If consultation and information is taken into account as part of the planning process, this can be effective. However, if the consultation and information is not taken

into consideration this step will is of limited value and could fall back into the non-participating level. The fifth level known as placation is where a citizens' opinion starts influencing the power holder's decision and at this level, citizens may be hand-picked to sit on a governing board that makes decisions on the planning process. According to Arnstein (1969), this process is more likely to work if the board members are equally split (citizens and power holders), so the citizens cannot be outvoted in the process. The last category is citizen power where the citizens get to influence the decision making directly. At the sixth level the power holders and citizens create a partnership. Arnstein considers partnership relatively high on her ladder as she believes this can keep both citizens and power holders content. The seventh level is delegated power where the citizens can start taking control, and the power holders need to start negotiating with the citizens. At this level unlike at the placation level, the majority of the board members would be the citizens meaning that the power holders would need to negotiate decisions with the board members. The final level is citizen control where the citizens are given the power to decide through an all-inclusive process such as voting.

2.2.3 The Economic Stimulus Programme Stakeholders

According to GOK (2009) the Kenyan Economic Stimulus Programme had stakeholders at the various levels of the programme. The top level structures responsible for policy formulation were spearheaded by the office of the Deputy Prime Minister and Minister for Finance assisted by the Technical Working Group and the ESP Secretariat. Project Implementation Units (PIUs) were established at the respective Line Ministries while at the constituency level the Stimulus Project Management Committees (SPMC) were established by the Constituency Development Fund Committees (CDFC), and the Constituency Projects Tender Committee (CPTC) adopted from

the District Tender Committees (DTC). All works and services were sourced using existing government procurement regulations (Public Procurement and Disposal Act, 2006 and its attendant Regulations, 2006 and subsequent Amendments, 2009).

Education projects were managed at the school level with key stakeholders mandated to run the processes necessary in the implementation of the programme. For primary schools, the school management committees (SMCs) were responsible for this while Board of Governors (BOG) and school development committees were responsible in secondary schools. In accordance with the Education Act (Revised Edition,2012) all Public secondary schools in Kenya are managed by a Board of Governors (BOG) appointed by the Minister of Education and offer voluntary service towards the promotion and management of education with their responsibilities including planning and development of physical facilities for the purpose of learning and teaching in the school; sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school. The BOG is required to prepare, approve and implement both the recurrent and development budgets of the school; organize, direct, supervise and monitor approved projects and programmes in the school; recruit, appoint and discipline the non-teaching staff in the school; discipline of teachers and students under the general guidance of the TSC and the Director of Education respectively; regulate the admission of students subject to the general direction of the Director of Education. The BOG consists of a Chairman, Secretary and other members and elects from itself an executive committee that has delegated powers to manage the school on behalf of the Board with the Principal of the school as the Secretary delegated to administer the school on daily basis.

A second body that also manages the affairs of secondary schools is the Parents and Teachers Association (PTA). This is a welfare body that brings together the teaching staff and the parents of the school. This body has office bearers that include the Chairman, the Secretary, who is the Principal of the school, and the Treasurer. The PTA generally provides the funds approved by the BOG for the development of the school. Membership is drawn from parents and teachers and varies depending on the number of streams in the school. The PTA is responsible for participating in discussions and approval of the annual school budget received from the BOG; participating in discussions concerning the identification and prioritization of development projects and participating in the implementation of identified projects as members of the projects and procurements committees. A third management entity in secondary schools is the school infrastructure development committee (SIC). This committee is responsible for identification of school development needs and overseeing the spending of infrastructural funds through delegation by BOG. Other stakeholders were the contractors as well as project managers drawn from technical departments of government.

Studies carried out on roles of BOGs have indicated that whereas their responsibilities include financial, physical and material resource management in schools this is not always the case. Mulai (2011) came to this conclusion. Gathoni (2010), came to the conclusion that participation of the BOG in decision making in schools did not achieve its mandate and that the BOG failed to include teachers and non teaching staff in implementation and decision making leading to increase in conflicts. Similarly Kamunge (1988) recommended that members of boards of governors and school Committees should be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and

development of educational institutions. Koech (1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the boards of governors lacked quality management capabilities.

2.3 The Economic Stimulus Programme and Project Cycles

According to Hopkins (2004) a programme is a way of partitioning work into manageable, somewhat independent projects in order to achieve a common set of goals. Westland (2006) defines a project as a unique endeavour to produce a set of deliverables within clearly specified time, cost and quality constraints. Westland (2006) describes four critical stages in a project cycle namely Project initiation, Project planning, Project execution and Project closure.

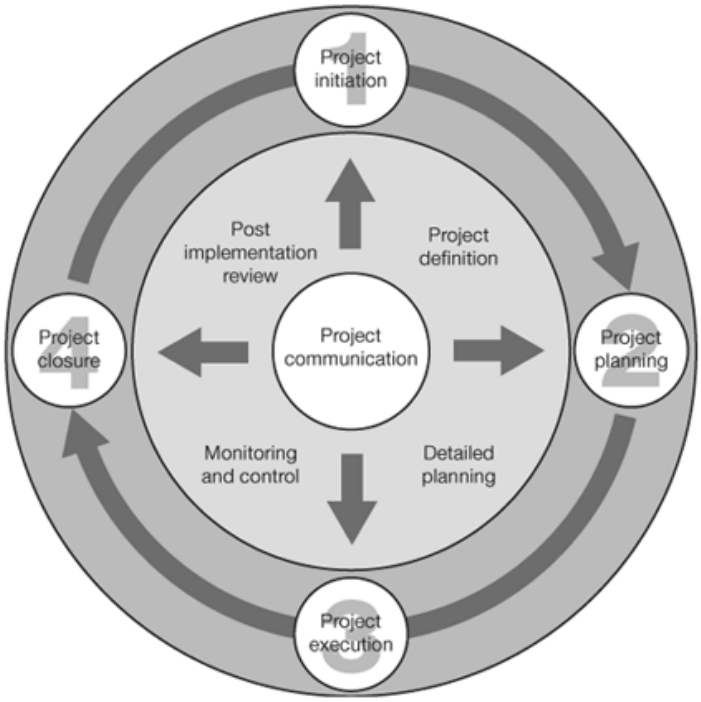

Figure 2.2: The Project Cycle (Westland, 2006)

Conceptualization is the initial project stage and it is at this stage that a project is determined as being necessary. Preliminary goals and alternatives are specified, as well as the possible means to accomplish those goals. Planning involves the establishment of a more formalized set of plans

to accomplish the initially developed goals. Among planning activities are scheduling, budgeting, and the allocation of other specific tasks and resources. Execution involves the actual work of the project. Materials and resources are procured, the project is produced, and performance capabilities are verified. Termination or closure occurs once the project is completed and several final activities must be performed. These activities usually include the release of resources and transfer of the project to the clients and, if necessary, the reassignment of project team personnel.

According to GOK (2009), the Economic Stimulus Programme was made up of various sector projects in agriculture, education, health, information technology, markets and industrialization. All sector project cycles were designed in a way to ensure sustainability across beneficial institutions in the country by ensuring that adequate funds were available on time, use of tested and tried procedures of project management, participation of stakeholders in the implementation process and strict monitoring and evaluation was adopted. The overall success of the ESP cycle relied on the individual project cycles at the institution level which in turn depended on stakeholder's participation in the process.

2.3.1 Programme and Project Identification and Selection

Chikati (2010) defines the project identification as that stage at which a project is defined as an idea or possibility worthy of further study. It is a repeatable process for documenting, validating, ranking and approving candidate projects within an organization and it starts from an understanding of the mandate and objectives of the organization and involves identifying problems to be addressed and the needs and interests of possible beneficiaries and stakeholders.

The problems and the most realistic and effective interventions are analyzed, and ideas for projects and other actions are identified and screened. Project preparation and formulation entails carrying out a feasibility study which forms the core of the proposal preparation process. Its purpose is to provide stakeholders with the basis for deciding whether or not to proceed with the project and for choosing the most desirable options. The typical identification and selection process will entail certifying and ranking the various competing projects, evaluating and determining resource needs and approving and funding the most viable project. Thus the business problem or opportunity is identified, a project is formulated and a project team is appointed to build and deliver the solution to the end user or customer (Westland, 2006).

Table 2.1: Summary of Project Initiation Stages (Westland 2006)

Identification and Selection Phase	Description	Activities	Outcome
Develop a business case/project brief	A business case is created to define the problem or opportunity in detail and identify a preferred solution for implementation	A detailed description of the problem or opportunity; -A list of the alternative solutions available; -An analysis of the business benefits, costs, risks and issues; -A description of the preferred solution; -A summarized plan for implementation	Business case is approved by an identified project sponsor, and the required funding is allocated to proceed with a feasibility study
Undertake a feasibility study	The purpose of a feasibility study is to assess the likelihood of each	Investigate whether the forecast costs are reasonable, the solution is achievable, the risks are acceptable and the identified issues are avoidable.	Feasibility Study Confirms: -costs are reasonable, -the solution is achievable,

	alternative solution option achieving the benefits outlined in the business case.		-the risks are acceptable -identified issues are avoidable.
Establish the terms of reference	After the business case and feasibility study have been approved, a new project is formed.	Terms of reference are created	**The terms of reference**: - define the vision, objectives, scope and deliverables for the new project. - Describe the organization structure, activities, resources and funding required to undertake the project. - Any risks, issues, planning assumptions and constraints are also identified.
Appoint the project team	a project manager may be appointed at any stage during the life of the project prior to recruiting the project team	PM appointed prior to recruiting the project team	**The project manager:** - Creates a detailed job description for each role in the project team, - Recruits people into each role based on their relevant skills and experience.

