INFLUENCE OF ECONOMIC STIMULUS PROGRAM'S MANAGEMENT ON PRIMARY SCHOOL INFRASTRUCTURE PROJECTS IN SOUTHERN PART OF KITUI COUNTY, KENYA

BY

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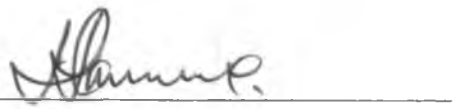
DECLARATION

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



26. 7. 2012

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DEDICATION

The study is dedicated to my children Maureen James and Gladys James for their patience even when I was very busy working on my research project report.

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I acknowledge that all materials cited in this research project report which were not my own were duly acknowledged and referenced at the references section in the report. I am grateful to my supervisor Dr. Kyalo D. Ndunge for her enlightening suggestions which made it possible for me to timely complete this research project report.

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ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
CPTC	Constituency Project Tender Committee
DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education for All
ERS	Economic Recovery Strategy
ESP	Economic Stimulus Programme
FPE	Free Primary Education
GOK	Government of Kenya
KESSP	Kenya education sector support programme
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MOPND	Ministry of Planning and National Development
MOW	Ministry of Works
NARC	National Alliance Rainbow Coalition
NGOs	Non Governmental Organizations
PFM	Public Finance Management
PI	Primary Teacher I
PLC	Project Life Cycle
PPDA	Public Procurement and Disposal Act
PRSP	Poverty Reduction Strategy Paper
PSI	Primary School Infrastructure
PSIC	Primary School Infrastructure Committee Members
PSIP	Primary School Infrastructure Project
PSSIP	Primary School Structural Infrastructure Programme
SMC	School Management Committee
SPMC	Stimulus Project Management Committee
TSC	Teacher Service Commission
UPE	Universal Primary Education
USA	United States of America

ABSTRACT

The aim of this study was to assess the influence of Economic Stimulus Program (ESP) project management in the implementation of the ESP primary school infrastructure funded projects in Southern Part of Kitui County. The objectives of the study were to establish the influence of economic stimulus projects' management skills on primary school infrastructure; influence of involving community in the economic stimulus projects' management on implementation of primary school infrastructure, influence of economic stimulus projects' financial management on implementation of primary school infrastructure, influence of politics in economic stimulus projects' management on implementation of primary school infrastructure and influence of school head teachers in economic stimulus projects' management on implementation of primary school infrastructure, in Southern Part of Kitui County. A survey research design was adopted. This study targeted a population of the 104 ESP primary school infrastructure committee members in the 8 ESP primary schools of the 4 constituencies of the Southern Part of Kitui County. Purposive sampling was used to select constituencies the Kitui Central and Mutito constituencies due to the nature of the Financial State Data that was collected for this study, the respondents' familiarity and confidence with the researcher were necessary for successful collection of this kind of data. A sample size of 32 was sampled which was 30% of the population, the minimum recommended representative sample of the population if the target population is small as the 104 for this study. Questionnaire and interview guides were used for data collection. Lecturers from the department of extra mural studies in the University of Nairobi ascertained the validity of the instruments, by reading through so as to ensure that there are no double meanings or ambiguities in the items. A test-retest pilot study using 10 ESP primary school projects management committee members in one of the primary schools out of the 4 schools in the Southern Part of Kitui County were conducted to ensure that the questionnaire was reliable. The ESP school used for pilot study was not included in the actual data collection process. The questionnaire was personally administered to the sample ESP primary SIC members and the face-to-face interview by the researcher during data collection period. Quantitative data were analyzed using descriptive statistics such as frequency distributions, percentages, mean values and standard deviation values and the findings were presented in frequency distribution tables and explanations were discussed in between these tables. Qualitative data were analyzed by grouping similar thematic data from the head teacher interviews and narrations of verbatim quotations and reported pictorially with pictures of the photographs that were taken at the ESP project construction sites. From the study findings it was concluded that the ESP primary school structural infrastructure projects were timely and it had made positive impacts in these schools and in academic performance in the 2011-KCPE examination. The assumption that the politically selected ESP primary SIC members and the head teachers were knowledgeable in project management skills was unfortunate. Since Primary Teacher I (PI) Certificate usually involves lower levels of financial and project management training, these skills were inadequate in the three selected ESP primary schools. Although, the community was not involved in the implementation of the ESP projects, they were happy with the initiative, because it had relieved parents the payment of projects' funds. The head teachers were not actively involved in the ESP project implementation. There commendations of the study were that: There was need for competent and skilled ESP primary SIC members and head teachers so it was imperative for all ESP project managers to at least take a course in project management to be effective in implementing these projects.Also recommended were use of other units of public administration instead of the constituencies as the ESP funds' disbursement and sharing units to avoid the politicization of the ESP projects. Suggestions for further studies on ESP funded projects for comparison with these findings were recommended.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

State governments provide some form of financial aid for primary school construction in the United States of America (USA), the Republic of China, and Mexico (World Bank, 2005). National governments also provided most of the funds needed for basic education school constructions in Egypt and Israel (Nishimura, Yamano and Sasaoka, 2008). In New Zealand, a Primary School Infrastructure Project (PSIP) was launched in 2005 with the goal of assisting in the improvement of school infrastructure in the Solomon Islands. Improvement of school infrastructure is one of several key priority areas under the New Zealand Government's education strategic framework (Nishimura, et al., 2008).

The overarching New Zealand Government's goal is to provide equitable access to quality basic education for all children and to manage resources in an efficient and transparent manner (Sifuna, 2007). Whereas the national government of New Zealand pays for the total cost of primary school construction in local districts, 98 per cent of primary school building construction in the United States has been financed by the taxation of property in the local school districts (Sifuna, 2007). The issuance of bonds, by local school districts for school construction in the United States, has been universal in 49 out of the 50 States (World Bank, 2005).

Previous studies (Samoff, 1999; Foster, 2000; Klees, 2001) reveal that Universal Primary Education (UPE) policy shortcomings exist leading to criticisms on the uniformity of implementation of the education policy in Africa (GoK, Kenya education sector support programme (KESSP), 2006). FPE Policy in the form of fees abolition has been a popular intervention for achieving Education for All (EFA) since the mid-1990s (Nishimura, et al., 2008). However, in spite of this there has been a great need for a broad based research that

would boost the school management committees understanding of financial and administrative systems for sustainable educational development programmes in most of the developing countries in the sub-Saharan Africa (Nishimura, et al., 2008). Poor primary school infrastructure is one of the major barriers in improving access to primary school education under Free Primary Education policy in Kenya. Empirical data show that physical facilities are an important factor in both school attendance and achievement (Sifuna, 2007). For this reason, improving primary school infrastructure is a high priority among school management committees (GoK, KESSP, 2006).

