

**FACTORS INFLUENCING SUSTAINABILITY OF  
ECONOMIC STIMULUS PROGRAMMES IN SECONDARY  
SCHOOLS IN KITUI COUNTY, KENYA**

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### **DECLARATION**

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

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**L50/62182/2013**

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**Date**

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

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## **DEDICATION**

I dedicate this research work to my late parents Mackenzie Kiema Nyumba and Pauline Kiema who inspired me to achieve the highest level of education. I also dedicate this project to my children, Milly, Ndanu and Musa.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOG</b>	Board of Governors
<b>BOM</b>	Board of Management
<b>CDF</b>	Constituency Development Fund
<b>CLT</b>	Classical Liberty theory
<b>CRE</b>	Christian Religious Education
<b>ESDP</b>	Education Sector Development Programme
<b>ESP</b>	Economic Stimulus programmes
<b>DEB</b>	District Education Board
<b>FSE</b>	Free Secondary Education
<b>GER</b>	Gross Enrollment Rate
<b>GPA</b>	Grade point average
<b>GoK</b>	Government of Kenya
<b>ICT</b>	Information Communication Technology
<b>KIE</b>	Kenya Institute of Education
<b>LATF</b>	Local Authorities Trust Fund
<b>M&amp;E</b>	Monitoring and Evaluation
<b>QASO</b>	Quality Assurance Standards Organization
<b>QASD</b>	Quality Assurance Standards of Directorate
<b>SES</b>	Social economic status

## **ABSTRACT**

The purpose of the study was to investigate the factors influencing sustainability of Economic Stimulus Programmes (ESP) in secondary schools in Kitui County. This study was guided by the following objectives: to determine the influence of principal's management skills on sustainability of Economic Stimulus Programmes in secondary schools, to establish the influence of monitoring and evaluation, to determine the influence of school sponsor on sustainability of Economic Stimulus Programmes in secondary schools and the influence of community involvement on sustainability of ESP in secondary schools in Kitui County. The study used a descriptive survey research design. The target population included all the secondary schools in Kitui County who have benefited from ESP funds and census sampling was used to select all the schools that had received the ESP funds to participate in the study. Questionnaires and structured interview guides were used for data collection. The quantitative data was analysed using descriptive statistics and inferential statistics (multiple regression, ANOVA and correlations). The findings are presented in frequency distribution tables, while qualitative data was analysed using inferential statistics. The study found that principals management skills were key in the sustainability of ESP in Schools within Kitui county. This was probably due to many in-service training workshops and seminars organised for heads of schools in implementing the ESP within and outside the county. The school sponsors, monitoring and evaluation by the government and Community involvement did not have influence on the sustainability of the ESP, and their participation is therefore insignificant in the success of the ESP. The study concludes that the ESP in Kitui County is sustainable owing to the administrative experience in the secondary schools, level of stakeholder involvement and participation. The study recommends that all the stakeholders should be provided with regular and continuous support in terms of training to facilitate better mechanisms, formation of internal policies, legislation, proper monitoring of the ESP.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Economic Stimulus Programmes (ESP) are programmes provided by the state as part of a social contract with its citizens (DFID, 2006). The key objectives of the economic stimulus include to boost the country's economic recovery; invest in long-term solutions to the challenges of food security; Expand economic opportunities in rural areas for employment creation; improving infrastructure and the quality of education and health care for all citizens; investing in the conservation of the environment; expanding access to, and building the ICT capacity; and to promote regional development for equity and social stability (Development Policy Review, 2009).

According to the World Bank report, (2012) there are 987 million people living on US \$1 a day or around 15 percent of the world's population. Adding to this, a further 2 billion people still live on US \$2 dollars a day. That combined together equals to 45 percent of the world's population. Taking into account inflation, since the 1 and 2 dollar arbitrary poverty line was introduced by World Bank economists (Ravallion, 2008), poverty has not declined in real terms and it is in fact increasing hence increasing the secondary school needs for financial support. In this respect, a dollar today is only worth 55 percent of what it was in 1998 or the equivalent present day worth of US \$1.82. Considering this therefore, global poverty is far greater today than it was a decade ago and the trends are not encouraging for the future.

In sub- Sahara Africa, Economic Stimulus Programmes focus on sectors that generate maximum benefit, restore confidence of citizens and assist the business community to weather the storm, while also protecting the livelihood of the poor and creating employment for the youths (Muhanda, 2012). This is because the function of governments is to provide basic services to its citizens which include basic services are water, food, health, education, creation of business and job opportunities and security. In order for the government to provide these services it collects tax revenues from the citizens. This money is used to pay the salaries of government officials and finance

development Programmes. A successful government is one which uses taxpayers' money responsibly and is able to provide good services to its people and to pay its debts on time. In order to maintain good services for the public, the government needs to ensure that the economy is growing (Wakhisi, 2010).

Between 2003-2007, the Kenyan economy was growing quite fast. However, due to government corruption scandals and political unrest which resulted in the 2008 post-election violence, investment Programmes collapsed. This was accompanied by prolonged drought which forced the price of food to rise beyond the means of most of Kenyans. All these setbacks called for immediate action from the government to restore the economy to its earlier status (Muhanda, 2012). Thus in the 2009/10 budget, the then Finance Minister, Hon. Uhuru Kenyatta launched the Economic Stimulus Programmes to stimulate the growth of the Kenyan economy through the rapid creation of jobs and business opportunities all over the country. This was done through the 2009/10 budget entitled '*Overcoming Today's Challenges for a Better Kenya Tomorrow*'. The ESP is a government programme coordinated by the Ministry of Finance (Development Policy Review, 2009).

In order to be successful the ESP has identified numerous Programmes per constituency which will be funded with over Kshs.100 million in every constituency. The aim of the programme is to support local development Programmes in every constituency. The construction of these Programmes has created employment and the finished Programmes provide essential services, job and business opportunities and enough food at the constituency level. The ESP in Kenya supports Programmes in the education, health and sanitation, food production, environment, local government, industrialization and fisheries sectors (Wakhisi, 2010).

In Kitui County there are currently 10 secondary schools which have been funded through ESP. This was done through construction of school buildings as well as fish ponds Programmes. The fish ponds were made to generate income for the schools as well as boost the nutritional value for the students (Wakhisi, 2010).

## **1.2 Statement of the Problem**

The function of governments is to provide basic services to its citizens. These basic services are water, food, health, education, creation of business and job opportunities and security. Between 2003 and 2007, the Kenyan economy was growing quite fast. However, due to government corruption scandals and political unrest which resulted in the 2008 post-election violence, businesses and investment Programmes collapsed. Following the launch of the Economic Stimulus programme to stimulate development, many secondary schools have been funded through ESP for their infrastructure.

Since the initiation of ESP, school Programmes have been marred with poor planning, a slow pace of implementation and unfinished Programmes. Currently, Programmes that were supposed to have been funded through ESP are either incomplete or have not commenced (Kitui Central DEOs office report, 2012). Also there is low community awareness and involvement in the Programmes funded by ESP. There is concern from the stakeholders on the sustainability of ESP, hence the need to investigate the factors influencing the sustainability of ESP.

## **1.3 Purpose of the study**

The purpose for this study was to establish the factors influencing sustainability of economic stimulus Programmes in secondary schools in Kitui County with a view of improving the sustainability.

## **1.4 Objectives of the study**

This study was guided by the following objectives;

- i. To assess the influence of principal's management skills on sustainability of ESP in secondary schools infrastructure Programmes in Kitui County.
- ii. To establish the influence of monitoring and evaluation on sustainability of ESP in secondary schools in Kitui County.
- iii. To establish the influence of the sponsors on sustainability of ESP in secondary schools in Kitui County.

- iv. To establish the influence of community involvement on sustainability of ESP in secondary schools in Kitui County.

### **1.5 Research questions**

- i. To what extent do the principal's management skills influence the sustainability of ESP in secondary schools in Kitui County?
- ii. To what extent does monitoring and evaluation influence sustainability of ESP in secondary schools in Kitui County?
- iii. To what extent does the sponsor influence sustainability of ESP in secondary schools in Kitui County?
- iv. How does community involvement influence sustainability of ESP in secondary schools in Kitui County?