Set up a project office	The project office is the physical environment within which the team is based.	A virtual office is a viable option	**A project office environment should include** -Equipment, such as office furniture, computer equipment, stationery and materials; -Communications infrastructure, such as telephones, computer network, e-mail, Internet access, file storage, database storage and backup facilities; -Documentation, such as a project methodology, standards, processes, forms and registers; -Tools, such as accounting, project planning and risk modeling software
Perform a phase review	Done at the end of the initiation phase	A checkpoint to ensure that the project has achieved its objectives as planned.	Objectives achieved

Different methods of project selection are used to arrive at an ideal choice. Social analysis is one method or instrument that enables the institution carrying out a project to examine sustainability of the project and to incorporate measures to enhance the project's sustainability examining the

project's socio-cultural, institutional, historical and political context, and stakeholders' views and priorities. Beneficiary assessment is a qualitative research tool involving systematic consultation with project beneficiaries and other stakeholders to obtain their views on a planned or ongoing project initiative or intervention. According to Salmen L.F. (2002) beneficiary assessment can be used to help beneficiaries identify project inputs, signal any potential constraints to their participation, and obtain feedback on reactions to an intervention during implementation. Where the broader social development issues have already been analyzed through a social analysis process, and where the needs and interests of key stakeholders have been identified, a beneficiary analysis can be used to identify any factors that might make it difficult to generate intended benefits. Beneficiary assessment is a component of the social assessment process, focusing primarily on the beneficiaries among all other stakeholder groups. It is also a reliable qualitative, in-depth source of information on the socio-cultural conditions of the beneficiary population. Beneficiary assessment facilitates the development of initiatives that are demand-driven and enhances their sustainability. The approach is useful in identifying and designing development activities; signaling constraints to participation faced by the target group; obtaining feedback on reactions of the target group to the interventions implemented and uncovering new information.

2.3.2 Programme and Project Planning and Design

For Nyandemo and Kongere (2010), project planning means an endevour in which human, material, financial resources are organized in such a way as to undertake a unique scope of work of a given specification within constraints of time, cost and quality so as to achieve some intended objectives. It is an institutionalized activity comprising of a series of predetermined and coordinated actions and processes for carrying out the identification, preparation, appraisal and implementation of projects. Gitonga (2010) describes project planning as a process of developing

and maintaining a project plan that provides supporting details to the project definitions in terms of resources, time, cost, and scope and quality plan schedules. He further indicates that reasons for project planning includes developing a strategy that would deliver the project goals and that the critical dimensions of time, cost, quality and scope can never be attained if a project plan is not in place.

For Hopkins (2004) and Mare (1999) programmes and projects are guided by planning principles and operational concepts with key participants playing a role in effecting the entire process.
The respective principles define what programmes and projects are; indicate the importance of a quality programme and project team in overcoming technical problems; emphasize the importance of vertical communication between programme and project managers on clear objectives and constraints; stress the need to involve key stakeholders and programme participants in the decision making process and the essence of funding and staffing. Programme planning operational concepts deal with organizational system designs and give the programme organization structure to ensure a clear understanding of roles and responsibilities through the use of the Work Breakdown Schedule (WBS) which is a product-oriented, hierarchical list of the work to be done. Project planning operational concepts emphasize assignment of work elements from the WBS to an individual on the organization chart to ensure a clear definition of responsibilities as well as organization structure to ensure a clear understanding of individual roles and relationships.

According to GOK (2009), the overall ESP planning was done centrally under the coordination of the Ministry of Finance with each line ministry carrying out its design of projects under its

docket in collaboration with other key technical ministries. For the education sector the Ministry of education formulated policy for the project planning and design process in consultation with key technical ministries such as the Ministry of Public Works. Technical designs for centres of excellence to be implemented countrywide were a collaborative initiative between these two government ministries. The projects were to be rolled out simultaneously in all constituencies across the country with key stakeholders on the ground implementing them. Funds for the selected ESP education projects were channeled from the treasury directly to the individual beneficiary schools. The project stakeholders comprised BOG members, PTA members, contractors as well as project managers drawn from technical departments of government.

2.3.3 Programme and Project Implementation

Gitonga (2010) notes that project implementation is that stage in the project cycle when the project management plan is translated into action, i.e. work is done on the ground. The inputs of the project implementation process are the output of a project planning process and success or otherwise depend on the quality of a project management plan and the capacity and efficiency of the project management team. It is during the implementation stage that project plans get translated to project activities. Nyandemo & Kongere (2010) define project implementation to mean the whole process of translating broad policy goals or objectives into visible results in the form of specific projects of action.

A project manager plays the pivotal role of supervising the implementation of the project by being the leader in a team of personnel with varying capacities and training each charged with the responsibility of overseeing certain aspects of the project. For the education projects under

the ESP, this role of project manager was vested in the District Works officers in the respective districts. The team of professionals comprised an architect, a quantity surveyor, an electrical engineer, a mechanical engineer, a structural engineer and a clerk of works responsible for the day to day supervision of the work on the various sites. The management team worked in collaboration with school Board of Governors and other stakeholders such as members of the District Infrastructure Coordinating team (DICT). Procurement of works was carried out according to set out regulations where open tender system was preferred. The management team together with representation from the BOG carried out tender evaluation and participated in the award to the successful contractors. Once the projects had commenced the team held monthly site meetings where selected stakeholders were expected to attend and make contributions during deliberations.

A similar working setup to the ESP exists under other programmes such as the Constituency Development Fund (CDF). However various differences do exist. Whereas the CDF finances projects over several financial years by giving limited amounts of money each year, the ESP was a one-off initiative with schools getting thirty million shillings (Kshs 30 million) for the establishment of centres of excellence in all 210 constituencies in Kenya. Other differences with CDF include limited political representation in project committees thus reducing red tape in the management process; increased professionalism through use of key technical personnel throughout the implementation process; use of open procurement procedures that sought to introduce fairness and competitiveness and putting in place detailed monitoring and evaluation procedures including use of ICT platforms through use of the internet to ensure that status reports were in the public domain at each stage of the projects.

Nokes and Kelly (2007) state that nearly 2/3 of projects are unsuccessful due to difficulties experienced in trying to control project deliverables, schedules and budget and therefore the need to manage and control scope is vital to give the project manager a chance of meeting the approved objectives and achieving successful projects. Project scope is defined as sum of the products, services and results to be provided by a project (PMBOK p370). Project activities during implementation define key milestones in the process. For infrastructure projects the key activities are normally represented in the form of a work programme Gantt chart which is a tool for controlling the project to make sure that the parameters defined in the specifications for quality, time and budget are actually being met. Controlling here means the process of establishing standards, monitoring progress and taking corrective measures where a deviation occurs. The chart is designed at the planning stage for tracking how the time dimensions of the project is proceeding in relation to the plan. Standards for the project will have been set in the detailed project specifications created in the planning stage. Nyandemo & Kongere (2010) identify four other useful control charts one being a control point identification chart which is a summary of a useful technique for controlling that identifies well in advance what is likely to go wrong in each of the three project parameters of quality, cost and time. The project manager then identifies when and how to know that something is amiss and what needs to be done to correct a problem if it occurs. A second one is a project control chart that uses budget and schedule plans in a quick status report of the project comparing actual to planned, calculating the variance on each sub-unit completed, and tallying a cumulative variance for the project. The third one is a milestone chart which represents a wide picture of a project's schedule and control dates listing key events that are clearly verifiable by others or that require approval before the project can

proceed. The fourth is a budget control chart which is similar to a project control chart and is a listing of the subunits of a project with actual costs compared to budget.

2.4 Programme and Project Monitoring and Evaluation

Nyonje, Ndunge and Mulwa (2012), define monitoring as the periodic and continuous review and overseeing of the project to ensure that input deliveries, work schedules, target outputs and other required actions proceed according to the project plan. It is a continuous process of collecting information at regular intervals about ongoing projects or programmes concerning the nature and level of their performance. It is an ongoing activity for tracking a project's progress against planned tasks to ensure that the project is moving towards the right direction and at the right speed, in order to achieve its set objectives. Oso & Onen (2005) define project monitoring as a continuous function involving the day to day operation during the implementation of a project or programme and is a routine measurement of programme inputs and outputs delivery, and implementation of projects, in compliance with the required procedures and achievement of planned targets, the main purpose being to indicate at the earliest instance any shortcomings with regards to achieving intended objectives in order that ameliorative measures can be undertaken in good time.

Gitonga (2010) links monitoring and controlling of risks. Risks are potential future events that can adversely affect a project's cost, schedule, scope or quality. The project manager will have defined these events as accurately as possible and tried to determine when they would impact the project as well as developed a risk management plan to make amends. Nyonje, Ndunge and Mulwa (2012), define evaluation as a process that involves systematic collection, analysis and

interpretation of project related data that can be used to understand how the project is functioning in relation to the project objectives. It is a process of ascertaining decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives.

These definitions clearly indicate the continuity of the monitoring and evaluation processes in tracking progress of projects and the usefulness in risk control. GOK (2009) indicates the ESP Monitoring and Evaluation programme reporting structures from project level upwards to the national level. Every line ministry was to form project monitoring and evaluation committees at the national and district levels which were expected to develop monitoring and evaluation tools for the programme and mainstream monitoring and evaluation into the programme. The objective was to ascertain transparency in the use of programme funds, as well as to ensure effective and efficient implementation of the programme. The committees were to carry out at least one quarterly monitoring and evaluation exercise at constituency levels and carry out a monitoring and evaluation exercise at the end of the six months period at national level. They were to prepare monitoring and evaluation reports which were to be submitted to the parent ministries for onward transmission to Treasury.

According to Kenyatta (2011), the ESP Global Information System Monitoring &Evaluation initiative by the Ministry of Finance was a platform that used the internet to update the status of ESP project countrywide .The ESP website and GIS system were expected to increase efficiency, openness and objectivity in monitoring, evaluation and impact assessment of projects. The ESP website and platform was one of the first Government portals to use the county framework as its

unit of reference, making the ministry of Finance a pioneer in envisioning and operationalizing the aspirations of the new governance structures for access to information. Objectives of the GIS mapping tool system were to l ensure simultaneous diffusing of ESP information, feedback and interactive fora between the Government and stakeholders. These tools provided a structured framework in which "real time" project management updates could be undertaken with the click of a button; provided an effective monitoring, evaluation and reporting framework that boosted transparency, objectivity and accountability for both government and the general public to keep track and affirm the progress of project implementation; provided a tertiary level monitoring and evaluation framework where citizens assisted government in verifying project status and implementation; increased citizen interest, participation, and ownership in local development projects, and propelled local community commitment and a sense of voluntarism in seeing the targeted projects through to completion.