In Kenyan primary schools since independence and for years over time, communities and parents had been responsible for and had made substantial investments in school infrastructure. Development partners, churches, Non Governmental Organizations (NGOs) and individuals had also made investments; often they supported the community initiatives (Bold, Kimenyi, Mwabu and Sandefur, 2009). Through these efforts over 18,000 public primary schools and a large number of non-formal schools offering primary school curriculum had been constructed by 2007 (Sifuna, 2007).

However, there had been a backlog of infrastructure with shortage of permanent classrooms, particularly among the urban-poor communities in slums and arid and semi-arid land (ASAL) rural parts. The existing structures were generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Bold, et al., 2009). With the significant increases in primary school enrolments, following the introduction of FPE in 2003, additional pressure had been put on existing school infrastructure, resulting into the poor and overcrowded learning conditions (Bold, et al., 2009). Providing educational opportunities to all children is the Government's plan for Economic Recovery Strategy (ERS) and Poverty Reduction Strategy Paper (PRSP) in Kenya. Previous reports and commissions, such as the

Kamunge Report (1988) and the Koech Report (1999) have all highlighted the importance of the provision of school infrastructure. The Sectional Paper No 1 of 2005 also recognizes the need for additional school infrastructure to ensure the successful implementation of FPE (GoK: 2005). The Kenyan Economic Stimulus Program (ESP) was initiated by the Government in the 2009/2010 Budget Speech, to boost the economy out of a recession situation that had been brought about by the high oil/food prices, effects of the 2008/09 global economic crisis and Kenya 2007/2008 post election violence (GOK, 2010).

These effects had led into the decline of the Kenya's economic growth rate from 7.1% in 2007 to 1.7% in 2009. ESP was framed within the broader national growth policy objectives of the Kenyan development blue print-Vision 2030, Agenda 4 and the New Constitution. The total budget allocated to ESP in 2009/2010 financial year amounted to 22 Billion Shillings, with the money going towards financing the activities covered under the ESP programme projects (GOK, 2010). Some of the ESP projects include the expansion of irrigation-based agriculture, construction of wholesale and fresh produce markets, construction and stocking of fishponds, provision of aquaculture advisory services, construction of 'juakali' sheds, tree planting, construction of schools, health centers and roads in all the 210 constituencies (GOK, 2010).

The Kenyan ESP is governed by the Ministry of Finance (MOF), with the Minister for Finance as the overall leader, followed by a Technical Working Group which is chaired by the Permanent Secretary to the Treasury and is composed of Senior Treasury officials in the MOF. Others are the ESP secretariat officers from Budget Supplies and Economic Affairs Departments; Stimulus Project Management Committee (SPMC) which is established by the Constituency Development Fund Committees (CDFC) at the constituency level and the Constituency Projects Tender Committee (CPTC) which is adopted from the District Project Tender Committees (DPTC).The ESP education sector's primary and secondary school

implementing agency is the MOE-Kenya. In addition, the ESP education sector had the components of upgrading two primary schools and elevation of one secondary school as centre of excellence per constituency (GOK, 2009). The School Management Committees in primary schools and the Board of Governors in secondary schools were charged with the implementation of the ESP projects.

This study focused on primary school upgrading projects per constituency in the Southern Part of Kitui County. Only eight primary schools have partially benefited from this ESP project within the Southern Part of Kitui County's four constituencies namely: Kitui West, Kitui Central, Mutito and Kitui South constituency. About 97 per cent of primary school children aged 6-13 year olds are still attending pre-schools, with only 37 per cent of them actually enrolled for primary school education in the County (Vasudevan and Gichohi, 2008).

There was low transition from primary with net enrolment rate (NER) in the Southern Part of Kitui County. For example in the study by (Vasudevan and Gichohi, 2008), they found out that there were low transition rates from primary schools with net enrolment rates of 85 per cent to secondary school levels because the NER was only 15 per cent, denoting low transition rates. It is against this background that the current study seeks to assess the influence of management on implementation of ESP primary school constructions in Southern Part of Kitui County, Kenya.

1.2 Statement of the Problem

Although, the Economic Stimulus Program (ESP) of the constituency-based primary school infrastructure upgrading project was in place since2009/2010, three years down the line in 2012, there was still a major backlog of provision of primary school infrastructure. There was acute shortage of permanent primary school classrooms in the Southern Part of Kitui County (DEO's Report, Kitui Central, 2012). As was alluded to in the background literature, a comparative analytical framework of Primary School Infrastructure Programme (PSIP)

showed that there were gaps in the way the problem of equitable distribution in the public provision of the primary school physical infrastructural facilities was being addressed in the Southern Part of Kitui County. There was a notable high level of dilapidated infrastructure.

There was uncertainty on adherence to project management procedures in the ESP Primary School Infrastructure management committees. The Ministry of Education had mandated these committees with the ESP projects' management also within the 210 constituencies nationally without reference to quality project's management strategies. Therefore, against a background of uncertain management procedures this study assessed the influence of ESP project's management on primary school infrastructure in Southern Part of Kitui County.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of ESP projects' management on implementation of primary school building infrastructure in Southern Part of Kitui County. The study lessons learned were used to suggest further projects management strategies.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To establish the extent to which ESP project's management skills influences implementation of primary school infrastructure in Southern Part of Kitui County.
ii. To establish the extent of ESP management involving community influence the implementation of primary school infrastructure projects in Southern Part of Kitui County.
iii. To establish the extent to which ESP committee's financial management influence the implementation of primary school infra structure projects in Southern Part of Kitui County.
iv. To establish the extent to which politics in ESP management influences the implementation of primary school infrastructure projects in Southern Part of Kitui County.

v. To establish the extent to which ESP primary school head teacher's management skills influences the implementation of infrastructure projects in Southern Part of Kitui County.

1.5 Research Questions

To achieve these objectives the study sought to answer the following research questions:

i. To what extent do ESP project management skills influence the implementation of primary school infrastructure in Southern Part of Kitui County?

ii. To what extent does ESP management involving community influence the implementation of primary school infrastructure projects in Southern Part of Kitui County?

iii. To what extent does ESP committee's financial management influence the implementation of primary school infrastructure projects in Southern Part of Kitui County?

iv. To what extent does politics in ESP management influence the implementation of primary school infrastructure projects in Southern Part of Kitui County?

v. To what extent do the ESP primary school head teacher's management skills influence implementation of infrastructure projects in Southern Part of Kitui County?