### **1.6 Research hypothesis**

This study was guided by the following hypothesis;

- i. H<sub>0</sub>: The management skills have no influence on sustainability of economic stimulus programme in secondary schools in Kitui County.  
H<sub>1</sub>: The management skills have influence on sustainability of economic stimulus programme in secondary schools in Kitui County.
- ii. H<sub>0</sub>: Monitoring and evaluation has no influence on a sustainability of economic stimulus programme in secondary schools in Kitui county  
H<sub>1</sub>: Monitoring and evaluation has influence on a sustainability of economic stimulus programme in secondary schools in Kitui County
- iii. H<sub>0</sub>: The role of the sponsor has no influence on a sustainability of economic stimulus programme in secondary schools in Kitui County.  
H<sub>1</sub>: The sponsor has influence on a sustainability of economic stimulus programme in secondary schools in Kitui County.
- iv. H<sub>0</sub>: The community involvement has no influence on the sustainability of economic stimulus programme in secondary schools in Kitui County  
H<sub>1</sub>: The community involvement has influence on the sustainability of economic stimulus programme in secondary schools in Kitui County.

### **1.7 Significance of the study**

The study would assist the Principals and school board of management in public secondary schools to understand how to manage the ESP geared towards sustainability. Also the study would help the parents to understand their role in the sustainability of ESP. The Government would also benefit from successful implementation of the ESP leading to realization of the original goals and objectives of ESP.

### **1.8 Limitations of the study**

Some respondents hesitated to provide useful information for the study due to fear of exposing their poor management skills. The researcher overcame this by assuring the respondents that the findings of this study would be used for academic purposes only. Also the schools under study were spread throughout Kitui County which is an expansive area, hence posed a challenge on transport.

### **1.9 Delimitations of the study**

This study only investigated the factors influencing sustainability of economic stimulus Programmes in secondary schools in Kitui County with a view of improving the sustainability.

### **1.10 Assumptions of the study**

This study was to be undertaken based on the following assumptions; that the respondents would give honest and truthful information to the questionnaire items and that information generated from the research would be utilized to improve the ESP.

### **1.11 Definition of significant terms**

**Completion of Programmes** – This is where Programmes are of the desired quality, completed in the right time and generally acceptable by school stakeholders.

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

**Economic benefit** - valuable services or monetary increase



**Human capital** - workforce or useful persons who are products of education and can work to achieve independence

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

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

**School Infrastructural Programmes**- refer to undertakings within the school that are within a budgetary allocation for resources and is within the constraints of time and money for example, buying of a school bus, purchasing office materials like photocopier and computers, constructing buildings, buying other facilities like dining hall furniture, laboratory equipment and furniture among others

**School management** - includes both the Board of management which are involved in decision making in a school.

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

### **1.12 Organization of the study**

The study is organized into five chapters. Chapter one consists of the Background of the study; statement of the problem, purpose of the study, objectives of the study, research questions; significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant term and organization of the study. Chapter two presents the literature review which comprises of the past studies or documented information about ESP. Chapter three presents; research design, target population, sampling procedure and sample size, research instruments, validity and reliability of research instruments, data collection procedure, data analysis, ethical consideration of issues and operationalization of variables. Chapter four will deal with data presentation, analysis and interpretation, while Chapter five deals with summary of the study, discussion of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review that supports the study and comprises of introduction of the chapter's content; then the literature review presented according to the objectives of the study and the theoretical and conceptual framework presented at the end of this chapter.

#### **2.2 Principal's management skills and sustainability of Economic Stimulus Programmes**

The major role of a school Board of Governors (BoG) in accordance with the provisions of Education Act cap 211 is to ensure effective and accountable use of resources in the provision of education in public secondary or private schools (Jackson, 2005). Typically the expansion of the effective and accountable use of resources in the provision of education breeds other components which includes; the governing board should ensure that the school is run to provide educational services in accordance with the provision of relevant education laws and regulations that may be in existent or may come to existence from time to time by holding regular meeting on schedule set by policy to discuss the dispatch of the school's business (Masube, 2008).

According to Mulwa (2004) the BoG also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school principal. The board also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school.

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

It is responsible for sourcing and management of school finance which includes receiving all fees, grants, donations and any income to the school. The board is required to prepare, approve and implement both recurrent and development budget of the school. It organizes, directs, supervises and monitors approved Programmes and programmes of the school. The board regulates the admission of students subject to the general directions of the education secretary in the Ministry of Education (Matheka, 2002).

According to Tondeur (2008), the school management especially the principal in conjunction with the Board of management is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations and working relationships. They should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Tondeur (2008) further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other partners in planning decision making and execution. He notes that working with a group is not always easy, but through team building and change of attitude should be part of the leaders' consideration (Mutia, 2002).

In the manual for heads of secondary schools in Kenya (2009), some of the duties of the principal (particularly concerning this study) include the fact that the principal is responsible for overall running and control of the school and maintenance of standards, maintenance of all buildings and grounds. They are responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the school, as the accounting officer of

the school responsible for all revenue and expenditure and the secretary to the BoG and PTA (Mulwa, 2004). Combining the roles of the principal and those of the BoG, we realize that the two as the school management team hold higher position in conceiving infrastructural project ideas, involving the other educational partners and coordinating the implementation process until completion (Mutia, 2002). They may be faced with such challenges as insufficient funds, failure if support from other stakeholder and other extraneous challenges. They can also create problems within themselves when cases of misappropriation come up, conflict and cases where transparency is lacking (Mutia, 2002).

The principal plays a coordinative role, he is in-charge of communication and he is the schools accounting officer. Most times he works with the BoG members. If the principal is transparent and open, they are likely to work more harmoniously with the board and this can result to him being given freedom to carry many infrastructural Programmes without sabotage (Mulwa, 2004).

### **2.3 Monitoring and evaluation and sustainability of Economic Stimulus Programmes**

Project monitoring is a continuous and periodical 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. On the other hand, Project evaluation is 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 project objectives (Mulwa, 2012). It is a process of ascertaining decision area of concern, selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives (Alkin & Fitz-Gibbon, 1975).

According to Nuguti (2009), any credible project manager wants to get feedback on the project being implemented. This feedback is very important in ascertaining the strengths and weakness of the project being implemented. This helps to see where the project is on

track and if there is need to change direction. Monitoring and Evaluation (M&E) provides full picture of the project performance as per particular time. These gives full indication of what should be expected at the end of the project cycle. M&E therefore enables project managers to put strategies that can redirect results and collect more information, Monitoring and evaluation is a deliberate process that involves systematic collection and analysis of information. The process can be designed in a way to capture more data that would lead to completely understand the project. Monitoring and evaluation (M&E) provides information that help in ascertaining whether the key milestones were made and thus measuring the progress of the project.

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

The Kenyan government continues to support achievement of educational opportunities and facilities through other bodies such as Constituency Development Fund (CDF). According to the Government of Kenya (2008), CDF is meant to finance Programmes in the education sector to ensure that services are decentralized to people at grass root level through ESP. CDF has been used to fund such infrastructural Programmes in school as building, classes, laboratories, water facilities and such like Programmes. These funds however have their own challenges where the Minister has his biases, corruption, giving funds to undeserving, bureaucracy and failure to strictly monitor the Programmes hence inability to achieve the true purpose of the funds (Jackson, 2005).

The government also channels some funds to secondary school infrastructural Programmes through the Local Authorities Trust Fund (LATF), which can also be very instrumental in financing Programmes to help lessen the heavy levies, laid on most Kenyan parents. It is however marred by very many procedures (Jackson, 2005).

#### **2.4 The sponsor and sustainability of Economic Stimulus Programmes**

The word ‘sponsor’ is first used in Section 8(1) of the Education Act (1964) in relation to schools formerly managed by the church which was transferred to local authority. The local authority was empowered to appoint the former church manager as the sponsor. The education order of 1969 on Board of Governors, defines ‘sponsor’ as voluntary body other than government, local authority or any other department which is responsible for the establishment of the school. The physical expansion of formal education is not only Secondary School Education but also Primary school education, has been as a result of government partnership with church and society’s commitment to the development of education; it is through partnership of the government and other stakeholders that a remarkable growth in education is realized (Hussein, 1994)

Eshiwani (1990) noted that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He urges that the missionaries played a big role in the establishment of educational institutions. The Education act (1979), therefore, provides a provision for sponsors’ participation in the management the institutions and its operations.