2.5 The Economic Stimulus Programme and Project Success

According to Slevin and Pinto (1995), a project is generally considered to be successfully implemented if it comes in on-schedule (time criterion), comes in on-budget (monetary criterion), achieves basically all the goals originally set for it (effectiveness criterion) and is accepted and used by the clients for whom the project is intended (client satisfaction criterion).The success of local development projects such as the ESP depends on the willingness of the communities to participate from the beginning to the end. It also depends on the constitution and capacity of the local members. At the School level the selected ESP projects were managed by the school management committee (SMC) and the School Infrastructure Committee (SIC). The SIC, with the support of the School Management Committees (SMC) and

the community, prepared a School Infrastructure Development Plan (SIDP) for the Economic Stimulus Projects. Participation in preparation of the development plan represents community involvement through the SMC in primary schools and BOGs in secondary schools.

According to the Institute for Social Accountability (TISA), effective participation required local ESP committees to be representative and ensure all stakeholders in the project location are represented; they should have ensured they have an equitable gender balance as well as have members with a diversity of skills and competencies able to administrate and implement development projects. Local committees should have adopted an open information policy for all ESP records, and procurement reports. The community members were to audit the performance of the ESP in their constituency by visiting the local CDFC office and requesting a list of all ESP Projects in their constituency; regularly visiting identified project sites; ensuring projects complied with given selection criteria; establishing if the ongoing construction was in line with the work plans, Bill of Quantities and contractor agreement; establishing names and contacts of members of the key ESP committees in their constituency; establishing a working relationship with the committees to enable ongoing sharing of information and monitoring. This is participatory monitoring and evaluation, a collaborative process that involves stakeholders at different levels working together to assess a project or policy, and take any corrective action required. It is a joint problem-solving process that includes men and women at the community level.

Nyandemo and Kongere (2010) postulate that stakeholder participation has been known to result in improved effectiveness since there is a greater sense of ownership and agreement of the

process to achieve an objective; improved efficiency in which project inputs and activities are likely to result in outputs on time; improved sustainability and sustainable impact; improved transparency and accountability if stakeholders are given information and decision making power; improved equity is likely to result if all stakeholders' needs, interests and liabilities are taken into account. According to Kenyatta (2011) by the time of reading the budget in 2010 the economy was showing signs of recovery expanding by 5.6% in 2010 up from 1.6% in 2008. This was aided in part by the success of the ESP initiative.

2.6 Theoretical Framework

This study relies heavily on the project cycle based theoretical framework by looking at the critical role stakeholder participation plays in project success, the underlying emphasis being that there is a correlation between participation and success. Arnestein's ladder of community participation represents the varying degrees of participation. The type of participation will therefore have a direct bearing on success with the lowest level of Passive Participation having the least effect while the highest level of Self-Mobilization has a corresponding higher effect on success. Other levels in between range from Participation in Information Giving, Participation by Consultation, Functional Participation and Interactive Participation each with its corresponding success rate. Participatory rural appraisal is a concept based on this framework and is used in development initiatives by civil organizations as well as governments and institutions to bring together stakeholders in delivering development projects.

2.7 Conceptual Framework

This section presents the conceptual framework which identifies the concepts included in the study and shows their relationships in a schematic representation.

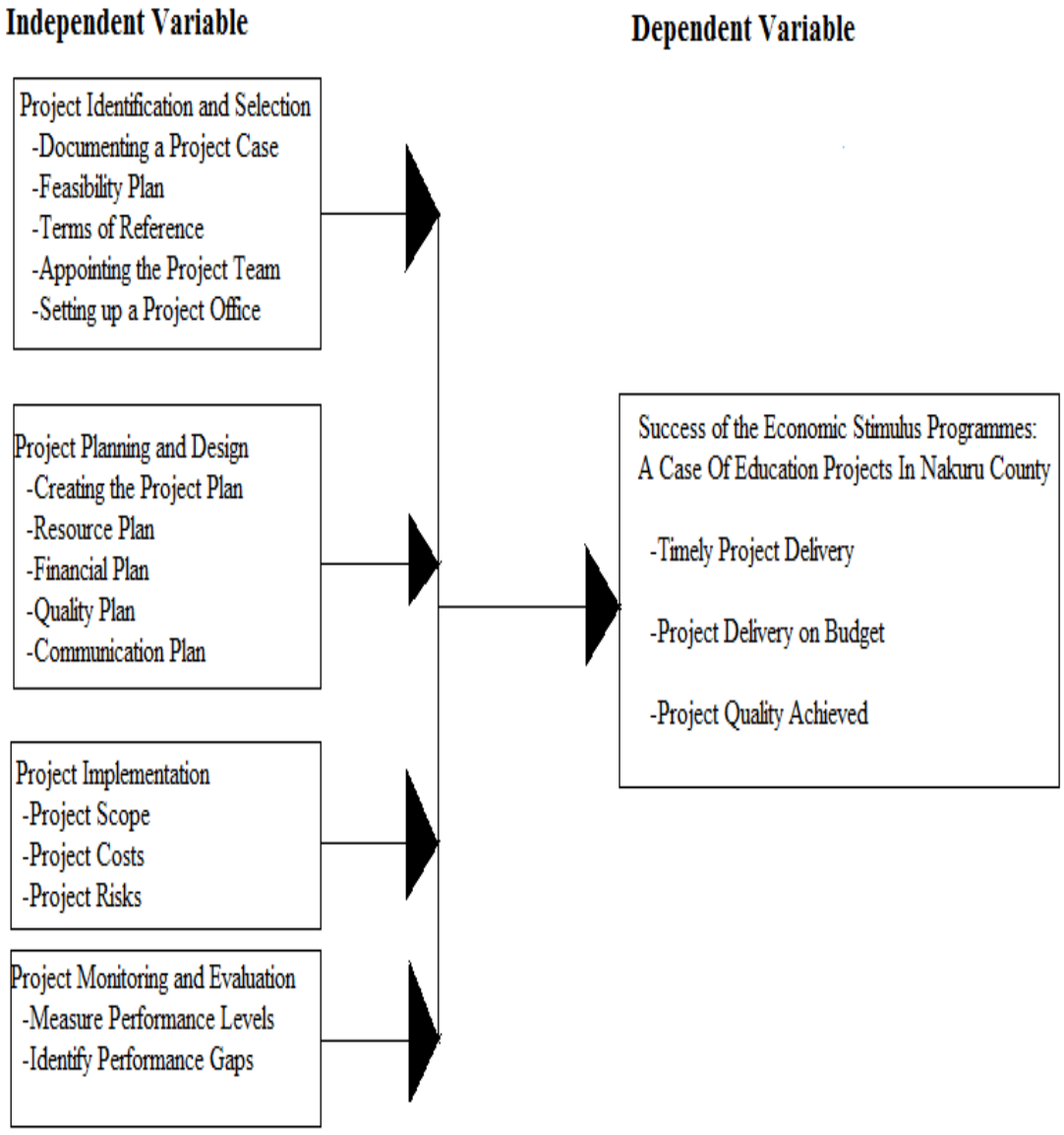

Figure 2.3: Conceptual Framework showing how success of the Economic Stimulus Programmes can be influenced by Stakeholders' Participation

The dependent variable success of the ESP was indicated by a number of results such as delivery of projects on time and budget, prudent utilization of resources as well as meeting of the national ESP objectives. This success was in turn influenced by the level of participation of stakeholders in the programme and project cycle. The study sought to establish the influence of stakeholders' participation on success by measuring the independent variables of ESP project identification and selection, project planning and design, project implementation and project monitoring and evaluation.

2.8 Chapter Summary and Knowledge Gaps

This Chapter comprised an examination into the existing body of knowledge in the area of stakeholder participation in the project cycle management as a model of delivery. Each of the stakeholder participation factors influencing programme and project success was analyzed to establish knowledge gaps existing. The chapter concluded by developing a diagrammatic illustration of the conceptual framework for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology under the following headings: Research Design; Target Population; Sampling and sampling techniques; research instruments; validity of the instruments; reliability of the instruments; data collection procedures and data analysis procedures.

3.2 Research Design

The study adopted a descriptive survey research design. Kothari (2004) defines a descriptive research as one that is "concerned with describing the characteristics of a particular individual or of a group". In a descriptive survey research objectives are predetermined which allows data collection to be relevant and sufficient to the study problem.

3.3 Target Population

The target population was drawn from the stakeholders in the seven beneficiary schools in Nakuru County who directly participated in the ESP education projects. These schools benefited from funds under the Programme varying from Kshs 2 million to Kshs 30 million for the construction of infrastructure projects. These stakeholders included school principals, deputy school principals, members of Board of Governors, PTA members, school development committee members, district education officers, members of the technical teams and project contractors. In total the stakeholders in the seven schools were three hundred and fifty (350).

3.4 Sampling and Sampling Techniques

The sample size was determined purposively to include all school principals, deputy school principals, chairpersons of Board of Governors, treasurers of BOGs, chairpersons of PTAs, chairperson of school development committee, members of the technical design team in every district where these projects were located and project contractors. This resulted in a sample size of 84 stakeholders as shown in the Table 3.1.Mugenda & Mugenda (2003) define purposive sampling as falling under non-probability sampling techniques which is used when a researcher is not interested in selecting a sample that is representative of the population and applies to qualitative studies. Purposive sampling allows a researcher to use cases that have the required information with respect to the objectives of a study at hand.

Table 3.1: Sample size

	Name of School	Sub-County within Nakuru County	BOG Members	Principal and Deputy	School Infrastructure Committee	Contractor	PTA Members	DEO	Technical Design team member	Total selected
1	Menengai H Sch	Nakuru	3	2	2	1	1	1	2	12
2	Gilgil Girls High School	Gilgil	3	2	2	1	1	1	2	12
3	Jomo Kenyatta H School	Nakuru North	3	2	2	1	1	1	2	12
4	Kieni Sec Sch	Subukia	3	2	2	1	1	1	2	12
5	Siwot Girls Sec School	Kuresoi	3	2	2	1	1	1	2	12
6	Kirobon Sec School	Rongai District	3	2	2	1	1	1	2	12
7	Molo Academy	Molo	3	2	2	1	1	1	2	12
			TOTAL SAMPLE SIZE							84

3.5 Validity of the Instruments

Research instruments are the data gathering tools employed by the researcher in the field. According to Gall, Borg & Gall (1996) validating of an instrument is improved through expert judgement. Sunders (2000) stipulates that research is only valid if it actually studies what it sets out to study and only if the findings are verifiable. Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). It is the degree to which the results obtained from an analysis of data actually represents the phenomenon under study. The construct validity of a measure is directly concerned with the theoretical relationship of a variable to other variables and it is the extent to which a measure behaves the way that the construct it purports to measure should behave with regard to established measures of other constructs (DeVellis, 1991).In this study the questionnaires were prepared clearly by the researcher for respondents to interpret and respond correctly and relied on Likert-type scale format of expressing respondents' opinion. Likert scales are a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. They are a non-comparative scaling technique and are uni-dimensional only measuring a single trait in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.