1.6 Significance of the Study

The findings and recommendations of this study may be important to several people and stakeholders in the following ways. The parents, school administration and committees may use the study findings to correct overcrowding and inadequacy of learning resources in the roughly over twenty thousand public primary schools in Kenya by improving school infrastructure. The Ministry of Education (MOE) might use this study finding to determine how to improve its supervisory work in schools to enhance accountability and monitoring in the implementation of Economic Stimulus Programme primary school infrastructure structural building projects. Level of involvement of parents in the FPE policy and provision of school infrastructure and in the learning/teaching process might be restructured to make them more involved in education.

1.7 Delimitations of the study

The study was confined to Southern Part of Kitui County, Eastern Province, Kenya. Thus the study findings weregeneralizable to other areas with considerations of similarities between other study areas and those of Southern Part of Kitui County. The respondents were primary school head teachers and primary school infrastructure committee (PSIC) who were randomly selected in the purposively selected schools of Southern Part of Kitui County. The primary school head teachers and PSIC members are involved in the implementation of primary school infrastructure programme in their respective schools. This was beneficial to the study in gathering relevant data on which study conclusion and recommendations were made.

1.8 Limitations of the study

Scarcity of literature on the ESP projects was a limitation. However, some limited copies of the ESP articles and books in the Ministry of Education (MOE) and from the ESP primary school manuals in selected schools, through special agreements with the MOE officials/DEO were used. Isolating the influence of extraneous variables from the influence of the preferred study variables appearing in the research questions was also another major limitation.

1.9 Assumptions of the study

The assumption of the study was that all sampled participants in the Southern Part of Kitui County had been exposed to similar data on implementation procedures of ESP projects.

1.10 Definition of significant terms

Community participation- is to involve communities, with profound links between outsiders' knowledge and local peoples' lived realities, to build awareness.

Parental involvement: role played by parents in ESP primary school infrastructure projects.

Policy- refers to guidelines of accomplishing a proposed plan of activities

Political influence- refers mostly to a perspective of social activism and in view of political action to benefit the underprivileged, the marginalized and the poor people.

Primary school infrastructure policy- is a programme of financing primary schools to boost their physical building facilities by the government of Kenya.

Project management- is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Public finance management- deals with all aspects of public resource mobilization and expenditure management in government institutions.

1.11 Organization of the study

This study was organized into five chapters. Chapter one comprised of background of the study, statement of the problem, purpose and objectives of the study, research questions; significance, delimitations, limitations and assumptions of the study and definition of significant terms. Chapter two presented the review of related literature arranged according to the study objectives. Chapter three was the research methodology according to: research design, target population, sampling procedures and sample size, research instruments, data collection procedures and analysis, ethical considerations and operational definition of variables.

Chapter four comprised of data analysis, presentation and interpretation. Chapter five consisted of the summary of the study, discussions of study findings, conclusions and recommendations of the study and suggestions for further studies on ESP primary school infrastructure projects.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of literature related to the topic of study according to the study objectives, alongside identification of research gaps in the existing ESP project management knowledge in Kenya as well as worldwide. The chapter starts with an introduction, then objectives of the study as influence of ESP projects' management skills on primary school infrastructure; influence of stakeholder's participation in ESP projects' management on implementation of primary school infrastructure, influence of ESP projects' financial management on implementation of primary school infrastructure, influence of politics in ESP projects' management on implementation of primary school infrastructure and influence of school head teachers in ESP projects' management on implementation of primary school infrastructure, theoretical and conceptual frameworks guiding the study are at the end.

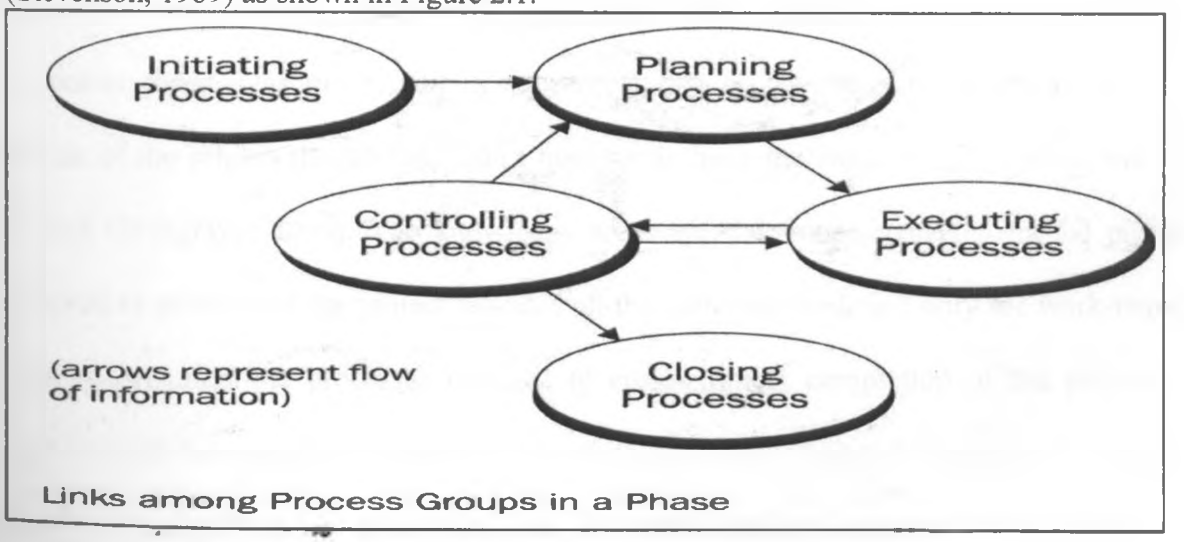
2.2 Influence of management skills on implementation of ESP primary school projects

Management can be defined as the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the marshalling of the required resources, the rational design, organization, direction, and control of the activities required to attain the selected procedures (McNeil & Clemmer, 1988). Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Project management is a discipline that has evolved into very specific and detailed processes mostly adopted to meet the systems needs for complex situations, and to integrate multiple disciplines (Stevenson, 1989). The highly technical sectors of Aerospace, Defense and other government sectors originally started using project management systematically in the 1940s.

The private sector, in high technology sub-sectors: construction, engineering, computers, and electronics started adopting project management systems in the 1960s (Stevenson, 1989). Informal and social services' sector started later to recognize the value and use project management concepts and techniques for project planning and implementation. Many concepts have relevance to any sector and are useful to help organize human activity that aims at creating a product, a service or effecting a change (Stevenson, 1989).