Sogomo (2002) observes that in order for the minister to be effective, he needs to delegate some of his functions to other organizations. The main organization to which the minister delegates the management of education at the institutional level is the school BoM. The school BoM deals with effective management, implementation of school Programmes, discipline and recruitment of teachers among other roles, following the multiplicity of tasks revolving around school management, it is evident that a centralized system is not suitable for school management. The increasing cost of education

expenditure, disciplinary problem, spiritual /moral gaps, the cost sharing and the involvement of parents demand for participation of various players in education management (Sogomo, 2002).

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

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

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

Notably the government cannot alone provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources according to Bray (1998). To enhance the role of the church as a sponsor in the management of school activities entails an establishment of a policy that empowers the church sector and a consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education .as observed by Barn

(1990). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. In Kenya, the full potential of the church is not being fully exploited. Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education (Aduda, 2003). Most sponsors enhance the academic standards through the provision of manpower and material resources yet their full involvement is still wanting (Kigotho, 2007). Apparently in the involvement of the church as a partner in the education sectors may strengthen the sustainability of ESP. Often, this happens when excess demands in marginalized and rural areas are met by church managed institutions. The Davy Koech led commission on education (1999) observes that some sponsors have not contributed financially or morally to the development of the sponsored institutions. The commission therefore recommends that, sponsor be required to take an active role in the spiritual, financial and infrastructural development of school in order to maintain sponsor's status. The need to appreciate and demand for the church as a stakeholder and a partner in education has largely been driven by one trend: - an increase in recognition of its value in education and educational development activities through its provision of resources that leads to quality education. A gap in literature reveals lack of full involvement in educational activities.

## **2.5 Community Involvement and Sustainability of Economic Stimulus Programmes**

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



other levies in school. MoE (1998) notes that on average household spending on secondary education was 25% per student more than the government.

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

Masube (2008) indicates that there are concerns as far as participation of the community in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when they fail, they face disapproval from community. Though the practice is minimal, the government has taken a move of taking decisions to making to the people. The parents and the community are required to implement ESP activities while the government provides technical support and supervisory services through Kenya Education Sector Support Programme (KESSP) based on a Sector Wide Approach to Programme Planning and Implementation (SWAP). This is in line with the government policy of empowering people to actively play their role in National Development (TSC, 2007)

In Kenya, the communities assist in the funding for capital programmes such as infrastructure and water programmes through a local harambee fundraiser, the work of NGO's, access to CDF (Kenya), ESP or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE, 1997).

Robert *et al.* (2000) report on the cost elements of after-school programmes. Their report uses a simplified model of the costs that after-school programmes and systems would be expected to face in establishing, operating, and sustaining their activities. According to Catsambis (1997) overall, findings indicate that many parents are willing to participate in the school buildings and in the decision-making processes of high schools. They would also greatly benefit from guidance in their efforts to secure funds for postsecondary education.

Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school. This is based on the fact that their input and insights can immensely help in clarification of aims, vision and mission as well as establishment of development priorities of the school. Ngunchu (2005) notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times they are kept in darkness during the implementation of school Programmes yet they have a lot that they can bring on board apart from the financial support. On the other hand, Ngware et al. (2006) indicates that schools' failure to involve their stakeholders is a clear indication of compromise to quality management and that that jeopardizes provision of quality education.

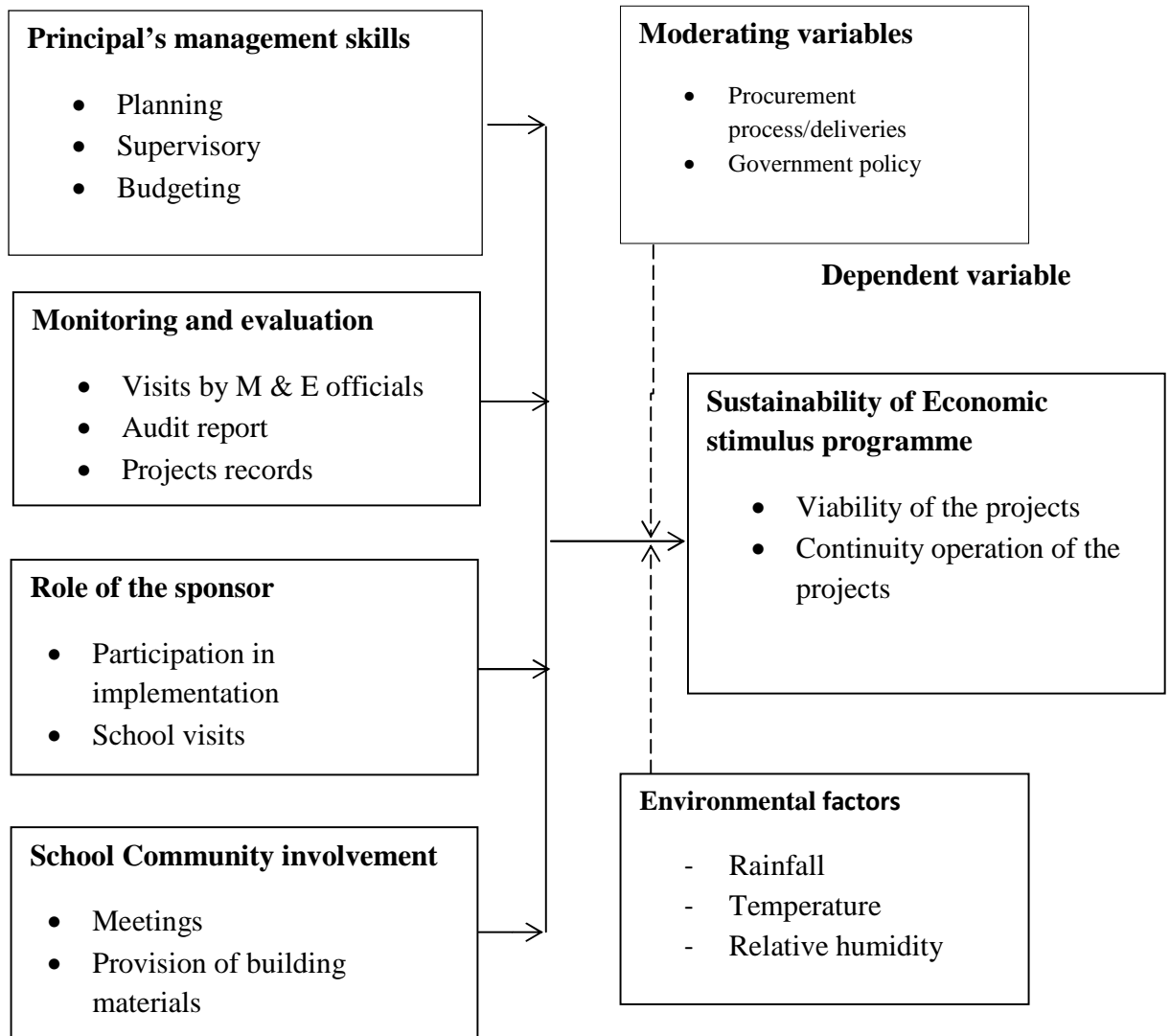
## **2.6 Theoretical Framework**

The study will be guided by the structural functionalism theory; Talcott Persons (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization in particular

and identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, the government through the Ministry of Education and the school management are the parts of the system while the system is the school. However, it is crucial to take into account the involvement for participation by each stakeholder and the different interest towards achievement of certain goal (Carr & Capey, 1982). The theory thus explains that the school management must consider it important in bringing the other parties together into building a cohesive and a goal oriented system that pull together towards achieving goals and how to manage both conflicts and excitements

## 2.7 Conceptual Framework

### Independent variables



As shown in Figure 1, which is a diagrammatic network of variables, independent variables include principals' management skills, monitoring and evaluation, the role of the sponsor and community involvement. Moderating variables, intervening variables and dependent variable shown. Different school stakeholders including school management, parents, sponsors and government officials may lead to either desirable outcome or undesirable outcome to the dependent variable which is the successful completion of ESP in secondary school infrastructural Programmes depending on the effectiveness or ineffectiveness of participation of the stakeholders.