The questionnaires were structured along the project cycle process with each section representing the four stages of project selection and identification, project planning and design, project implementation and project monitoring and evaluation. A final section sought opinion on project success. Validity was enhanced by limiting the occurrence of systematic errors by use of

simple understandable language. Construct and content validity of the questionnaires was determined by use of a supervisor. The value attached to construct validity is emphasized in Mutai (2000) where the construct and content of the questionnaires were reviewed with the assistance of the research supervisor.

3.6 Reliability of the Instruments

Reliability indicates the stability and consistency with which the data collection instruments measure the concept (Zikmund, 2000). Mugenda and Mugenda, (1999) stipulate that reliability of an instrument is the degree of consistency with which it measures a variable. For this study the questionnaires were pilot tested to check their reliability. This was conducted at Marigat Secondary School and Kabarnet High School in Baringo County before the actual study to improve on reliability. The results of the pilot test helped in restructuring of the questionnaires by incorporating any missing information, omitting irrelevant questions and paraphrasing questions that would have been ambiguous to the respondents. The researcher relied on Likert-type scale and used Cronbach's Coefficient Alpha method to evaluate internal consistency. A value of 0.8 was obtained indicating consistency. According to Nunnaly (1978), Cronbach's alpha score of 0.7 is considered to be acceptable reliability coefficient.

3.7 Data Collection Methods

The study relied on qualitative data and employed self administered questionnaires as the primary instrument to collect data. Self administered questionnaires have the advantage of being relatively low cost and easy access, physical touch to widely dispersed samples (Fowler, 1993). According to Mugenda and Mugenda, (1999), questionnaires facilitate easier coding and analysis

of data collected. One questionnaire was used for all the stakeholders. Nominal and ordinal measurements were applied to measure the variables with the opinions of stakeholders as well as their perception and attitudes regarding project success being assessed.

3.8 Data Analysis

Once collected the qualitative raw data was grouped and cleaned for potential errors and ambiguities before it was coded and entered into a computer. Descriptive statistical analysis of data was made possible by use of Statistical Package for Social Scientists (SPSS).Spearman's correlation tests were carried out on various independent variables to establish the relationship to project success. The data was presented in frequency distribution tables and percentages.

3.9 Ethical Consideration

The researcher exercised utmost caution while administering the questionnaires. Authorization was obtained from the Nakuru County Director of Education as well as the respective education officers in the seven sub counties where the schools were located. Respondents were give assurance regarding confidentiality of the information obtained.

3.10 Operational Definition of Variables

Table 3.2: Operational Definition of Variables

Research Objective	**Variable**	**Indicator**	**Measurement**	**Measurement Scale**	**Data Collection**	**Data Analysis Tools**
To determine the influence of stakeholders'	Project identification and selection	-Existence of Functional Infrastructure	Evidence of involvement	Nominal Ordinal	Questionnaire	Descriptive statistics; Computation

participation in ESP project identification and selection on the success of the ESP		e.g. classrooms				of percentages; frequencies
To establish the influence of stakeholders' participation in ESP project planning on the success of the ESP	Project planning and design	-Existence of Planning and design documents	Evidence of involvement Training in planning	Nominal Ordinal	Questionnaire	Descriptive statistics; Computation of percentages; frequencies
To determine the influence of stakeholders' participation in ESP project implementation on the success of the ESP	Project implementation	-Attendance of site meetings -Contribution in management meetings	Evidence of involvement Attendance of project management meetings	Nominal Ordinal	Questionnaire	Descriptive statistics; Computation of percentages; frequencies
To establish the influence of stakeholders' participation in project monitoring and evaluation on success of the ESP	Project monitoring and evaluation	-M&E training sessions -observable M&E skills in report making -identifying gaps -attend site meetings	Amount allocated to M&E -Management skills in M&E report making	Nominal Ordinal	Questionnaire	Descriptive statistics; Computation of percentages; frequencies

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTEPRETATION

4.1 Introduction

This chapter gives the research findings. It is presented under subheadings which include the following: Response Return Rate; Respondents Demographics;

influence of participation in Project identification and selection on the success of the ESP; Role of stakeholders in identification and selection of the ESP projects in the school; Project planning and design; Project implementation; Projection Monitoring and evaluation.

4.2 Response Return Rate

A total of 84 respondents were purposively identified as playing a critical role in the implementation of the ESP out of a population of 350 possible stakeholders. Out of the 84 questionnaires sent out 70 were returned representing 83.3%. Mugenda and Mugenda (2003) consider a response rate of 60% as good and one above 70% as very good and both are acceptable for further data analysis.

4.3 Respondents Demographics

4.3.1 Age Distribution

Table 4.1 shows the age breakdown of the respondents.

Table 4.1 Age Distribution

	Frequency	Percentage
30 to 40 years old	4	5.7
41 to 50 years old	33	47.1
51 years and Above	31	44.3

No response	2	2.9
Total	70	100.0

The data indicated that 91.4% of the respondents were above 40 years.

4.3.2 Professional Career

Table 4.2 gives the professions of the respondents.

Table 4.2 Professional Career

	Frequency	Percentage	Cum Percentage
Administrator	1	1.4	1.4
Business	10	14.3	15.7
Civil servant	30	42.9	58.6
Construction business	1	1.4	60.0
Contractor	3	4.3	64.3
Farmer	2	2.9	67.1
Lecturer	1	1.4	68.6
Main contractor	1	1.4	70.0
Teacher	21	30.0	100.0
Total	70	100.0	

The data indicated that 42.9% of the respondents were civil servants, 14.3% were business people while 21% were teaches.

4.3.3 Highest Education Level

Table 4.3 shows the distribution of the respondent in terms of education level.

Table 4.3 Highest Education level

	Frequency	Percentage
Education Level	4	5.7
Diploma	25	35.7
Undergraduate	29	41.4
Postgraduate(Masters)	10	14.3
Other	1	1.4
Total	69	98.6
No response	1	1.4
	70	100.0

The data indicated that 35.7% of the respondent had a diploma qualification, 41.4% undergraduate qualification, and 14.3% had Masters Degree. 55.7% of the respondents had gone through the university education.

4.3.5 Attendance of a Project management related training

Table 4.4 Shows attendance of respondents in project management related training

Table 4.4 Training Programme

Training Program	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Procurement	69	98.6	1	1.4
ESP national Induction	43	61.4	27	38.6
Information and Communication Technology	41	58.6	29	
Construction Related	18	25.7	52	84.3
Environmental issue	4	5.7	66	94.3
Project Planning and Management	1	1.4	69	98.6

Table 4.4 shows that 69 of the 70 respondents had undergone procurement training representing 98.6%, 61.4% or 43 of the 70 respondents attended the ESP national induction training, 41 of the

70 respondents or 58.6% had attended Information and Communication Technology training and 18 of the 70 or 25.7% had attended a Construction related training. Only one respondent had attended a project planning and management training.

The results showed that more that 92.9% of the respondents had been members of the stakeholder group for more than one year. 60.0% of the respondents had been members of the stakeholder group for period between one and two years. The results showed that 60.0 of the respondents or 85.7% had held a similar position in other institutions. 7.1% of the respondents reported holding stakeholders' meetings once per term (3 months) while 92.9% of the respondents reported holding the stakeholders' meeting once in a month.

4.4 Project Identification and selection

This section shows the results of the respondents' opinion regarding participation in project selection and identification.

Table 4.5 Identification and selection of the ESP projects in the school

Parameter of identification and selection of the ESP projects in the school	Percent	
	Strongly disagree/ disagree	Strongly agree/ agree
Familiar with ESP objectives		96.6
Other stakeholders were involved in ESP project selection	10.0	75.7
Stakeholders participated in prioritization of ESP project undertaken	14.3	75.7
Participated in the identification and selection of the ESP projects in the school	24.3	74.3
ESP Induction Training workshop assisted in the identification selection process of the ESP project in schools	37.2	61.4
Participated in the selection of the ESP project management team	31.4	67.2
Participated in the Feasibility Studies carried out before selection of ESP	21.4	65.7

Projects in the school		
Participated in the preparation of the project team's terms of reference for the participating stakeholders	35.7	60.0

Table 4.5 shows a summary of the respondent ratings. From the sampled data, 42.9% respondents reported that they had selected and identified one school administration building project selected and identified for implementation. 12.9% of respondents said that they had selected and identified 2 classroom projects and 57.1% said that they had selected and identified 4 classroom projects. 55.7% of the respondents had selected and identified two laboratories projects and 57.1% of the respondents also reported to had selected and identified at least one dormitory project. 54.3 % of the respondents reported that they had identified and selected two ablution block projects.

The respondents were asked to rate a number of factors regarding identification and selection of the ESP projects in the schools. The respondent were to rate the parameter of project identification and selection on the Likert 5-level scale namely Strongly disagree, Disagree, Not Sure, Agree and Strongly agree. The results show that 96.6% of the respondents were familiar with ESP project objectives. 61.4% of the respondents said ESP Induction Training workshop assisted them in the identification selection process of the ESP project in schools. 67.2% of the respondents participated in the selection of the ESP project management team. 75.7% participated in prioritization of ESP project undertaken. 60.0% participated in the preparation of the project team's terms of reference for the participating stakeholders. 65.7% participated in the feasibility studies carried out before selection of ESP Projects in the school.

Table 4.6 Correlation between Participation in the identification and selection of the ESP projects in the school and in project closure

			Participation in the identification and selection of the ESP projects in the school	Participation in Project Closure Process
Spearman's rho	Participation the identification and selection of the ESP projects in the school	Correlation coefficient sig (2-tailed)	1.00	+0.86
			0.95	
		N	70	70
	Participation in Project Closure Process	Correlation coefficient sig (2-tailed)	+0.86	1.00
			0.95	0.95
		N	70	

The results indicate a positive correlation between stakeholders' participation in the identification and selection of the projects and success of the ESP.