However, the "participation" notion, earmarked by social science, is not mainstreamed in project management as it is understood in this context. Thus later the notion of participation was integrated later into the project management principles and the project cycle in project implementation process. Project cycle boils down to a set of technical parameters, clusters of processes and steps in view of achieving a result. It is comprised of tasks and activities, grouped in phases under Project Life Cycle (PLC) (McNeil & Clemmer, 1988). Each phase completion is assessed before moving to the next phase. The project management process includes properly 'closing' the project. There are five process groups in project management, which are in summary the steps or phases that need to be happening in the life cycle of a project (Stevenson, 1989) as shown in Figure 2.1.



Source: Stevenson, (1989).

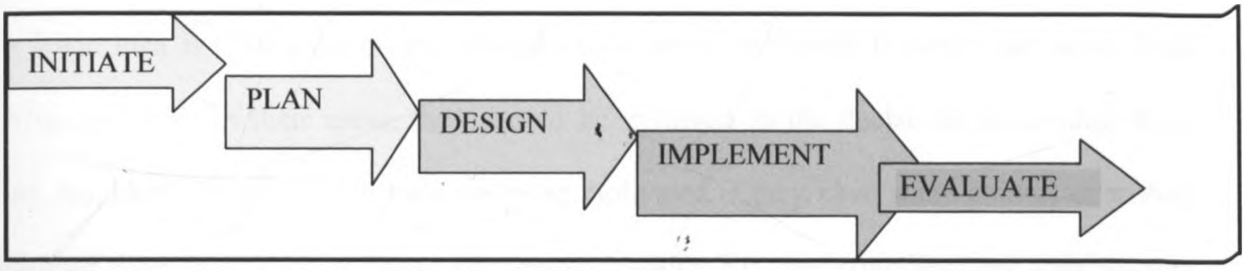
Figure 2.1 Process groups' dynamics in project management

The five process groups in project management include the: Initiating processes, which involve recognizing that a project or phase of a project should begin and making a commitment to start; Planning processes, which involve development of a workable scheme to achieve the goals for which the project was undertaken; Defines and refines objectives, and plans the course of action required to attain the objectives and scope of the project; Executing processes, which involve coordinating the step by step activities, the resources, including human resources, required in the plan; Integrates people and other resources to carry out the project management plan as designed (Yuki, 1994).

The executing processes in the processes sequence is followed by the Monitoring and Controlling processes, which involve monitoring project progress and taking corrective action, if needed; regularly measures and monitors progress to identify variances from the project management plan so that corrective action can be taken when necessary to meet project objectives and Closing processes, which involve bringing the project to an orderly and formal conclusion; Formalizes acceptance of the product, service or result and brings the project or a project phase to an end to form the processes dynamics (Musgrave, 2008).

There are nine projects management knowledge areas recognized in project management processes: those areas all integrate in any project; they all have to be taken into account in the design of the project though they don't necessarily have the same weight in each and every project (Musgrave, 2008). The knowledge areas are the: scope management-the processes required to ensure that the project includes all the work required, and only the work required; time management-the processes required to ensure timely completion of the project; cost management-the processes required to ensure that the project is completed within the approved budget; quality management-the processes required to ensure that the project will satisfy the needs for which it was undertaken (Stevenson, 1989). The others are human

resource management-the processes required to make the most effective use of the people involved with the project; communications management-the processes required to ensure timely and appropriate collection, dissemination, and storage of project information; risk management-the processes concerned with identifying, analyzing, and responding to project risk; procurement management-the processes required to acquire goods and services for the project implementation; and the integration management-the processes required to ensure that the various elements of the project are properly coordinated. Project Life Cycle is used to refer to the totality of the various phases into which a project is divided into (McNeil & Clemmer, 1988), as shown in Figure 2.2.



Source: McNeil and Clemmer (1988).

Figure 2.2 Life cycle phases of project management

Each project phase involves completion of one or more deliverables, which are tangible and verifiable outputs of a process like a design output or a set of recommendations for that phase (Yuki, 1994). Each phase also concludes with a review so that errors may be detected and corrected so that it can be determined whether the project should continue on to the next phase. At the Initiation Phase-someone recognizes an opportunity to be gained or a problem to be resolved. At the Planning Phase the project's case and the detailed project plan are created. At the Design Phase further definition of the need being met and description of the technical aspects, step by step activities and tasks to be done to reach the objective are stated (Musgrave and Musgrave, 1973). At Implementation the execution of the project plan with unfolding of

the various steps of the project until completion is conducted and at the Evaluation Phase the determination of how well the project realization met the project objectives and how well the project was managed in all aspects is reviewed and recommendations given either for further funding to complete the project or the funds were adequate for the project (Yuki, 1994).

Organizations constantly encounter forces driving them to change. Because change means doing something new and unknown, the natural reaction is usually to resist it. But they must improve their personal, team, and cultural management skills if they hope to adapt themselves to the changing world (Mintzberg, 1973). Overwhelmingly, current management wisdom touts the goal of getting decisions made as low down in the organization as possible (Yuki, 1994).

The basic idea is that since people closest to the work are likely to know the most about solving problems in their areas, they should be involved in the decisions concerning those areas. An added benefit is that they are more motivated if they have some control over their work and over their own destinies (Stevenson, 1989). No one organizational management model can holistically encompass all management situations and environments. Managers typically engage in a large number of discrete activities each day, and the average number of activities appears to increase at lower levels of management. The activities, however, are usually very brief in duration (Mintzberg, 1973).

2.3 Influence of involving community on management of ESP primary school projects

The concept of 'community participation' as applied to development work, arose in the 1970's inspired by Paulo Freire's philosophy and social activist movement, based on the fundamental recognition that the poor and disempowered, marginalized communities were abound with knowledge, creativity and capacities that were not recognized or valued by dominant development practices (Freire, 1970). In this context and along the Freire (1970) philosophy, ultimately, the agenda for any community development project should be driven

by the community people themselves, and the agencies or any outsiders claiming to support the development process such as the researchers, NGOs, and government extension workers would in fact act as facilitators of the development process for the local community.

The 1970's concept of participatory approaches evolved as to involve communities, created profound links between outsiders' knowledge and local peoples' lived realities, supported the need to build awareness on and about the rich indigenous knowledge and experience, and supported the process of analysis by people themselves and self-driven development action (Freire, 1970). It moved from the attitude that we need to change people, to the attitude that change can happen without being prescribed from the outside but rather, stimulated within communities through real dialogue, engagement, conversations and stimulating facilitation (Freire, 1970).