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

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter consists of the research design, target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, data collection procedures, data analysis, ethical issues and Operationalization of the study variables.

#### **3.2 Research design**

The research adopted a descriptive survey design. Descriptive survey design is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. It is used in preliminary and explanatory studies to allow research, gather, summarize, present and interpret data for the purpose of clarification (Orodho, 2002). Survey design involves collection of data in order to test hypothesis or to answer questions concerning the current status of the subjects in the study (Mugenda & Mugenda, 1999).

#### **3.3 Target population**

Out of 378 secondary schools in Kitui County only 10 received ESP funds(County Director of Education office, Kitui County 2014). The target populations of the study were the 10 principals of secondary schools in Kitui County where the ESP were being implemented. These included Muthale girls, Zombe girls, Mulango girls, Kitui high school, Kyoani Mixed, Nzambani boys, Migwani boys, Kiio mixed, Kyuso boys and Kimangao girls' secondary schools.

#### **3.4 Sample size and Sampling procedures**

The study used census sampling where all the ten principals in the ten secondary schools benefiting from the ESP funds were investigated. Census sampling involves complete enumeration where all the target study items are included in the study. This is likely to yield reliable data with minimum error since all the people in the population under

investigation are involved (Gay, 2003). County Director of Education in Kitui County was also interviewed.

### **3.5 Research instruments**

Data was collected using a questionnaire and an interview guide and observation schedule. The researcher used structured, closed and open-ended items' for the principals. The interview schedule was used to gather information from the County Director of Education, Kitui County.

### **3.6 Validity of instruments**

Kombo and Tromp (2006) define validity as a measure of how well a test measures what it is supposed to measure. Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study. Orodho (2003) further defines validity as a prior qualitative procedural test of the research instruments in attempting to ascertain how they are accurate, correct, true, meaningful and right in eliciting the intended data for the study. The corrections on the identified questions were incorporated in the instrument hence fine-tuning the items to increase validity. A pretest study was conducted to ensure that the questionnaires were reliable.

### **3.7 Reliability of instruments**

Reliability is a measure of how consistent the results from a test are (Kombo and Tromp, 2006). It measures the stability of the research instruments across two or more attempts. Mugenda and Mugenda (1999) define reliability as a measure of the degree to which research instruments yield consistent results or data after repeated trials. To test the reliability of research instruments, the researcher used Cronbach's  $\alpha$  (alpha) coefficient of internal consistency. This was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale. It is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items. To compute Cronbach's alpha the researcher used the SPSS software. The researcher administered four questionnaires to four principals and calculated the alpha

level from the questionnaire items. The alpha level of at least 0.6 was deemed acceptable (Cronbach, 1951).

### **3.8 Data collection procedure**

The researcher obtained a permit from the National Council for Sciences and Technology. A copy of the permit was submitted to the concerned respondents in the selected schools. The questionnaires were personally administered to the respondents by the researcher who collected them at an agreed date after they had been filled.

### **3.9 Data analysis**

Data Analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves working with the raw data values obtained from the field, by organizing it, breaking it into manageable units, synthesizing it as well as searching for patterns (Orodho, 2003). Data collected in this study was coded and tabulated according to the study objectives. Both quantitative and qualitative data was collected in the study during the data collection process. Quantitative data was collected using the closed ended items of the questionnaire. The quantitative data was assigned nominal, ordinal and interval values and analyzed using descriptive statistics, frequency tables and percentages as well as the mean values. The findings were interpreted and are presented in frequency distribution tables which to test the hypotheses of the study. Data was analyzed using both descriptive and inferential statistics using statistical package for social scientists (SPSS) version 20.0

Correlation analysis was used to establish relationships between variables. ANOVA was used to test the null hypotheses. Multiple regressions were used to estimate the predictive effects of independent variables on sustainability of ESP. Sustainability of ESP is a function of specific determinants (X) formulated in the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where

Y - Knowledge sharing

$\beta$  – Regression coefficient, where  $\beta_0$  is the intercept



X<sub>1</sub> – Principal management skills

X<sub>2</sub> – Monitoring and evaluation

X<sub>3</sub> – Role of sponsor

X<sub>4</sub> – Community involvement

### 3.10 Ethical Issues

In this study, the principle of voluntary participation was applied. The research respondents were fully informed about the research and gave their consent to participate. They were also treated with respect and courtesy. Ethical issues were observed during the data collection. A research permit to participate in the study was sought before administering the research tools from National council for science and technology.

**Table 3.1 Operationalisation of the study variables**

Objectives	Variables		Indicator(s)	Measurement	Level of scale	Tools of analysis
	Independent	Dependent				
To determine the influence principals management skills on sustainability of ESP	Principals management skills	Sustainability of ESP	-Budget skills -project progress report. -Project sustainability	- number of completed Programmes	- Nominal -Ordinal	<b>Descriptive statistics</b> -Frequency distributions - Percentages -Mean - correlation
To establish the influence of monitoring and evaluation on ESP sustainability	Monitoring and evaluation	Sustainability of ESP	-number of visits by the Government officials - BOM meetings -Project cost -benefit	- Audit report - Project reports	-Interval - Nominal -Ordinal	<b>Descriptive statistics</b> -Frequency distributions - Percentages - correlation

in Kitui County			analysis			
To establish the influence of school sponsor on ESP sustainability in Kitui County	Sponsor role	Sustainability of ESP	-school visits - attendance of BOM meetings	- participation in implementation	-Interval - Nominal -Ordinal	<b>Descriptive statistics</b> -Frequency - Percentages -correlation
Objectives	Variables		Indicator(s)	Measurement	Level of scale	Tools of analysis
	Independent	Dependent				
To establish the influence of community involvement on sustainability of ESP	Community involvement	Sustainability of ESP	-meetings	- provision of resources	-Interval - Nominal -Ordinal	<b>Descriptive statistics</b> -Frequency - inferential

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents an analysis of the data, presentation of the findings and interpretation. The purpose of the study was to analyze the factors influencing sustainability of economic stimulus programmes in secondary schools in Kitui County. The summaries of the data were presented using tables of frequencies and percentages.

#### **4.2 Response Rate**

The study targeted all the 10 schools in Kitui County that had benefitted from the ESP, out of which responses were obtained from all the respondents.

**Table 4.1 Response rate**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Responded	10	100
Did not respond	0	0
Total	10	100

This represented a 100% response rate. This response rate was considered reliable for data analysis, as it was within the acceptable threshold of the return rates as according to Richardson (2005), an overall response rate of at least 70% is desirable.

#### **4.3 Demographic Information**

The demographic information of the respondents is essential for describing the characteristics of the participants in the study. It serves an ethical significance by providing objective generalizations and justifies the fact that real subjects were involved in the study.

#### 4.3.1: Gender profile of the respondents

The respondents consisted of both male and female participants. This information is summarized in Table 4.2.

**Table 4.2 Gender of the respondents**

Category	Frequency	Percent
Male	4	40
Female	6	60
Total	10	100

Table 4.2 shows that a majority of the respondents 6 (70%) were female. Male respondents made up 40% of the respondents in the study. This indicates that there was an almost equal proportion of male and female participants in the study.

#### 4.3.2 Age of respondents

The respondents were requested to provide information on their ages, and this is summarised in Table 4.3.

**Table 4.3 Age category**

Category	Frequency	Percent
41 to 45 years	7	70
46 to 50 years	2	20
Above 50 years	1	10
Total	10	100

From the findings shown in Table 4.3, the respondents were mainly aged above 41 years old, with a majority falling within the 41 to 45 year age bracket, as this range had 70% of all the respondents. Only 10% were aged above 50, although those aged between 46 and 50 years of age were 2 (20%). This suggests that the respondents has had some significant period of experience in the school and were therefore familiar with the issues under study.

#### **4.3.3 Highest level of education**

The respondents were asked to provide information on their highest level of education, and the findings are presented in Table 4.4.

**Table 4.4: Highest level of education**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Diploma in Education	0	0
Bachelor of Education	6	60
Masters degree	4	40
PhD	0	0
Total	10	100

The summary of the respondents' level of education established that a majority of the respondents had university education. From Table 4.4, 6 (60%), had attained a Bachelor of education degree as their highest level, followed by those with a masters degree who made up 4 of the respondents, or 40%. These findings imply that many head teachers in the study have a significant level of education that could influence their capacity to manage the ESP in their institutions.