4.5 Project Planning and Design

This section shows the results of the respondents' opinion regarding participation in project planning and design**.**

Table 4.7 Project planning and design

	percent	
	strongly disagree/ disagree	strongly agree/ agree
Participated in planning and design of ESP projects in the school	12.9	82.8
Familiar with the ESP planning process at national and school level	15.7	81.4
Other stakeholders participated in planning and design of the ESP	14.3	75.7

projects in the school		
Participation in the project related training assisted in project planning and design process	22.9	74.3
Participated in the project design	27.1	72.8
Participated in creating project financial plan	27.1	72.8
Participated in creating the Project Quality Plan	27.1	72.8
Participated in creating the project plan	31.5	68.6
Participated in creating the project resource plan	32.9	67.1
Participated in creating the Project Communication Plan	44.3	54.3
ESP induction training workshop assisted in planning process of the ESP projects in the school	44.3	52.8

Table 4.7 shows a summary of the respondent ratings regarding stakeholders' participation in project planning and design on a 5-level Likert scale. The results show that 82.8% of the respondent participated in planning and design of ESP projects in the schools. 81.4% of the respondent were familiar with the ESP planning process at national and school level, 54.3%. 74.3% of the respondents indicated that participation in project management related training assisted them in project planning and design process. 72.8% indicated they participated in the project design, in creating the project financial plan and in creating the Project Quality Plan. 67.1% indicated they participated in creating the project resource plan while 54.3% indicated they participated in creating the Project Communication Plan. 52.8% indicated that attendance of the ESP induction training workshop assisted in the planning process of the ESP projects in the schools.

Table 4.8 Correlation between familiarity with the ESP planning process at the national and school level and participation in creating the project financial plan

			Familiarity with the ESP planning process at national and school level	Participation in creating the project financial plan
Spearman's rho	Familiarity with the ESP planning process at national and school level	Correlation coefficient sig (2-tailed)	1.00	+0.84
			0.95	
		N	70	70
	Participation in creating the project financial plan	Correlation coefficient sig (2-tailed)	+0.84	1.00
			0.95	0.95
		N	70	

The results indicate a positive significant correlation between stakeholders' participation in project planning and design and success.

4.6 Project Implementation

This section shows the results of the respondents' opinion regarding participation in project implementation**.**

Table 4.9 Parameters on project implementation

	Percent	
	strongly disagree/ disagree	strongly agree/ agree
Familiar with project implementation procedures		100
Participation in project related course assisted in the project	31.4	68.4

implementation process		
ESP induction training workshop assisted in implementation process of ESP projects in the school	45.7	54.3
Participated in Project Risk Assessment process	32.9	67.1
Participated in Project Cost Analysis process	25.7	74.3
Participated in creating project scope	34.2	64.3
Participated in project tender preparation and procurement process	38.6	60.0
Participated in project tender opening process	45.7	52.8
Participated in project tender evaluation process	17.1	81.4
Participated in project awarding process	10	88.5
Participated in the project site inspection meetings	7.1	91.4
Participated in record keeping related to the proceedings of inspection meetings	7.1	91.4

Table 4.9 shows a summary of the respondent ratings regarding stakeholders' participation in project implementation on a 5-level Likert scale. The results show that 100% of the respondents indicated they were familiar with project implementation procedures. 68.4% indicated that participation in a project management related course assisted in the project implementation process. 54.3% indicated that participation in the ESP induction training workshop assisted in implementation process of ESP projects in the schools. 67.1% indicated that they participated in Project Risk Assessment process, 74.3% participated in the Project Cost Analysis process, 64.3% Participated in creating project scope. 60.0% participated in project tender preparation and procurement process. 91.4% indicated that they participated in the project site inspection meetings and in record keeping related to the proceedings of inspection meetings.

Table 4.10 Correlation between participation in site meetings and in project closure and the influence on ESP project success

			Participation in site inspection meetings and influence in project implementation of the ESP projects	Participation in Project Closure Process
Spearman's rho	Participation in site inspection meetings and influence in project implementation of the ESP projects	Correlation coefficient sig (2-tailed)	1.00 0.95	+0.9
		N	70	70
	Participation in Project Closure Process	Correlation coefficient sig (2-tailed)	+0.9 0.95	1.00 0.95
		N	70	

The results indicate a positive significant correlation between stakeholders' participation in project implementation and success

4.7 Projection Monitoring and Evaluation

This section shows the results of the respondents' opinion regarding participation in project monitoring and evaluation**.**

Table 4.11 Parameters of Project monitoring and evaluation

Parameters of Project monitoring and evaluation	Percent	
	Strongly disagree/ disagree	Strongly agree/ agree
Participated in Monitoring and evaluation of ESP projects in the school	5.7	94.3
ESP induction training workshop assisted in monitoring and evaluation process of the ESP projects in the schools	45.7	52.9
Informed on the project work plans by the project manager	22.9	77.1

Contractor availed project work plan in form of Gantt Chart	12.9	87.1
Participated in measuring performance levels of ESP projects	10.0	90.0
Participated in identifying performance gaps of ESP projects	5.7	94.3
Project management related training was instrumental in monitoring and evaluation of ESP project	14.3	84.3
Familiar with Global Information Monitoring & Evaluation	70.0	30.0
Familiar with Participatory Monitoring and Evaluation	14.3	84.2
Participated in site meetings to assess progress of the projects	5.7	94.3

The results in Table 4.11 are summary of the rating of parameter regarding the involvement of respondents in project monitoring and evaluation. The results show that 94.3% of the respondents indicated that they participated in monitoring and evaluations of ESP projects in the schools. 52.9% of the respondents indicated that participation in the ESP induction training workshop assisted in monitoring and evaluation process of the ESP projects in the schools. 77.1% indicated that they were informed on the project work plans by the project manager. 87.1% indicated that the Contractor availed project work plans in form of Gantt Charts. 90.0% indicated that they participated in measuring performance levels of ESP projects. 94.3% indicated that they participated in identifying performance gaps of ESP projects. 84.3% indicated that participation in a project management related training was instrumental in monitoring and evaluation of ESP projects. 30.0% indicated that they were familiar with the Global Information Monitoring & Evaluation initiative that used the internet to update the status of ESP project countrywide. 84.2% indicated that they were familiar with Participatory Monitoring and Evaluation while 94.3% indicated that they participated in site meetings to assess progress of the projects. Finally spearman correlation coefficient was calculated to check the degree of

association between participation in identifying performance gaps of ESP projects and project success.. Table 4.12 illustrates the results.

Table 4. 12 Correlation between influence of Participation in identifying performance gaps of ESP projects and in project closure.

			Participation in identifying performance gaps of ESP projects	Participation in Project Closure Process
Spearman's rho	Participation in identifying performance gaps of ESP projects	Correlation coefficient sig (2-tailed)	1.00	+0.78
			0.95	
		N	70	70
	Participation in Project Closure Process	Correlation coefficient sig (2-tailed)	+0.78	1.00
			0.95	0.95
		N	70	70

The results indicate a positive significant correlation between project monitoring and evaluation and project success.

4.8 Project Success

This section shows projects completed and the results of the respondents' opinion regarding success.

Table 4.13 Completed Projects

Projects	Respondents	Total of Completed Projects
School Administration Building Completed	30	3

Projects	Respondents	Total of Completed Projects
Classrooms Completed	70	18
Laboratories Completed	40	5
Dormitories Completed	50	5
Ablution Blocks Completed	50	8
Kitchen and Dining Projects Completed	10	1

Table 4.13 shows the number of projects completed under the ESP in Nakuru County. There were a total of 18 classrooms, 3 administration buildings, 5 laboratories, 5 dormitories of varying capacity, 8 ablution blocks and 1 kitchen and dining projects completed.

Table 4.14 Rating of Parameters of Project success

Parameters of Project success	Percent	
	Strongly disagree/ disagree	Strongly agree/ agree
Participated in Project Closure Process	5.7	94.3
ESP Induction Training Workshop was Critical in the success of ESP projects	40.0	60.0
ESP Project closure process was successful	0.0	100
Project Management training was instrumental in the success of ESP project	25.7	74.3
ESP project in schools were completed as per the budget	2.9	97.1
ESP project in schools were completed on time	7.1	93.9
ESP project completed in accordance with set standards and specification	14.3	85.7
Satisfied with ESP projects undertaken in the school	1.4	98.6
Incomplete buildings will cost school more than intended	84.3	12.9
ESP project generated employment in the neighborhood	1.4	98.6
Project fulfilled the ESP objectives	0	100
ESP project has had a positive impact on the management	0	100
ESP project enabled school management carry out other projects better	0	100

The results in Table 4.14 are a summary of the rating of parameter regarding the respondents' opinion on project success. Results show that 60% of the respondents agreed that participation in the ESP Induction Training Workshop was critical in the success of ESP projects. All respondents strongly agree that the ESP projects that were being carried in schools were completed successfully and projects completed fulfilled ESP objectives. All respondent also agreed that ESP projects had a positive impact on management as well as enabling the management to carry out other projects successfully. 93.9% indicated that ESP projects were completed on time and 97.1% within the budget. 12.9% of the respondents indicated that the incomplete projects would cost more than the amount budgeted for them.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the research findings. Some recommendations are given at the end of the chapter by the researcher that the ESP funding agency and the beneficiary institutions may find useful. The chapter comprises the summary of the findings, discussions of the findings, conclusions of the study, recommendations, and suggestions for further research and the study's contribution to the existing body of knowledge. The purpose of this study was to establish the influence of stakeholders' participation on the success of the Economic Stimulus Programmes: a case of education projects in Nakuru County.

To achieve this purpose the study was guided by the following objectives:

a). To establish the influence of stakeholders' participation **i**n ESP projects identification and selection on the success of the Economic Stimulus Programmes: a case of education projects in Nakuru County;

b). To determine the influence of stakeholders' participation in ESP projects planning on the success of the ESP: a case of education projects in Nakuru County;

c). To establish the influence of stakeholders' participation in ESP projects implementation on the success of the ESP: a case of education projects in Nakuru County; and

d). To determine the influence of stakeholders' participation in ESP projects monitoring and evaluation on the success of the ESP: a case of education projects in Nakuru County.

5.2 Summary of Findings

This section gives the summary of the research findings for each of the four research objectives.