Therefore, the principles of local stakeholder's participation in government public funded project's implementation have been named by Egger and Majors (1998) as: inclusion; of all people, groups, representative, affected by a project; equal partnership where everyone brings capacity, equal right and skills to the project process. As transparency in which the climate of open communication and building dialogue in sharing power and avoiding the domination of one group over the other, sharing responsibility is encouraged.

In this arrangement all have equal responsibility for outcomes and decisions; empowerment; encouragement of people with skills to apply them, mutual reinforcement and promotion of what exists in people to be used for the project and cooperation; operating together and sharing everyone's strength reduces everybody's weakness (Egger and Majors, 1998). Yuki (1994) pointed out that governance of primary school education today poses one of the greatest challenges in the sector, which range from stakeholder's involvement, parents and community participation and public accountability. Thus, enhancing community participation is

significant in checking financial accountability (Yuki, 1994). With community participation, regular monitoring and evaluation of education projects to ensure that quality is assured, plans implemented, public expectations met and outcomes achieved are fundamental to the success of KESSP projects (GoK: Sectional paper No. 1 of 2005).

The incapacity of civil society, local community groups and education authorities to exercise control and oversight over education projects' plans and budgets continues to mar the efforts towards attainment of quality education goals. Building the requisite capacity for monitoring quality and tracking expenditure remains one of the most significant challenges facing both Ministries of Education and Civil Society Organization's coalitions (GoK: Sectional paper No. 1 of 2005).

2.4 Influence of financial accounting skills on managing ESP primary school projects

Financial accounting is an efficient tool for decision making by school management committees. Proper use of fiscal records enables the school managers to know the precise cost of operation and to discover wastes. A major shortcoming in school administration is failure to utilize enough of the accepted accounting principles in financial record keeping (School procurement guide, 2009).

Budgeting is financial management function that includes fiscal planning, accounting and revenue, procurement and expense controls. Budgeting requires specific planning, a thorough understanding of objectives and future programmes, a sixth sense of economic conditions and realities, and a hunch for predicting the unpredictable (McNeil & Clemmer, 1988).

Public Finance Management (PFM) basically deals with all aspects of resource mobilization and expenditure management in government institutions such as prioritization of programmes, the budgetary process, efficient management of resources and exercising controls (Musgrave

and Musgrave, 1973). The rising aspirations of people are placing more demands on proper accountability of public financial resources and the emphasis of the citizenry on value for money makes public financial management increasingly vital (Musgrave, 2008). Managing finances is a critical function of management in any organization so public finance management is an essential part of public project's governance process (Musgrave and Musgrave, 1973).

2.5 Influence of politics on management of ESP primary school building projects

The concept of participatory research in the 1970's and how it was applied was mostly in a perspective of social activism and in view of political action to benefit the underprivileged, the marginalized and the poor people (Barro and Grilli, 1994). In Kenya, parliament consists of the policy makers who are elected by people in each constituency to politically represent them in government (Sifuna, 2007). Public finance is the revenue and expenditure of government public authorities (Barro and Grilli, 1994). In theory, private markets allocate goods and services among individuals efficiently in the sense that no waste occurs and that individual tastes are matching with the economy's productive abilities 'ceteris paribus' that is if all other factors are constant (McNeil & Clemmer, 1988). If private markets provide efficient outcomes and distribution of income is socially acceptable, then there was little or no scope for public finance in the government (Barro and Grilli, 1994).

But the conditions for private market efficiency in practice are violated where the market failure occurs due to externalities, public goods, informational advantages, strong economies of scale, and network effects. This makes the private markets not to allocate goods or services efficiently. The existence of private market failure provides an efficiency-based rationale for collective or governmental provision of goods and services. Public provision via a government, however, is subject to other inefficiencies, termed as government failure (Atkinson & Stiglitz, 1980). The government can pay for spending by borrowing, for example,

with government bonds, although borrowing is a method of distributing tax burdens through a time-span rather than replacement for taxes (Stiglitz, 2000). Public finance is closely connected to issues of income distribution and social equity which could only be championed by politics, because government can reallocate income through transfer payments or by designing tax systems that treat high-income and low-income households differently (Musgrave, 2008).

The public choice approach to public finance seeks to explain how self-interested voters, politics, and bureaucrats actually operate, rather than how they should operate (Stiglitz, 2000). Public financing of education, transfers wealth to families with children in these schools such as the Economic Stimulus Programme in which public primary school buildings are being constructed in Kenya (Musgrave, 2008). The selection criterion of primary schools for ESP building project was based on the four constituencies in the Southern Part of Kitui County.

2.6 Influence of school head teachers on management of ESP primary school projects

Although acquisition of finance has been critical for the success of any learning institution, in Malawi there has been no capitation grant from the central government or donors for more than 10 years under Free Primary Education policy (Daily Nation, 31st5.1988). But in Kenya there has been capitation grants directly transferred from the central government through the Ministry of Education to school levels, through the ESP funded projects (GOK, 2010). For any sound educational programme, money has been and still is a major driving force. Therefore, if it lacks or in short supply, there would be partial realization of the school set goals.

In poor districts like those in Kitui County, parents were not able to afford to meet the cost of construction of their primary schools, since most of them live from hand to mouth (Daily Nation, 31st5.1988). School formal leadership is provided by school head teachers called head teachers. Public procurement and disposal act (PPDA) of 2005 in Kenya, has granted teachers

the power to control the tendering and procurement process in public schools. It is not clear if the financial management qualification before a teacher takes over the duties of a headmaster is considered in Kenya. Primary school leadership often has been involving low-level financial managerial tasks and therefore are not well-positioned to facilitate the required changes in public project management in the ESP primary school building projects (GoK, 2010).

It is therefore imperative that they need at least to take a course in finance for them to be effective. As per the PPDA the disbursement and utilization of government funds under the Free Primary Education (FPE) program is subject to provisions of GOK public financial management act (2005). The primary school management committees (SMCs) are mandated by the education act 1968 to audit and regulate expenditure by the school administration to ensure that all income received by the school is applied to the promotion of its objects (Munyiri, 2008).

However, the aforementioned statutes presume that the members of the SMC and teachers are knowledgeable in law, supply chain management, accounting and project management. Unfortunately, these skills are inadequate in the administration of most public primary schools (Sifuna, 2007).

In Kenya there are no definite criteria enumerating the skills necessary for appointment of SMC (Sifuna, 2007). Service by school committees is not remunerated consequently most professionals avoid it, thus most schools are managed by old and unenergetic retirees or semi-literate businessmen who are often unaware of the basic concepts of public finance (Sifuna, 2007). Therefore, in most public primary schools in rural Kenyan which the ESP-primary school infrastructure building projects is very significant, there is a procurement managerial gap (Munyiri, 2008).