#### **4.3.4 Duration as a principal**

The study sought to establish for how long the respondents had served as principal. This information was useful in determining the extent to which they had an understanding of the performance of the ESP. The summary of this information is summarized in Table 4.5.

**Table 4.5: Duration as a principal**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
3 to 5 years	2	20.0
More than 5 years	8	80.0
Total	10	100.0

The Table 4.5 shows that while 20% of the respondents had been principal for between 3 and 5 years, all the rest, or a proportion of 80% of all the respondents had been serving as principal for 5 years or more. Administrative experience is defined as the period in years that one has been performing a given task. Early (1993) supports the idea that administrative experience of the head teachers helps them to have competency hence influences their management capacity. This suggests that a majority of those participants in the study were conversant with the activities pertaining to management and implementation of the ESP, and could therefore provide reliable information on the sustainability or otherwise of the ESP in secondary schools in Kitui County.

#### **4.4 Influence of principal's management skills on sustainability of ESP**

The study investigated different aspects of the principals' management skills on sustainability of ESP. This sought to establish information such as the whether or not the respondents had attended a seminar or workshop before commencement of ESP in their institutions, how often they attended in-service courses pertaining ESP per year, who were involved in the planning and budgeting of ESP as well as how often they monitored the ongoing activities of ESP per week.

#### **4.4.1 Participation in seminars or workshop before commencement of the ESP**

The study intended to establish whether or not the respondents had attended a seminar or workshop on the ESP before commencement of ESP in their institutions. The results of this are summarised in Table 4.6.

**Table 4.6: Did you attend a seminar or workshop before ESP?**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Yes	10	100
No	0	0
Total	10	100

From the findings in Table 4:6, all the participants in the study, 100% indicated that they had had an opportunity to attend a seminar or workshop on the ESP. From these findings, it is implied that the principals had familiarity with the ESP strategy, its objectives and requirements, all of which can influence the extent to which they are sustainable. These findings agree with Craft (1996) who stated that the reason for undertaking professional development is to ensure improvements in performance as well as develop an enhanced view of the job, enable the individual to anticipate and prepare for change and to clarify the whole school policy.

#### **4.4.2 In-service training on the Economic Stimulus Programme**

In-service programmes are usually intended to enhance the capacity of the participants to accomplish a selected set of tasks.

**Table 4.7: How often do you attend ESP in-service per year?**

Category	Frequency	Valid Percent
Less than 2 times	6	60
3 to 5 times	3	30
More than 5 times	1	10
Total	10	100

A proportion of 6 (60%) of the respondents in total, stated that they participated in ESP in-servicing workshops less than 2 times in a year; while 30% did so for between 3 and 5 times. Only 10% of the respondents were in-serviced more than 5 times per year. This suggests that the in-service training workshops and seminars organised for heads of schools implementing the ESP are few, and this is considered to influence their capacity to possess the requisite management skills for the sustainability of ESP in the institutions. In relation to this, Southworth (1999) argues that a great deal of ineffectiveness and inefficiency in management that is so common in Africa is due to lack of formal preparation for institutional Head teachers.

#### **4.4.3 Planning of the ESP**

The research intended to establish those entities that were involved in the planning of the ESP at the school level in the institutions that had benefitted from the programme. It was found that some of these included:

- i. Schools' Board of Governors
- ii. Ministry of Education officials
- iii. A special Teachers' ESP committee
- iv. The Ministry of Public Works
- v. The School Improvement committee
- vi. The Parents' and Teachers' Associations
- vii. A special Planning Committee
- viii. The School Tender Committee
- ix. Student representatives



#### 4.4.4 Which stakeholders were involved in budgeting for the ESP?

The study intended to establish who some of the participants were in the budgeting for the ESP. Besides this, the researcher sought information from the County Director of Education on the allocations from the government given to the various schools which benefitted from the ESP. According to Okumbe (2007), a budget is a careful plan for financing desired activities of a school. This calls for heads of schools to be acquainted with the making of a budget. The budget guides and controls the school's income and plan while fulfilling the educational objectives of a school. The Table 4.8 provides these details.

**Table 4.8: ESP Allocation to Secondary schools in Kitui County**

<b>Institution</b>	<b>District</b>	<b>Amount allocated (Ksh. in '000's)</b>
Kyoani Mixed Secondary	Ikutha	30,000
Kiio Mixed Secondary	Migwani	10,000
Migwani Boys' Secondary	Migwani	20,000
Kyuso Boys' Secondary	Kyuso	15,000
Kimangao Girls' Secondary	Kyuso	15,000
Mulango Girls; Secondary	Kitui Central	15,000
Kitui High School	Kitui Central	15,000
Nzambani Boys' Secondary	Nzambani	15,000
Zombe Girls' Secondary	Nzambani	15,000
Muthale Girls' Secondary	Kitui West	8,000
Total		158,000

*Source: County Director of Education Office, Kitui County 2014*

The study sought to establish those people who were responsible for budgeting of the funds allocated, and found that there were various people involved in each institution.

These included the following:

- i. School infrastructure committee
- ii. Constituency Development Committee officials
- iii. Schools' Board of Governors
- iv. Ministry of Education officials
- v. A special Teachers' ESP committee
- vi. The Ministry of Public Works
- vii. The School Improvement committee
- viii. The Parents' and Teachers' Associations
- ix. A special Planning Committee
- x. The School Tender Committee
- xi. Student representatives

These findings show that the Programmes involved a wide range of stakeholders in the budgeting process. This approach promotes transparency and accountability, and also ensures that the extensive consultations enhance sustainability and responsibility over the ESP.

#### **4.4.5 Frequency of monitoring ESP activities per week**

The respondents drawn from the schools were principals, and they were the immediate supervisors of the ESP . The study sought to find out how frequently they monitored the ESP activities. Their responses are summarised in Table 4.9.

**Table 4.9: How often do you monitor ESP activities per week?**

Category	Frequency	Percent
Less than 2 times	0	0
3 to 5 times	4	40
More than 5 times	6	60
Total	10	100

The findings show that none of the schools monitored the ESP less than two times a week. This finding supports the view by Olembo et al (1992) who maintain that accounting provides a means for head teachers to monitor, supervise and control the school funds in liaison with the school management committee . This is helpful in providing a complete history of all the transactions and activities to school management committee.

#### **4.4.6 Measures to ensure timely completion of the project as per work schedule**

Managers usually employed various strategies so as to ensure timely completion of project work as per schedule. The respondents were requested to state some of the measures that were utilized to address this factor, and it was found that some of these included:

- i. Strict supervision of the works
- ii. Timely provision of the required materials
- iii. Changing contractors in cases of delays
- iv. Involving the School Improvement Committee, BoM, Teachers Committee and the Ministry of Works in supervisory activities
- v. Setting deadlines for various deliverables
- vi. Regular monitoring of project activities
- vii. Constant communication with the contractors

This shows that the respondents resorted to use of various methods and different people to ensure that the Programmes activities were implemented and completed in a timely manner. The sharing of responsibilities, communication and regular consultations among the stakeholders promotes timely delivery of the Programmes.

#### **4.5 Influence of monitoring and evaluation on sustainability of ESP in secondary schools**

Monitoring and evaluation of the ESP entails the efforts of all the stakeholders in the project making constant follow-up to ensure that the implementation of the activities is on schedule, and any errors or challenges are addressed in time. The researcher asked the respondents to state how often government officials visited the schools to monitor and evaluate the ESP , and also sought to find out the extent to which the objectives had been achieved.

##### **4.5.1 Frequency of visits by government officials**

The respondents were requested to state how often the government officials visited the schools within the term for purposes of Monitoring and evaluation, and the findings are summarised in Table 4.10.

**Table 4.10: How often do government officials visit your school for Monitoring and evaluation?**

<b>Category</b>	<b>Frequency</b>	<b>Valid Percent</b>
Less than 2 times	1	10.0
3 to 5 times	7	70.0
More than 5 times	2	20.0
Total	10	100.0

The findings in Table 4.10 show that the government officials visited the schools in which the ESP is implemented for between three and five times on an average, as this

category was selected by 70% of all the respondents. 10% stated that these visits occurred less than 2 times, while 20% indicated that these happened more than 5 times. These findings reveal that the officials from the government are keen on the implementation activities and therefore make follow-up visits to the schools. These findings align with Nuguti (2009), who stated that any credible project manager wants to get feedback on the project being implemented.