5.2.1 Influence of stakeholders' participation in ESP project identification and selection on the success of the Economic Stimulus Programmes: A case of education projects in Nakuru County

1. Research revealed that Participation in the national ESP induction training workshop assisted stakeholders in the identification and selection process of the ESP projects in the schools.
2. Participation in project management related training assisted in project selection and identification
3. Familiarity with the ESP objectives positively influenced stakeholders' capacity in selection and identification of projects.
4. There was a positive response on participation in prioritization of ESP projects undertaken.
5. There was a positive response on participation in the Feasibility Studies carried out before selection of ESP Projects in the school.
6. There was a positive response on participation in the selection of the ESP project management team.
7. There was a positive response on the preparation of the Project Terms of reference for the participating stakeholders

5.2.2 Influence of stakeholders' participation in ESP project planning and design on the Success of the ESP: a case of education projects in Nakuru County

1. Research revealed that Participation in the national ESP induction training workshop assisted stakeholders in the planning and design process of the ESP projects in the schools.
2. Participation in project management related training assisted stakeholders in the planning and design process of the ESP projects in the schools.

3. There was a positive response on familiarity with the ESP planning process at the various levels namely at the national level and at the school level.

4. There was a positive response on participation in creating the Project Plan, Resource plan, financial plan, quality plan and communication plan which included consultation with other stakeholders and explaining project tasks involved.

5.2.3 Influence of stakeholders' participation in ESP project Implementation on the success of the ESP: a case of education projects in Nakuru County

1. Research revealed that Participation in the national ESP induction training workshop assisted stakeholders in project implementation process of the ESP projects in the schools.

2. Participation in project management related training assisted stakeholders in project implementation process of the ESP projects in the schools.

3. There was a positive response on participation in the Project risk assessment process which involved defining risks classifying the risks and coming up with measures to avoid the risks.

4. There was a positive response on participation in the Project cost analysis process during the project implementation process which included ensuring budget limits are not exceeded and approving variations to project cost where necessary.

5. There was a positive response on participation in creating the Project scope which included setting out the infrastructure requirements for the school to fit the budget, preparing and approving the project personnel needs.

6. There was a positive response on involvement in the Project Tender preparation and Procurement process including tender opening, awarding.

7. There was a positive response on participation in the Project site inspection meetings.

5.2.4 Influence of stakeholders' participation in ESP Project monitoring and evaluation on the success of the ESP: a case of education projects in Nakuru County

1. Research revealed that Participation in the national ESP induction training workshop assisted stakeholders in monitoring and evaluation process of the ESP projects in the schools.
2. Participation in project management related training assisted stakeholders in monitoring and evaluation process of the ESP projects in the schools.
3. There was a positive response on participation in measuring project performance levels of the ESP projects including adherence to project contract period and adherence to project budget
4. There was a positive response on participation in identifying performance gaps of ESP projects in the school which included delays to project delivery and budget variations
5. There was a positive response on participation in site meetings to assess progress of the projects

5.3 Discussions

This study was concerned with the variables affecting the success of the ESP namely the influence of stakeholder participation in project identification and selection; participation in project planning and design; participation in project implementation and participation in project monitoring and evaluation.

5.3.1 Project Identification and Selection

The research data was indicative of a positive relationship between training in a project management related course, attendance of the ESP induction training, familiarity with ESP objectives , preparation of the Project Terms of reference for the participating stakeholders, involvement in feasibility studies, selection of the project team, project prioritization on the one hand and participation in project identification and selection. on the other. Project identification and selection refers to the process of deciding the specific areas that the ESP projects were targeted at in the various institutions. It took into account a careful analysis of the problems the institutions faced and deciding on the best action to take towards solving such problems. During the project identification stage, various stakeholders were required to come on board and play a critical role in the process. In as far as the ESP in Nakuru County was concerned, the school management and the other stakeholders in all the seven schools came up with relevant projects in which the government channeled funding with a view to improving the standards of infrastructure in the school as well as creating employment during the course of implementation. This strengthens the argument in Chikati (2000) that project selection for implementation must be performed in consideration of an institution's needs, wants, corporate strategic plan, realistic sophistication of the deliverables, success attributes of the project and the constraints for the project success. The research revealed that a total of 18 classrooms, 4 dormitories of various capacity, 5 laboratories,8 ablution blocks, 3 administration buildings, 1 kitchen and dining hall were constructed under the ESP in Nakuru County all costing 180 million shillings.

The data collected was indicative of a positive relationship between training in a project management related course, attendance of ESP induction training, familiarity with ESP objectives,

preparation of the Project Terms of reference for the participating stakeholders, involvement in feasibility studies, selection of the project team, project prioritization and participation in project identification and selection.

5.3.2 Role of stakeholders in identification and selection of the ESP projects in the school

The participation of the project stakeholders was one factor that was very important for the success of the ESP projects. In this study a sample comprising of 70 respondents of a total of 84 was involved. Of these 52 respondents representing 74.3% agreed that they were fully involved in the project identification. In this context, the project identification included the various development agenda that the identified schools were to undertake. Some schools chose to build new laboratories as others opted for classrooms, administration buildings, dining halls and kitchen or dormitories in keeping with their school infrastructure development agenda.

The study also revealed that 69 respondents representing up to 98.6% agreed that they were aware of the government's ESP projects in their various schools. Moreover, the Stakeholders who participated in prioritization of ESP project undertaken were 53, representing 75.7% of the total respondents. Those who participated in the feasibility studies carried out before selection of ESP Projects in the school were 46 out of the possible 70 representing 65.7% with only one responding that he was either not sure or disagreed to such a participation. In terms of the participation in the selection of the ESP project management team, 47 people out of the possible 70 respondents representing 67.1% strongly agreed to have participated fully, while 22 people representing 31.4% were ignorant of such participation. When asked about their level of participation in the preparation of the project terms of reference for the participating

stakeholders, 42 people representing 60% agreed to have made such participation and 25 people did not participate. In the bid to answer the question, to what extent did the identified stakeholders participate in the selection and identification of the ESP projects in the schools in Nakuru county, the research study revealed that majority of the stakeholders actually participated fully. It is thus important to note that in as far as participation is concerned, the research revealed that the outcome should have been positive following the high level of participation in the ESP project selection and identification. Cheruiyot (2012) similarly concluded that group members in youth projects in Nakuru North who were the main stakeholder performed project planning and initiation processes and this aided in project success something this study also reinforces.

5.3.3 Project Planning and Design

The research data was indicative of a positive relationship between stakeholders' attendance of training in a project management related course, attendance of the ESP induction training, familiarity with the ESP planning process at the various levels namely at the national level and at the school level, participation in creating the Project Plan, Resource plan, financial plan, quality plan and communication plan s on the one hand and participation in ESP project planning and design on the other. This concurs with Kamunge (1988) that members of boards of governors and school Committees should be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and

development of educational institutions.

Chikati (2011) defines planning as the systematic process of establishing a need and then working out the best way to meet the need within a strategic framework that enables one to identify priorities and determine operational principles. It involves identifying the necessary resources that are pertinent for the success of the project and ensuring that they are availed for the project use. The information must be availed in the correct time, place and in the correct formats for use in the project. The project management team must therefore focus into the future of the project and ensure that enough resources are in place so as to secure the success of the projects. During the project planning sessions, it is equally important to include the stakeholders since these are the people who are directly involved in the project and the success of the project is greatly attributed to the level to which they are involved in the planning and design process. The research study was thus done to carry out an in depth analysis on the extent to which the various ESP stakeholders were involved in the project planning and design process itself.

From the research study carried out, it was found that 58 out of the possible 70 respondents representing 82.9% were actively involved in the project planning. This concurred with Nyandemo and Kongere (2010), that project planning means an endevour in which human, material, financial resources are organized in such a way as to undertake a unique scope of work of a given specification within constraints of time, cost and quality so as to achieve some intended objectives. This number comprised the 39 respondents who strongly agreed to having been involved in the project planning process, and the 19 who agreed to have been involved. However, 6 people indicated lack of knowledge of having been involved in the project planning

with 3 people strongly disagreeing to having participated in such initiative. It is also important to note that various aspects of the planning also saw various levels of participation. For example, when asked if their level of participation in the project related training assisted in project planning and design process, 39 people out of the possible 70 strongly agreed to have been effectively involved, while 13 agreed, 16 disagreed and 2 did not respond. Similarly, when asked if participation in the ESP induction training workshop assisted in the planning process of the ESP projects in the schools 37 of the 70 representing 52.9% agreed and 31 representing 44.3% did not agree, while 2 were unsure. Similar responses were also reflected on the other stakeholders' participation in planning and design of the ESP projects in the school as well as the stakeholders' familiarity with the ESP planning process at national and school level. In addition, when asked of their level of participation in creating the project plan, 22 out of the possible 70 disagreed, and 48 respondents representing 68.6% of the total respondents agreed to have been involved in the process. The results for the level of participation in creating the project resource plan followed the same pattern as well as the level of participation in the creation of the project financial plan and other similar planning participations like the level of participation in creating the Project Quality Plan and in creating the Project Communication Plan.

It is thus important to note that the level of participation in the planning of the ESP was fairly done. Majority of the direct stakeholders agreed to have been involved in the project planning. The success of the ESP projects must therefore have been achieved if the level of planning was anything to go by. The research study revealed a satisfactory level of planning involvement of the major direct stakeholders.

5.3.4 Project Implementation

The research data was indicative of a positive relationship between stakeholders' attendance of training in a project management related course, attendance of the ESP induction training, involvement in project risk analysis, creating of project scope, involvement in tender procurement process, attendance of site meetings on the one hand and participation in ESP project implementation on the other. Project implementation is that stage in the project cycle when the project management plan is translated into action, and work is done on the ground. During project implementation, the project manager gets the opportunity to marshal the necessary and the available resources to put everything about the project into motion. The project therefore becomes conceptualized in the society and the real time milestone developments can be measured and recorded. This research study was carried out to identify the level of participation of the stakeholders in this process. The following section gives a brief overview of the level to which the stakeholders were involved in project implementation.

From the study, a total of 70 participants took part in the study out of the 84 purposively identified stakeholders. When ask their level of familiarity with project implementation procedures 91.4 % answered in the affirmative. Further analysis was done based on the 91.4% who responded in the affirmative. A total of 78.6% of the respondents agreed that they participated in the project implementation strategies. This comprises of those who fully agreed that they fully participated and those who just agreed that they took part in the process. However, 8 people representing 11.4% strongly disagreed that they were given the opportunity to participate in the project implementation. Moreover, 14 people representing 20.0% disagreed that

they were involved in the project implementation. The research concurred with Gitonga (2010) that it is during the implementation stage that project plans get translated to project activities.