2.7 Conceptual Framework

A conceptual framework is a research tool intended to develop awareness and understanding of the situation under study and it communicates how of the enquiry as shown in Figure 2.3.

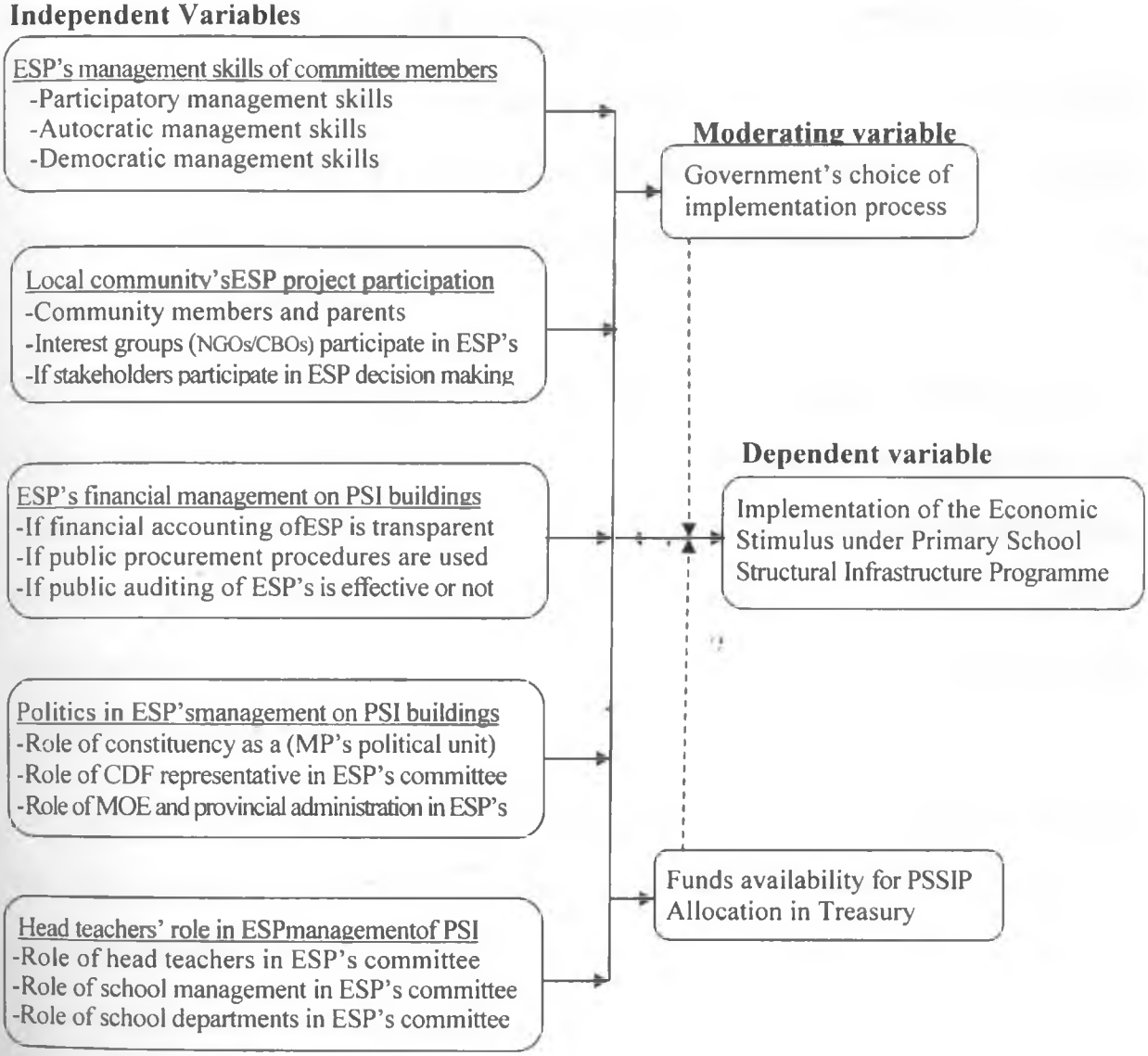


Figure 2.3 Conceptual framework of the Study

The aim of this study was to investigate the influence of Economic Stimulus Program projects' management in the implementation of primary school buildings infrastructure in Southern Part of Kitui County. As shown in Figure 2.3, the Independent Variables of the study were: First, the influence of project management skills whose indicators were theESP projects' management skills endowed within the ESP primary SIC members, the managing

committee'sparticipatory management skills, autocratic management skills and democratic management skills. Second, the influence of the Economic Stimulus Program's project management's community involvement whose indicators were the parents involvement, interest groups (NGOs/CBOs) and also private interested bodies' involvement.

The third variable was on the influence of the Economic Stimulus Program's ESP's project financial management skills as indicated bythe ESP primary SIC members' level of financial accountability skills, knowledge of the current government procurement procedures used, and audited reports of the ESP funds.

The fourth variable was on the influence of the politics in the Economic Stimulus Program's project management whose indicators were the CDF point men representing political party interests or their supporters interests, the use of political units (constituencies)by the Ministry of Education for distribution of the ESP project funds was by nature invitation of political interference in the entire process, role of councilors and area members of parliaments in the ESP primary SIC members selection.

The last variable was the influence of ESPprimary school head teachers' project management role whose indicators were the head teachers'role in the ESP primary school infrastructure management committee and the Role of school heads of departments in the ESP primary school infrastructure projects' management within the ESP primary SIC members.

All of the abovementioned independent variables with their indicators were in this study investigated to establish the extent to which they influenced the outcome/output of the study also called the dependent variable. Therefore, the dependent variable of the study was the implementation of the Economic Stimulus Program's primary school structural infrastructureprojects under the managementof ESP primary SIC members to improve on the poor and dilapidated primary school building sin the Southern Part of Kitui County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology in the following subheadings; research design and location of the study, target population, sampling techniques and sample size, research instruments, pilot study for the research instruments, data collection procedures, data analysis, ethical considerations and Operationalization of study variables.

3.2 Research design

A survey research design was adopted in conducting this study. A survey researches conducted to describe phenomena as they exist. It is used to identify and obtain information on the characteristics of a particular problem or issue. This design is significant for this study because it goes further in examining a problem than exploratory research, as it is undertaken to ascertain and describe the characteristics of pertinent issues assumed to cause or affect the outcome of a process or a continuum of processes.