#### **4.5.2 Achievement of the objectives**

To establish the extent to which the objectives of the ESP had been achieved in the institutions that had benefitted from the programme, the participants in the study were asked to rate the extent to which the objectives had been achieved. These findings are summarised in Table 4.11.

**Table 4.11: To what extent have the objectives been achieved?**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
To a great extent	4	40
To some extent	6	60
To little or no extent	0	0
Total	10	100.0

The findings according to Table 4.11 reveal that a majority of the schools had achieved the objectives of the ESP to some extent, as this category of achievement was selected by 60% of the respondents. Although none stated that the achievement was little or none, 40% noted that the objectives had been achieved to a great extent. This shows that in line with Alkin & Fitz-Gibbon, (1975), the ESP incorporate the process of ascertaining decision areas of concern, selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives. This implies that the achievement of the objectives was significant and this could positively impact on the sustainability of the ESP .

#### **4.6 Influence of the sponsor on sustainability of ESP in secondary schools**

Sponsors of educational institutions have a significant influence on the operations of the schools that they manage, and therefore determine the implementation and sustainability of the Programmes within the institutions through their influence. To assess this factor, the study sought to find out who the sponsors of the schools were, how often they attended board meetings as well as how often they visited the schools to monitor and evaluate the ESP.

##### **4.6.1 School sponsor**

**Table 4.12: Who is the school sponsor?**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Religious organization	6	60
D.E.B	4	40
Others	0	0
Total	10	100

The findings of the study reveal that religious organizations are the most dominant sponsors of schools in Kitui County, as these accounted for 60% of all, followed by the District Education Boards, at 40%. Those schools that benefitted from the ESP were sponsored by either of these two bodies.

##### **4.6.2 Attendance of Board Meetings**

The study sought to find out how frequency the sponsors of the different institutions attended board meetings, where most decisions relating to the school development activities are discussed and planned. The summary of the findings are presented in Table 4.13.

**Table 4.13: How often does the sponsor attend board meetings?**

Category	Frequency	Percent
Always	10	100
Sometimes	0	0
Seldom	0	0
Total	10	100

Table 4.13 reveals that the school sponsors in all cases attended board meetings always, 100%. From these findings, it is implied that the sponsors took a keen interest in the activities of the schools they sponsor, and therefore are likely to have a significant influence on the sustainability of the ESP. This is because they have a key role in determining the decisions made and the Programmes that the institutions invest the resources in. This confirms Jackson's (2005) observation that there is need to monitor, supervise and audit school development plans and their implementation.

#### **4.6.3 Monitoring of the ESP by the sponsors**

To assess the frequency within which the institutions' sponsors monitored the ESP activities, the participants in the study were requested to indicate how often the sponsors did so in the respective schools during the study. These findings are presented in Table 4.14.

**Table 4.14: How often does the sponsor come to monitor the ESP in the school per week?**

Category	Frequency	Percent
Less than 2 times	6	60
3 to 5 times	4	40
Total	10	100

The data in Table 4.14 indicates that the sponsors visited the respective schools less than 2 times per week in a majority of the cases. This is because 60% of the respondents selected this category, compared to those who indicated that the visits occurred 3 to 5 times as stated by 40% of the respondents. None indicated that the visits occurred more than 5 times. Jackson (2005) said that sponsors play a major role in disbursement of resources to secondary schools, and this calls for the need to monitor, supervise and audit school development plans and their implementation.

#### **4.7 Influence of community involvement on sustainability of ESP in secondary schools**

The communities around which the schools are situated are often the immediate stakeholders and therefore often have a keen interest in the development on the institutions, depending on the roles that they are allowed to play in the implementation and management of the Programmes in the schools. This factor was investigated in terms of whether or not the communities were involved, how they were involved and the opinions of the respondents on the way in which the communities influence the sustainability of the ESP.



#### **4.7.1 Community involvement**

The study required the respondents to indicate whether or not they involved the communities in the ESP that were implemented within the institutions, and the findings on this variable are presented in Table 4.15.

**Table 4.15: Do you involve the community in ESP?**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Yes	10	100
No	0	0
Total	10	100

The findings summarised in Table 4.15 show that all the institutions that benefitted from the ESP involved the immediate communities in the implementation of the related activities. This implies that there was a deliberate effort to ensure that the immediate beneficiaries and stakeholders played a role in the Programmes, and therefore the likelihood of sustainability of the ESPs becomes significant. As observed by Leathes (2011), participation at this level can increase local ownership, improve the planning process, ensure local priorities are addressed, provide oversight and promote better maintenance. However, according to Ngunchu (2005), there is always initial involvement of stakeholders in school project development planning, but their role during the implementation, monitoring and consequent continuous improvement process, dwindles as they become passive players in their participation towards their funded programmes.

#### **4.7.2 How is the community involved in the ESP?**

The study sought to find out the ways in which the communities were involved in the implementation of the ESP. From the responses, it is shown that the most common way in which the communities participated was through the provision of building materials to

the schools. Other ways that were cited included attendance of meetings, consultations and in supervision of the ESP .

#### **4.7.3 Influence of community involvement**

The researcher requested the participant to state whether or not they thought that community involvement influenced the sustainability of the ESP in the schools.

**Table 4.16: Community involvement influence sustainability of ESP?**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Yes	10	100.0
No	0	0
Total	100	100

The findings presented in Table 4.16 show that all the respondents were affirmative and therefore agreed that the community involvement influences the sustainability of the ESP. This implies that more involvement of the communities in the areas within which the schools are situated is considered to promote the level of sustainability of the ESP. These findings support the observation by the Davy Koech led commission on education (GoK, 1999) which recommended that the sponsor should take an active role in the spiritual, financial and infrastructural development of school in order to maintain sponsor's status.

According to the respondents, the community influence is recognizable on account of factors such as:

- i. Goodwill and support for the project
- ii. Sense of ownership
- iii. Good community-school relations
- iv. They are the 'consumers' of the project benefits
- v. They provide resources such as labour and further financial requirements for the project.

The involvement of the community is therefore significant as their support and input in the success of the ESP is significant. The managers must therefore ensure that the communities are not ignored, and that their opinions, support and involvement should not be overlooked if the sustainability of the ESP is to be achieved. The findings agree with the observation by Eshiwani (1990), who noted that education cannot be promoted education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations.

#### **4.8 Multiple regression analysis**

Multiple regressions were used to estimate the predictive effects of independent variables on sustainability of ESP. Sustainability of ESP is a function of specific determinants (X) formulated in the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where

Y - Knowledge sharing

$\beta$  – Regression coefficient, where  $\beta_0$  is the intercept

$X_1$  – Principal management skills

$X_2$  – Monitoring and evaluation

$X_3$  – Role of sponsor

$X_4$  – Community involvement

**Table 4.17 Multiple Regression Model**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)		1.381		.917	.401
	1.266				
Principal Management skills X <sub>1</sub>		.240	.469	1.335	.240
	.320				
Monitoring and evaluation X <sub>2</sub>		.292	-.431	-1.256	.265
	-.367				
Role of sponsor X <sub>3</sub>		.386	.125	.324	.759
	.125				
Community involvement X <sub>4</sub>		.386	.125	.324	.759
	.125				
a. Dependent Variable: program sustainability					

A multivariate regression model was applied to determine the relative importance of each of the four independent variables with respect to ESP sustainability. The regression model was as follows:  $Y = \beta_0 + \beta_1 X_1 + \beta_3 X_3 + \beta_4 X_4 + E_0$

Using the values of the coefficients ( $\beta$ ) from regression coefficient table 4.17, the established multiple linear regression equation takes the form of;

$$Y = 1.266 + 0.320X_1 - 0.367X_2 + 0.125X_3 + 0.125X_4$$

Where

Y - ESP sustainability

Constant=1.266, when the value of independent variables are zero, ESP sustainability would take the value 7.568.