Further research analysis done to ascertain the effectiveness of the ESP also revealed various issues in the process. When the respondents were asked if their involvement in the ESP induction training workshop assisted in the implementation process of ESP projects in the school, 32 people out of the possible 70 people representing 45.7% disagreed with the hypothesis. However, 38 people representing 54.3% agreed that they had been involved. Similar results were also realized when the respondents were required to respond on the level to which they participated in Project Risk Assessment process.

The trend generally continued for the other areas that the research also covered. Such areas included their level of participation in the Project Cost Analysis process and the level of participation in creating the project scope. Regarding participation in project tender preparation and procurement process 53 were positive representing 75.7% while 17 disagreed representing 24.3%. The trend was similar with participation in project tender opening process as well as participation in project tender evaluation process. The same trend did not change for the participation in project awarding process, their participation in the project site inspection meetings, and their level of participation in record keeping related to the proceedings of inspection meetings.

5.3.5 Projection Monitoring and Evaluation

The research data was indicative of a positive relationship between stakeholders' attendance of training in a project management related course, attendance of the ESP induction training,

participation in measuring project performance levels, participation in identifying performance gaps, participation in site meetings on the one hand and participation in monitoring and evaluation on the other. Project monitoring was the systematic collection of project information, the occasional analysis of the project status during the course of project implementation, taking control of the project and evaluating the level of success of the project during the full project cycle. ESP projects needed to be fully monitored and evaluated to ensure achievement of success.

The success of the projects greatly revolved around the level to which the project stakeholders were involved in its monitoring and evaluation. The research study was able to reveal various levels of participation in project monitoring and evaluation by the stakeholders. Out of the 70 respondents in the study, 48 people representing 68.9% strongly agreed that they were fully involved, 16 respondents agreed that they were involved. 4 respondents disagreed and 2 people did not respond to the question. This shows that the stakeholder can be generalized to have been fully involved in the monitoring and evaluation of the projects. Further analysis based on the level of evaluation that the respondents were subjected to showed similar trends. For example, when asked if their level of participation in the ESP's induction training workshop assisted in the monitoring and evaluation process of the ESP projects in the schools, 3 people disagreed strongly, 29 disagreed giving a total of 32 people. Those who agreed were seven and those who strongly agreed were 30 giving a total of 37 out of the total possible 70 representing 52.9%. One person did not respond, a figure that has negligible influence on the outcome. The general trend continued for the question about the project work plans by the project manager, their levels of knowledge on the contractor availing project work plans, and their level of participation in

measuring performance levels of ESP projects. This agrees with Nyandemo & Kongere (2010) on stakeholders' role in project control that identifies well in advance what is likely to go wrong in each of the three project parameters of quality, cost and time.

The respondents were positive about the question requiring them to state their level of participation in identifying performance gaps of ESP projects, just like the one on if project management related training was instrumental in monitoring and evaluation of ESP projects. However few responded positively when they were asked about their familiarity with the Global Information System Monitoring &Evaluation initiative by the Ministry of Finance that used the internet to update the status of ESP projects countrywide as well as their participation in the same with 14 respondents acknowledging familiarity representing 20% while 40 respondents reported negatively representing 57.1% As for their level of participation in site meetings to assess progress of the projects 64 respondents representing 91.4% answered in the affirmative .

This agrees with Kahiga (2011) that there was observable involvement of the stakeholders in M&E activities indicated by the high number of meetings between Project Management Committees and primary stakeholders and this contributed to project success.

5.4 Conclusions

The study sought to establish the influence of stakeholder participation on the success of the Economic Stimulus Programmes: a case of education projects in Nakuru County. In regard to the influence of stakeholder participation in project selection and identification it can be concluded

that there was a positive relationship between attendance of the ESP induction training by the stakeholders on their participation in the selection and identification process. Attendance resulted in the stakeholders being familiar with the objectives of the ESP and the contribution to the success of the school projects on the overall success of the programme. The same positive relationship can be drawn between stakeholders' attendance of training in a project management related course; involvement in prioritization of ESP projects undertaken; involvement in preparation of the Project Terms of reference for the participating stakeholders; and participation in selection of the project team; and participation in the selection and identification process of the projects.

In regard to the influence of stakeholders' participation in project planning and design the conclusion is that there is a positive relationship between attendance of the ESP induction training by the stakeholders on their participation in the planning and design process of the ESP projects. The same can be said about participation in creating the Project Plan; creating the Project Resource Plan; creating the Project financial Plan; creating the Project Quality Plan; and their participation in the planning and design process of the ESP projects.

In regard to the influence of stakeholder participation in project implementation on the success of the ESP the research data was indicative of a positive relationship on the one hand between training in a project management related course; attendance of the ESP induction training by the stakeholders; involvement in project risk analysis; involvement in project cost analysis; involvement in creating of project scope; involvement in tender procurement process; attendance of site meetings and participation in ESP project planning and design on the other.

Similar conclusions can be drawn regarding the influence of stakeholders' participation in monitoring and evaluation in which a positive relationship exists between attendance of the ESP induction training by the stakeholders on their participation in the monitoring and evaluation process. There was a positive response on participation in measuring project performance levels of the ESP projects including adherence to project contract period and adherence to project budget; there was a positive response on participation in identifying performance gaps of ESP projects in the school which included delays to project delivery and budget variations and there was a positive response on participation in site meetings to assess progress of the projects. However a major shortcoming of the stakeholders' participation was in failing to take advantage of the Global Information System Monitoring &Evaluation initiative by the Ministry of Finance that used the internet to update the status of ESP projects countrywide as this would have offered a strong linkage with other stakeholders otherwise not directly involved in the ESP.

5.5 Recommendations

The following recommendations can be made from the research study:

1. The ESP as a short term initiative needs to be enhanced to achieve overall goals that were not achieved such as creating education centres of excellence countrywide comparable to national schools. The County Governments may take up this initiative;
2. The government and other financiers should ensure that future programmes fully involve the stakeholders in the project cycle process as it has been shown that this has a positive influence on success of the projects;

3. Stakeholders should be made aware of special initiatives such as the Global Information System Monitoring &Evaluation initiative by the Ministry of Finance that used the internet to update the status of ESP projects countrywide as this provides a strong linkage with other stakeholders otherwise not directly involved in the ESP; and
4. It is important to have all stakeholders clearly identified and trained well in advance on objectives of similar programmes.

5.6 Suggestions for further research

From the study it can be suggested that research be carried out in the following areas:

1. A comparative study of the influence of stakeholder participation on the success of the ESP and other devolved programmes such as the CDF and LATF;

2. Influence of stakeholder participation in the other programmes of the ESP such as fisheries, health projects, industrialization and markets where varying degrees of success has been achieved as compared to education;

3. Influence of stakeholder participation in the other programmes of the ESP such as primary schools where varying degrees of success has been achieved; and

4. Influence of other factors on the success of the ESP.

5.7 Contribution of the Study to the Existing Body of Knowledge

This study sought to establish the influence of stakeholder's participation on the success of the Economic Stimulus programmes: a case of education projects in Nakuru County. The study through the conclusions and recommendations adds the following to the existing body of knowledge:

1. That short term intensive programmes targeting infrastructure projects are highly dependent on stakeholder participation in the project cycle management for success.
2. The ESP in Kenya added to the pool of good infrastructure available in schools in Kenyan schools;
3. The overall success of the ESP in Kenya was greatly influenced by the individual success of the programme components of which education was just a part.
4. The ESP was an instrumental driver of economic growth through the intensive infrastructure projects undertaken.

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APPENDIX 1: Letter of Transmittal

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1215**

Date: **4th July 2013**

Bernard Maruhi Maina
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **2nd July, 2013** for authority to carry out research on ***"Influence of stakeholders' participation on the success of economic stimulus programmes: A case study of education projects in Nakuru County."*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **30th September, 2013.**

You are advised to report to **the County Commissioner and County Director of Education, Nakuru County** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX 2

Secondary Schools in Nakuru County and Allocation of ESP Funds

	Name of Secondary School Funded	**Sub County**	**Amount (Kshs)**
1	Menengai High School	Nakuru	30,000,000
2	Gilgil Girls High School	Gilgil	30,000,000
3	Jomo Kenyatta Secondary School	Nakuru North	28,000,000
4	Kieni Secondary School	Subukia	2,000,000
5	Siwot Girls High School	Kuresoi	30,000,000
6	Kirobon School	Rongai	30,000,000
7	Molo Academy	Molo	30,000,000
	TOTAL ESP FUNDING		**180,000,000**

APPENDIX 3

National Projects Funded under the Economic Stimulus Programme

ECONOMIC STIMULUS PROGRAMME					
Ministry	**Activity**	**Cost per unit**	**No of Units**	**Constituency coverage**	**Total cost Ksh (000,000)**
Education	**Reconstruct (upgrade) two primary** schools in each constituency- with water harvesting facilities.	7	1	210	1,470.0
	Reconstruct to upgrade to National school level (Centres of Excellence) one secondary school in each constituency.	30	1	210	6,000.0
	Recruit 50 primary school teachers per constituency under a three year contract period.	0.12	50	210	1,260.0
	Recruit 10 secondary school teachers per constituency under a three year contract period.	0.168	10	210	352.8
	Establish a tree planting fund	1.2	1	210	252.0
Information & Technology	Purchase 1 mobile digital laboratory for secondary schools per constituency	6	1	210	1,260.0
Public health and sanitation	**Construct 1 maternity, children's ward**, outpatient block in 200 constituencies**.**	20	1	200	4,000.0
	Recruit 20 nurses under a three year contract in each constituency for preventive health care delivery.	0.156	20	210	655.2
	Purchase 5 motorcycles for preventive health services for each constituency.	0.08	5	210	84.0
	Purchase 20 bicycles for community health workers.	0.003	20	210	12.6
	Provide medical kits for all health workers.	5	1	210	1,000.0
Fisheries Department	Construct 200 fish ponds in 140 constituencies for fish farming	0.04	200	140	1,120.0
Local Government	Construct a prototype fresh produce and wholesale market in 180 constituencies	10	1	180	1,800.0
Industrialization	**Construct 1 jua kali shed in each** constituency.	2.5	1	210	525.0
	Purchase welding and fabrication equipment for jua	1	1	210	210.0

	kali sheds in each constituency				
Agriculture water & Irrigation, Regional development &Youth Affairs	Multi-purpose regional development with initial rice/maize production at Bura,, Hola, Pekera, Tana Delta, Kibwezi, Ahero, West Kano, Bunyala, Mwea and South Kano	2000			2000
TOTAL					22,001.6