3.3 Location of the study

The location of the study was Southern Part of Kitui County. Southern Part of Kitui County is located to the south east of Nairobi 134 km away from the capital of Kenya. It borders Machakos and Makueni counties to the west, Mwingi to the north, Tana River to the east and Taita Taveta to the south. It is located between Longitudes 37°45′ and 39°0′ east of Greenwich meridian and Latitudes 1°37′ and 1°22′ south of equator. This part of the county has a population of 1,012,709 [(GoK: Central Bureau of Statistics-Kitui County Population Census, (2009)]. There are 606 Primary Schools in Southern Part of Kitui County scattered all over the vast part of the county. The teacher/pupil ratio is quite low at 1:13, thus there is need to address accessibility and cultural issues to improve school primary school enrollment and

completion rates. The primary school going population aged 6-13 years only represents 27% of the total population. The choice of Southern Part of Kitui County for this study has been prompted by the fact that, it is in a arid and semi arid (ASAL) part and preliminary data shows existence of poor primary school structural infrastructure in most of the public schools. In addition, based on the constituencies, ESP primary school projects have been implemented in 8 primary schools 2 per constituency in four constituencies namely: the Kitui west, Kitui central, Mutito and Kitui south constituency which is also inadequate to serve the part.

3.4 Target population

This study targeted a population of the 104 ESP primary school infrastructure committee members, from the 8 ESP primary schools in the 4 constituencies of the Southern Part of Kitui County.Therewere13 ESP primary school infrastructure committee (SIC) members who comprised of the District Education Officer (DEO), District Quality Assurance and Standards Officer (DQASO), the DQASO in-charge of primary school education sector, 1-Technical Advisor from the Ministry of Works (MOW), a 2- Constituency Development Fund (CDF) representatives from each district, and four School Management Committee (SMC) members, who were the chairman, secretary, treasurer and PTA teacher representative, one member from the special interest groups, one sponsor and another one ordinary SMC member. Thus, the study population was 104[ESP projects-DEO Records, Kitui Central/Mutito Districts, 2011)].

3.5 Sampling techniques and sample size

Since the targeted population of the schools was small 30% of the 8 ESP primary schools which was equal to 3 ESP primary schools were purposively selected using non-probability sampling techniques to select the 2 ESP primary schools from Mutito Constituency and one out of the 2-ESP primary schools in Kitui Central The 3-ESP primary schools were purposively selected from the two constituencies because the researcher was known to most of

the security government officers in the two constituencies, and therefore he was in a position to collect data on financial management without suspicious concealment problems of the particular financial data that was required for the success of this study, because it involved assessing implementation of ESP project management and participants might have colluded to conceal some sensitive government financial information especially if they suspected malice or any kind of victimization from the researcher.

From the 3-ESP selected primary schools, all the 13 ESP primary SIC members from each of the selected school were selected using census sampling method so that the total sample size would have been 39, but since from Mutito Constituency there were two selected ESP primary schools the sample size was less the 7 District Officials from Mutito district to avoid double entry of participants. Therefore, the study sample size was 32 ESP primary SIC members was 30% of the targeted population of 104 ESP primary SIC members and it was within the recommended percentage of sample by (Mugenda & Mugenda, 2003) if the targeted population was small, as where the population N was less than 1000. Therefore the sample size was 32 ESP primary SIC members.

3.6 Research instruments

Data we recollected using a questionnaire for ESP primary school infrastructure committee members and interview guide forth selected primary school head teachers.

3.6.1 Questionnaire for ESP primary SIC members

The questionnaire had structured closed-ended items. Like type of questions using a scale (1-5) was used. The rating values were as follows: 1- strongly disagrees, 2- disagree, 3-not sure, 4- agree and 5- strongly agree. Not sure was used to provide an alternative answer by the participants who may not want to commit themselves of any of the statements provided.

3.6.2 Interview guide for the selected primary school head teachers

Interview guide for the sampled primary school head teachers was structured to capture data related to the primary school backgrounds, where all items were open-ended. However, the interviewer guided the selected primary school head teachers during the interview process.

3.6.3 Piloting

This section consists of validity and reliability of the data collection instruments. Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study. Validity refers to the approximate truth of propositions, inferences, or conclusions made by the researcher after completion of a successful study (Orodho, 2005). Reliability has to do with the quality of measurements.

In research, the term reliability means "repeatability" or "consistency" of measures (Kothari, 2006). A measure is considered reliable if it would give the same result over and over again assuming that what is measured isn't changing (Kothari, 2006). Great care were taken to ensure that the items of the questionnaire are easy to understand and without ambiguity. The questionnaires were pretested by means of a pilot study.

3.6.4 Validity

The instruments were valid depending on how the data collected were related in terms of how effective the items sampled significant aspects for the purpose of this study (Orodho, 2005). Content validity of the instruments would beused to measure the degree to which the items will represent specific areas covered by the study. Therefore, content validity of the instrument was determined by colleagues and experts in research who looked at the measuring technique and coverage of specific areas (objectives) covered by the study and advised on the items to be corrected. The corrections were incorporated to increase validity.

3.6.5 Reliability

To establish reliability of the instrument, a test-retest method was used by a means of a pilot study (Kasomo, 2006). During the pretest the questionnaire were administered on a random sample of ten teachers and a head teacher in one of the schools in the District. Their availability details were obtained by the researcher in order to be able to get them in the second time of administration of the questionnaire after a time lapse of about one week. The participants in the pilot study will not be included in the actual study. The data values were operationalized and the scores from both periods will then be correlated using Pearson Product-Moment Correlation Coefficient. A correlation coefficient, greater than 0.7 was sufficient for the questionnaire to have high test-retest reliability.

3.7 Data collection procedures

Data collection took place over a two months period in April-May, 2012. The researcher obtained a research authorization permit from the Ministry of Higher Education in order to be allowed to collect data.A copy of the permit was submitted to the District Education Officer in Southern Part of Kitui County. The researcher pre-visited the selected schools to establish rapport before the actual data collection date.

This made him familiar with the respondents (Kasomo, 2006). The questionnaires were personally administered to selected head teachers and the PSSIP committee members were interviewed by the researcher in the 3-ESP selected public primary schools. The researcher will make prior arrangements with the heads of the selected schools so that the instrument were administered and filled in his presence to ensure completeness and 100% return rate of the questionnaires.

3.8 Data analysis

The collected data were grouped according to the research questions. Statistical tally system was used to generate frequency counts out of which percentages were calculated. Quantitative data we refilled in the questionnaires and it we reanalyzed using descriptive statistics such as means and percentages. The data were presented in frequency distribution tables and pictures 'photographs taken at the construction scene.