$X_1=0.320$ ; one unit increases in principal management skills results in 0.712 units increase in ESP sustainability

$X_2= -0.367$ ; the government monitoring and evaluation inhibits ESP sustainability

$X_3 =0.125$ ; one unit increase in the role of the sponsor results in 0.182 units increase in ESP sustainability

$X_4 = 0.125$ ; one unit increase in community involvement results in 0.215 increase in ESP sustainability

It therefore follows that the Principals management skills play a significant role in the management and sustainability of ESP in the county.

#### 4.9 Testing of Research Hypothesis

The hypothesis raised for this study were tested at 0.05 significant levels. The responses obtained from all the ten respondents comprising of the principals in all the schools that were beneficiaries of the ESP funds were used for the final analysis in the study.

The first hypothesis sought to address objective one. This was on the influence of the Principals management skills on sustainability of ESP. The results are tabulated in Table 4.18

**Table 4.18 Principal management skills and ESP**

ANOVA				
Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2	.300	1.400	.003
.600				
Within Groups	1.500	7	.214	
Total	2.100	9		

Table 4.18 tested the null hypothesis that management skills have no influence on sustainability of economic stimulus programme in secondary schools in Kitui County. The results so indicated otherwise, meaning the Principals management skills, indeed, have an influence on the sustainability of ESP in Kitui county  $F(2,7)=1.4$   $p<0.05$ .

**Table 4.19 Monitoring and evaluation on sustainability of economic stimulus programme**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.671	2	.336	1.645	.260
Within Groups	1.429	7	.204		
Total	2.100	9			

Table 4.19 sought to address objective number two on the influence of monitoring and evaluation on sustainability of economic stimulus programme in secondary schools in Kitui county. The results indicate that monitoring and evaluation has no significant influence on a sustainability of economic stimulus programme in secondary schools in Kitui County  $F(2,7)=1.646$   $p>0.05$ .

**Table 4.20 Role of sponsor on the sustainability of economic stimulus programme**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.005	1	.005	.018	.896
Within Groups	2.095	8	.262		
Total	2.100	9			

Table 4.20 sought to address objective number three on the influence of the sponsor on sustainability of ESP of schools in Kitui County. The results indicate that the role of the sponsor has no significant influence on a sustainability of economic stimulus programme in secondary schools in Kitui County  $F(1,8)=0.018$   $p>0.05$ .

**Table 4.21 Community involvement on sustainability of economic stimulus programme**

ANOVA					
DEPENDENT VARIABLE: sustainability					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.005	2	.005	.018	.850
Within Groups	2.095	7	.262		
Total	2.100	9			

Table 4.21 sought to address objective number three on the influence of the Community involvement on sustainability of ESP of schools in Kitui County. The results indicate that the role of the Community involvement has no significant influence on a sustainability of economic stimulus programme in secondary schools in Kitui County  $F(2,7)=0.018$   $p>0.05$ .

#### 4.10 Correlations of variables

Pearson's product moment correlation analysis was used to infer the relationship among variables. From the survey results, it is clear that two variables are worth noting in this study. Some variables are positively correlated to each other while others are negatively correlated to each other. A significant correlation noted in this study is that between the Principals management skills and the sustainability of ESP although the relationship is not statistically significant  $r(10)= 0.488$   $p>0.05$ . Sustainability of ESP and monitoring and evaluation of the ESP was negatively correlated  $r(10)=-0.527$   $p>0.05$ . A detailed correlation of the variables is presented in table 4.11.

**Table 4.22 Correlations of significant variables**

Correlations		1	2	3	4	5
Principals Management skills (1)	Pearson Correlation	1	-.138	-.163	-.163	.488
	Sig. (2-tailed)		.703	.653	.653	.153
	N	10	10	10	10	10
Monitoring and evaluation (2)	Pearson Correlation	-.138	1	-.122	-.122	-.527
	Sig. (2-tailed)	.703		.738	.738	.118
	N	10	10	10	10	10
Role of sponsor (3)	Pearson Correlation	-.163	-.122	1	-.429	.048
	Sig. (2-tailed)	.653	.738		.217	.896
	N	10	10	10	10	10
Community involvement (4)	Pearson Correlation	-.163	-.122	-.429	1	.048
	Sig. (2-tailed)	.653	.738	.217		.896
	N	10	10	10	10	10
Sustainability of ESP (5)	Pearson Correlation	.488	-.527	.048	.048	1
	Sig. (2-tailed)	.153	.118	.896	.896	
	N	10	10	10	10	10



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings of the study, discussion, conclusions from the analysis of the data obtained and also make recommendations. The section also proposes some areas that could require further research.

#### **5.2 Summary of findings**

This includes the following findings ;

##### **5.2.1 Influence of principal's management skills**

The study found that principals were familiar with the ESP strategy, its objectives and requirements, all of which can influence the extent to which the Programmes can be sustained. In-service training workshops and seminars organised for heads of schools implementing the ESP are few, and this may influence their skills and capacity to manage ESP in the institutions. Since only a proportion of 60% of the respondents stated that they participated in ESP in- service workshop per year.

The study also found that there was a wide and representative approach in planning for the implementation of the ESP in the schools involved, and this means that the wide scope of representation among the stakeholders promotes sustainability of the programmes. Besides, the Programmes involved a wide range of stakeholders in the budgeting process, which in turn promotes transparency and accountability, and also ensures that the extensive consultations enhance sustainability and responsibility over the ESP in the secondary schools. The study also established that the principal management skills played a key role in the sustainability of ESP in Kitui County.

### **5.2.3 Influence of Monitoring and Evaluation on Sustainability of ESP**

The study also found that the officials from the government are keen on the implementation activities of the ESPs and therefore make follow-up visits to the schools for purposes of monitoring and evaluation. A majority of the schools that benefitted from the ESP had achieved the set objectives to some extent or to a great extent.

### **5.2.4 Influence of the Sponsors on Sustainability of ESP in Secondary Schools**

Religious organizations are the most dominant sponsors of schools in Kitui County. The school sponsors in all cases attended board meetings always, and are therefore are likely to have a significant influence on the sustainability of the ESP. This is because they have a key role in determining the decisions made concerning the Programmes that the institutions invest the received resources in. However, the sponsors visited the respective schools less than 2 times per week in a majority of the cases.

### **5.2.5 Influence of Community Involvement on Sustainability of ESP**

Community involvement influences the sustainability of the ESP. Their participation is therefore significant as their support and input in the success of the ESP is significant, and managers must therefore ensure that the communities' opinions, support and involvement should not be overlooked if the sustainability of the ESP is to be achieved.

## **5.3 Discussion of the Study**

School principals have many roles to play in the day to day running of institutions (Van, 2007). Basically he performs the roles of project manager as far as the running of his institution is concerned. The project manager is responsible for meeting project objectives, for schedules, budgets, and assessing alternatives, for assessing risks and deciding how to accept, avoid, remove, or mitigate them, and for leading the initiative to successful completion (Dunn, 2001; Zielinski, 2005).

Hanushek (2010) notes that leadership quality is often cited as key to organizational success across such diverse places as boardrooms, sports arenas, national legislatures, and schools. Yet it is often quite difficult to distinguish cause and effect, as those anointed as great leaders may simply have been in the right place at the right time.

A dynamic and skilled school leader is frequently described as the key element of a high-quality school and stories of the inspirational and effective principal are plentiful and often repeated (Hanushek, & Rivkin, 2007, 2010). The leadership and decision-making provided by a school principal is proximate and tied directly to outcomes in his or her school. Project managers are a very special breed of people. Good technology project managers are trained, not born. They develop skills through experience and education. They become better project managers each time they successfully deliver a project. They learn new techniques and apply them on their projects. This is a confirmation that this study has made. It is in agreement with similar studies done in this area (Brousseau, 1987; Wellman, 2007). This study thus confirms of the critical role played by the school managers in the sustainability of school projects in Kitui County.

Community participation in community development activity is as old as man himself (Chambers, 1997). Men have had to work individually and collectively to make life better for them. Prior to the onset of colonial administration, communities had engaged in communal efforts as a mechanism for mobilizing community resource to provide physical improvement and functional facilities in the socio, political and economic aspects of their lives (Mansari & Rao, 2004). The use of community labour was paramount in this period. The present study does not show this relationship clearly especially in regard to sustainability of ESP in Kitui county.