APPENDIX 4

Completed projects

	School	Project	Photograph
1	Jomo Kenyatta High School in Nakuru North Sub-County	Kitchen and Dining Hall at Jomo Kenyatta High School in Nakuru North Sub-County	
2	Kieni Secondary School in Subukia Sub-County	Two Classrooms on First Floor at Kieni Secondary School in Subukia Sub-County (Formerly Nakuru North District)	
3	Siwot Girls High School in Kuresoi Sub-County	Administration Building at Siwot Girls High School in Kuresoi Sub-County	

		Dormitories at Siwot Girls High School in Kuresoi Sub-County	
		Classrooms at Siwot Girls High School in Kuresoi Sub-County	
4	Molo Academy in Molo Sub-County	Administration Building at Molo Academy in Molo Sub-County	

		Classrooms at Molo Academy in Molo Sub-County	
		Two Laboratories at Molo Academy in Molo Sub-County	
5	Menengai High School in Nakuru Sub-County	Multi-storey Dormitory for 300 students at Menengai High School in Nakuru Sub-County	

6	Gilgil Girls High School in Gilgil Sub-County (Formerly Naivasha District)	Administration Building at Gilgil Girls High School in Gilgil Sub-County (Formerly Naivasha District)	
		Dormitory at Gilgil Girls High School in Gilgil Sub-County (Formerly Naivasha District)	
		Laboratory at Gilgil Girls High School in Gilgil Sub-County (Formerly Naivasha District)	

7	Kirobon Boys High School in Rongai Sub-County	Classrooms and Laboratory at Kirobon Boys High School in Rongai Sub-County	
		Dormitory at Kirobon Boys High School in Rongai Sub-County	

APPENDIX 5

QUESTIONNAIRE

Dear Respondent,

The researcher is carrying out a study on: THE INFLUENCE OF STAKEHOLDERS' PARTICIPATION ON THE SUCCESS OF ECONOMIC STIMULUS PROGRAMMES: A CASE OF EDUCATION PROJECTS IN NAKURU COUNTY.

The target sample for this study are stakeholders in education projects in the following seven schools which received funds under the ESP in Nakuru County:

a) Menengai High School
b) Gilgil Girls Secondary School
c) Jomo Kenyatta Secondary School
d) Siwot Secondary School
e) Kirobon Secondary School
f) Kieni Secondary School
g) Molo Academy

The sampled stakeholders per school are: 3 BOG Members, 1 PTA Member, 1 Development Committee Member, the DEO, School Principal, Deputy School Principal, 2 Members of the Design team from the Ministry of Works and the Project Main Contractor.

Please fill the questionnaire below as objectively as possible. The data will used in confidence and for the sole purpose of the research study.

Thank you.

PART I: PRELIMINARY ISSUES-EDUCATION AND EXPERIENCE

1. Kindly indicate the age bracket you fall in.

Age (Tick One)	
Below 30 Years	
Between 30 and 40	
Between 41 and 50	
Above 51	

2. Kindly indicate your sex.

Sex	
Male	
Female	

3. Kindly indicate your profession or career.

……

4. Kindly indicate the highest level of education you have attained.

Highest Level of Education attained	
Primary Level Education	
Secondary Level Education	
Diploma	
Under Graduate Degree	

Post Graduate Masters Degree	
Other (Specify)	

5. Kindly indicate project management related training received.

Training received		
Nature of Training	Yes/No	If Yes state duration of training
ESP induction training		
Procurement		
Project planning and management		
Information and Communication Technology		
Environmental issues		
Construction Related training		
Other (Please Specify)		

6. How long have you been a member of the stakeholder Group (BOG, PTA, Design team etc)

Period of Membership (tick one)	
Less than 1 year	
1 to 2 years	

More than 2 years	
Other (Please Specify)	

7. Have you held similar positions in other institutions?

Yes	
No	

8. How regularly did you meet as the project stakeholder group?

Number of Meetings (tick one)	
Once per Term	
Once a month	
When need arises	
Never met	

PART II: PROJECT IDENTIFICATION AND SELECTION

1. What was the nature of projects identified and selected for construction in the school?

Project	Number (If known)
School Administration building	
Classrooms	
Laboratories	
Dormitories	
Ablution Block	

Others (Please Specify)	

2 Please indicate your opinion regarding the role of the stakeholders in identification and selection of the ESP projects in the school. Use the rating below

[5]Strongly Agree [4] Agree [3] Not Sure [2] Disagree [1] Strongly Disagree

Parameter	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I participated in the national ESP induction training workshop and this assisted me in the identification and selection process of the ESP projects in the school					
I participated in the identification and selection of the ESP projects in the school					
I was familiar with the ESP objectives which were: - to improve the standard of the school to a centre of excellence -create employment during project construction					
The other stakeholders were involved in ESP project selection					
I participated in prioritization of ESP projects undertaken					
I participated in the Feasibility Studies carried out before selection of ESP					

Projects in the school					
I Participated in the selection of the ESP project management team					
I participated in preparation of the Project Terms of reference for the participating stakeholders					

PA RT III: PROJECT PLANNING AND DESIGN

1. Please indicate your opinion regarding the role of the stakeholders in Project Planning and Design of the ESP projects in the school. Use the rating below:

[5]Strongly Agree [4] Agree [3] Not Sure [2] Disagree [1] Strongly Disagree

Parameter	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I participated in the planning and design of the ESP projects in the school					
My participation in a project management related course assisted in the project planning and design process					
I participated in the national ESP induction training workshop and this assisted me in the planning process of the ESP projects in the school					
The other stakeholders participated in planning and design of the ESP					

projects in the school					
I was familiar with the ESP planning process at the various levels namely at the national level and at the school level					
I participated in creating the Project Plan which included consultation with other stakeholders and explaining project tasks involved					
I participated in creating the Project Resource Plan including identifying the personnel and material resource required					
I participated in the project design which involved holding consultations with other stakeholders on -size of buildings -site layout of buildings					
I participated in creating the Project financial Plan including holding consultations on: -the project cost -project budgeting					
I participated in creating the Project Quality Plan including preparation of the project specifications					
I participated in creating the Project					

Communication Plan including scheduling of meetings and mode of informing other interest groups such as parents					

PART IV: PROJECT IMPLEMENTATION

1 Please indicate your opinion regarding the role of the stakeholders in the implementation of the ESP projects in the school. Use the rating below:

[5] Strongly Agree [4] Agree [3] Not Sure [2] Disagree [1] Strongly Disagree

Parameter	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am familiar with project implementation procedures					
My participation in a project management related course assisted in the project implementation process					
I participated in the national ESP induction training workshop and this assisted me in the implementation process of the ESP projects in the school					
I participated in the Project risk assessment process which involved: -defining risks -classifying the risks -coming up with measures					

to avoid the risks					
I participated in the Project cost analysis process during the project implementation process which included: -ensuring budget limits are not exceeded -approving variations to project cost where necessary					
I participated in creating the Project scope which included -setting out the infrastructure requirements for the school to fit the budget -preparing and approving the project personnel need					
I participated in the Project Tender preparation and Procurement process					
I participated in the Project tender opening process					
I participated in the Project tender evaluation process					
I participated in the Project tender awarding process					
I participated in the Project site inspection meetings					

I participated in record keeping related to the proceedings of inspection meetings					

PART V: PROJECT MONITORING AND EVALUATION

1. Please indicate your opinion regarding the role of the Stakeholders in the monitoring and evaluation of the ESP projects in the school. Use the rating below

[5]Strongly Agree [4] Agree [3] Not Sure [2] Disagree [1] Strongly Disagree

Parameter	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I participated in monitoring and evaluation of ESP projects in the school including -preparing schedules and - timetables for project inspection visits -work plans					
I participated in the national ESP induction training workshop and this assisted me in the monitoring and evaluation process of the ESP projects in the school					
The project manager informed me of use of workplans in the evaluation and monitoring of projects in the school					

The project main contractor availed the project workplan in the form of a Gantt chart for approval by the stakeholders					
I participated in measuring project performance levels of the ESP projects including: -adherence to project contract period -adherence to project budget					
I participated in identifying performance gaps of ESP projects in the school which included -delays to project delivery -budget increase					
I have participated in project management related training and this was instrumental in monitoring and evaluation of the ESP projects in the school					
I was familiar with the Global Information System Monitoring &Evaluation initiative by the Ministry of Finance that used the internet to update the status of ESP project countrywide					
I am familiar with Participatory Monitoring					

and Evaluation which is a process that involves all stakeholders in the tracking of project progress and this was applied in the ESP school projects					
I participated in site meetings to assess progress of the projects					

PART VI: PROJECT SUCCESS

1. The following projects were completed as indicated:

Project	Number	Percentage completed (%)			
		100 %	75-99 %	50-74%	Below 50 %
School Administration building					
Classrooms					
Laboratories					
Dormitories					
Ablution Block					
Others (Specify) i.)…….. ii)…….					

1. Please indicate your opinion regarding the success of the ESP projects in the school. Use the rating below:

[5]Strongly Agree [4] Agree [3] Not Sure [2] Disagree [1] Strongly Disagree

Parameter	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I participated in the Project closure procedures that included: -final inspection -handing over of completed projects to the users					
In my opinion the ESP and project closure process was successful					
In my opinion the ESP projects in the school were completed as per the budget					
In my opinion the ESP projects in the school were completed on time					
In my opinion the ESP projects in the school were completed in accordance to set specifications and standards					
As a stakeholder I am satisfied with the ESP projects undertaken in the school					
In my opinion the buildings not completed will cost the school more to complete than was intended					
In my opinion the ESP generated employment in					

the neighbourhood					
In my opinion the project fulfilled the key objectives of the ESP which was: - to improve the standards of the school to a centre of excellence and -create employment					
In my opinion the ESP has had a positive impact on the management of the school by easing pressure of availability of space					
In my opinion the conclusion of the ESP has enabled the school management carry out other projects better					