#### **5.4 Conclusions**

Principals in all the schools in Kitui County have significant administrative experience in the secondary schools and are therefore familiar with the issues related to the implementation of the ESP, and are also conversant with the activities pertaining to management of the ESP. They have had their capacity built through seminars, workshops and other in-service that were specifically tailored towards improving their skills in the management of the ESP.

Stakeholder involvement and participation was ensured in all cases where the ESP was implemented, as the planning and budgeting activities involved a wide range of stakeholders, including members of the schools' Board of Governors; Ministry of Education officials; special Teachers' ESP committees; the Ministry of Public Works; the School Improvement Committees; the Parents' and Teachers' Associations as well as student representatives. This lends the ESP wide acceptance.

Various methods as well as different people are involved in the monitoring and evaluation of the ESP in order to ensure that the project activities are implemented and completed in a timely manner. The sharing of responsibilities, communication and regular consultations among the stakeholders was considered to promote timely delivery of the Programmes. The ministry of Education officials are keen on the implementation activities and therefore make follow-up visits to the schools. The objectives of the ESP in the beneficiary schools had largely been achieved, and this means that this outcome could positively impact on the sustainability of the ESP in Kitui County.

The secondary schools' sponsors take a keen interest in the activities of the schools they sponsor, and therefore have a significant influence on the sustainability of the ESP in the institutions. The principals in the schools make a deliberate effort to ensure that the immediate beneficiaries and stakeholders played a role in the ESP by involving them in the provision of building materials to the schools, inviting them to attend ESP related meetings, consultations and in supervision of the ESP. This has resulted in goodwill and support for the ESP from the communities, enhancement of a sense of ownership and promotion of good community-school relations, all of which are mandatory in the sustainability of the ESP.

## **5.5 Recommendations**

The ESP has had a significant effect on the educational institutions in the County, and this has revealed its increasing importance in promoting the development of facilities of the educational institutions at the secondary school level. The sustainability of the ESP has a direct impact on the quality and quantity of educational opportunities in Kenya. Measures of addressing the sustainability of these Programmes need to be contextualized so as to better effectiveness of the implementation and sustainability through local communities. To this end, the study recommends that:

1. To promote sustainability of the ESPs, all the stakeholders including the BoG members, School Improvement committees, PTAs and the institutions' sponsors should be provided with regular and continuous support by the government, donor agencies and local leadership for so as to facilitate better mechanisms, formation of internal policies, legislation, proper monitoring of the ESP to enhance their sustainability.
2. There is need to regularly audit the implementation activities in the ESPs so as to strategically enhance their performance and improve their effectiveness for sustainability.
3. It is evident that participation in ESP by communities and sponsors through promotes collaboration, collective action, organization, and goodwill. There is need to enhance these and uphold the role and extent to which communities support the ESPs through continued participation in meetings and sharing of responsibilities.
4. It is recommended that the institutions assess their technical capacities to sustain the ESP, and institute the appropriate managerial and organizational strategies to promote sustainability.

## **5.6 Suggestions for further Study**

The study was intended to establish the factors influencing sustainability of economic stimulus Programmes in secondary schools in Kitui County with a view of improving the sustainability. This was by no means exhaustive on all the factors that could be considered to affect the sustainability of ESPs. It is therefore recommended that further research could be done in other related areas such as:

1. To establish the influence of financing mechanisms sustainability of the ESP.
2. To find out the level of stakeholders' ESP knowledge on sustainability of the programme in secondary schools.
3. To investigate the viability and sustainability of the ESP at other levels of education such as the higher education or primary schools.
4. To replicate the study in other counties to establish whether the same circumstances in Kitui pertain in different counties.

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## **APPENDICES**

### **APPENDIX I: Transmittal Letter**

KASYOKA KIEMA

P.O Box 783-90200

Kitui,

5<sup>th</sup> March, 2014

The Respondents

Kitui Central District

Dear Sir/Madam,

#### **REF: TRANSMITTAL LETTER**

I am a Post graduate student at the University of Nairobi (Kitui Campus) pursuing a Master of Arts Degree in Project Planning and Management. As part of the requirements for the award of this degree I am conducting a study on factors influencing sustainability of economic stimulus Programmes in secondary schools in Kitui County with a view of improving the sustainability.

I hereby request you to assist me in completing this questionnaire. Your information will only be used for the purpose of this study and it will also be kept confidential, thus to uphold privacy, please do not write your name or even that of your school anywhere on the questionnaire.

I am very grateful for your participation and co-operation.

Thank you,

Yours faithfully,

Signature-----

**KASYOKA KIEMA**

**L50/62182/2013**

## APPENDIX II

### QUESTIONNAIRE FOR PRINCIPALS

The study is on the factors influencing sustainability of Economic Stimulus Programmes in secondary schools in Kitui County with a view of improving the sustainability.

Put a tick against the appropriate choice. Fill the date in the spaces provided below each question. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution

#### Section I: Biodata of the respondent.

1. What is your gender

(a) Male ( ) Female ( )

2. What is your highest academic qualification?

(a) Dip ED ( )

(b) B.ED ( )

(c ) Masters ( )

(d) PhD ( )

3. How many years have you been a Principal?

i. Below 3 years ( )

ii. Between 3-5 years ( )

iii. Above 5 years ( )

4. What is your age bracket in years?

(a) Less than 40 ( ) (b) 41-45 ( ) (c) 45-50 ( ) (d) Above 50

#### SECTION II: Principal's management skills on sustainability of economic stimulus Programmes.

5. Did you attend a seminar or workshop before commencement of ESP in your school

No ☐ Yes ☐

6. How often do you attend in-service courses pertaining ESP per year?

Less than 2 times ☐ 3-5 times ☐ above 5 times ☐

7. Who were involved in the planning of ESP.?

---

8. Which stakeholders were involved in the budgeting of ESP?

- 
9. Being the immediate supervisor of ESP how often do you monitor the ongoing activities of ESP per week?

Less than 2 times ☐ 3-5 times ☐ more than 5 times ☐

10. What measures have you incorporated to ensure that the Programmes are completed in time as per work schedule?
- 

### **SECTION III: Monitoring and evaluation and sustainability of ESP in secondary schools**

11. How often do the Government officials visit your school for monitoring and evaluation in a term?

(a) Less than 2 times ( ) (b) 3 – 5 times ( ) (c) Above 5 times

12. To what extent has the objectives been achieved

a) To a great extent                      b) To Some extent                      c) Little or no extent

### **SECTION IV: The sponsor and sustainability of ESP in secondary schools**

13. Who is your school sponsor?

(a) Religious organization ( ) (b) D. E. B ( ) (c) Others.....

14. How often do the sponsors attend Board of management meetings per year

Always ☐                      Sometimes ☐                      Seldom ☐

15. How often does the sponsor come to school to do monitoring and evaluation of ESP.

a) Less than 2 times                      b) 3-5 times                      c) above 5 times

### **SECTION V: Community involvement and sustainability of ESP in secondary schools**

16. Do you involve the community in ESP?

(a) Yes ( )                      (b) No ( )

17. How is the community involved in ESP?

(a) Providing building materials ( ) (b) Meetings ( ) (c) Consultation ( )

(c) Others.....

18. Do you think community involvement influences sustainability of ESP?

(a) Yes ( ) (b) No ( )

19. Support your answer above.....

## **APPENDIX III**

### **Interview schedule for CDE, Kitui County**

1. What is your gender?
2. What is your highest academic qualification ?
3. How many years have you been the county director of education in Kitui County?
4. What is your age bracket in years
5. Did you hold a seminar or workshop for principals before commencement of ESP in your county ?
6. How often do you hold in- service courses pertaining ESP for the principals per year?
7. How often do the government officials visit schools undertaking ESP for monitoring and Evaluation in a term
8. What is the role of sponsor in sustainability of ESP?
9. Do you think community involvement influence sustainability of ESP?



## Appendix IV: Research Permit



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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When replying please quote

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Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:  
**16<sup>th</sup> July, 2014**

**NACOSTI/P/14/5751/2374**

Kiema Bridget Kasyoka  
University of Nairobi  
P.O.Box 43844-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Factors influencing sustainability of economic stimulus program in secondary schools in Kitui County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **31<sup>st</sup> August, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui 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. S. K. LANGAT, OGW  
FOR: SECRETARY/CEO**

Copy to:

The County Commissioner  
The County Director of Education  
Kitui County.