3.9 Ethical considerations

A research authorization permit was obtained from the National Council for Sciences and Technology in the Ministry of Higher Education in order to seek for permission to be allowed to collect data in the Southern Part of Kitui County, because the study area involved several districts.

A copy of theresearch authorization permit was submitted to each of the District Education Officers in the three districts of Mutito, Nzambani and Kitui Central in the Southern Part of Kitui County. The researcher pre-visited the selected ESP primary schools to establish rapport before the actual data collection date.

The participants were asked not to write down their names on the questionnaire. They were also assured that their identity remained anonymous so as to uphold their privacy. Informed consent for participation was sought through seeking for permission from the identified participant to participate before interviewing or administering the questionnaire to them.

3.10 Operational definition of study variables

To achieve the objectives of the study the researcher assessed independent variables influencing the dependent variable that is Implementation of the Economic Stimulus under Primary School Infrastructure Programme. The independent variables are Project management skills indicated by: participatory management versus autocratic management skills; Local Stakeholders: community and interest groups; politics through; the role of CDF person and use of a constituency as a political unit; public financial management: transparent public financial accounting and procurement procedures and adequacy of Economic Stimulus funds for primary school structural infrastructure programme allocation from headquarters as shown in Table 3.1.

Table 3.1 Operational Definition of Study Variables

Objectives	Variables		Indicator(s)	Measurement	Level of scale	Tools of analysis
	Independent	Dependent				
To establish the extent to which ESP's management skills influences implementation of primary sch projects	ESP's project's management skills of the ESP managing committee	Implementation of ESP under Primary School Structural Infrastructure Programme	Participatory skills Autocratic skills Democratic skills	Descriptive statistics	Nominal Ordinal	-Frequency distributions -Mean values -Standard deviations -Pictures
To establish the extent to which involving community would influence implementation of ESP projects	ESP's project management with community participation	Implementation of ESP under Primary School Structural Infrastructure Programme	-Community -Interest groups (NGOs/CBOs) -Private bodies	Descriptive statistics	Nominal Ordinal	-Frequency distributions -Mean values -Standard deviations -Pictures
To establish the extent to which ESP's financial management influences primary school projects	ESP's project financial management skills of the ESP managing committee	Implementation of ESP under Primary School Structural Infrastructure Programme	-Financial accountability -Procurement procedures - Audited ESP funds report	Descriptive statistics	Nominal Ordinal	Frequency distributions -Mean values -Standard deviations -Pictures
To establish the extent to which politics in ESP's management influences primary school projects	Politics inESP's project management	Implementation of ESP under Primary School Structural Infrastructure Programme	CDF point man Constituency as a political unit Role of councilor and area MPs	Descriptive statistics	Nominal scale	-Frequency distributions -Mean values -Standard deviations -Pictures
To establish the extent to which primary school head teachers role influences the implementation of ESP projects	Primary school head teachers role in ESP infrastructure committees' project management	Implementation of ESP under Primary School Structural Infrastructure Programme	-Head teachers -Role of school management committee -Role of school departments	Descriptive statistics	Nominal scale Ordinal scale	-Frequency distributions -Mean values -Standard deviations -Pictures

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of data analysis, presentation and interpretation of the research findings. The chapter entails all subtitles as per the objectives of the study. Analyzed data was presented by use of frequency distribution tables, pictures and narrations of the quoted qualitative and observed data.

4.2 Questionnaire return rate

Responses were received from the 32 ESP primary SIC members and the 3 head teachers were interviewed in each of the 3 ESP schools. Thus, the questionnaire return rate was 100 per cent.

4.3 Personal details of the selected ESP primary SIC members

In item one of the questionnaire the sampled ESP primary SIC members were asked to indicate their gender. Data obtained was analyzed and tabulated as shown in Table 4.1.

Table 4.1, Distribution of ESP primary SIC members by gender

Gender	Frequency	Percentage
Male	21	65.6
Female	11	34.4
Total	**32**	**100.0**

There were more male as represented by 65.6 percent of the totalsampled ESP primary SIC members than were the female representation. Although gender had no significant influence on the management of the implementation of ESP projects, there was no gender balancing in the representation of the ESP primary SIC members within the Southern Part of Kitui County. In the questionnaire item two, the sampled ESP school infrastructure committee members were

asked to indicate their highest level of education. Data obtained on the selected ESP primary SIC members' various levels of educational attainment were analyzed as shown in Table 4.2.

Table 4.2, Distribution of ESP primary SIC members by education levels

Education level	Frequency	Percentage
No schooling	0	0.0
Primary	6	18.7
Secondary	11	34.4
Certificate	8	25.0
Diploma	4	12.5
Degree	2	6.3
Masters	1	3.1
PhD	0	0.0
Total	**32**	**100.0**

The results illustrated in Table 4.2, showed that there were more ESP primary SIC members within the primary, secondary and certificate education levels, as represented by 77.1 percent out of the total of 32 sampled ESP primary SIC members. However there was no significant influence of higher levels of education attained by SIC members on effective management of the implementation of ESP primary school infrastructure projects.

Therefore the fact that there was no significant influence of education levels that had been attained by the ESP primary SIC members on effectiveness in projects' management in the implementation of the ESP projects, made that the presence of more of the selected ESP primary SIC members being among the lower academic levels of primary, secondary and certificate did not significantly influence the management of the implementation of Economic

Stimulus Programmer's primary school infrastructure projects in both Mutito and Kitui Central Constituencies.

4.4 ESP primary schools' backgrounds and the projects' management

In this section the report from the study interview with the three selected ESP primary school head teachers has been presented. The analyzed data was presented pictorially, by use of field photographs of some section of the ESP primary school infrastructure projects also historical information given as narratives by the head teachers has been reported.

In general these primary school projects in the Southern Part of Kitui County had made positive impacts in terms of upgrading the targeted primary school infrastructural buildings. However, there were management challenges that were faced by the ESP primary SIC members in the implementation process. Some of the challenges experienced were in tendering procedures, inadequate training of the ESP primary school infrastructure committee members, high level of dilapidated structural infrastructure, unfair modes of selection of the ESP primary SIC members. The ESP fund accountability and payment procedures were still a challenge by the time this study was conducted.

The ESP primary SIC members from the three sampled ESP schools, had recommended that the Government of Kenya needed to review and reconsider to increase the ESP financial allocation per school. They agreed that the disbursement of the remaining phases of the ESP funds would go a long way in facilitating completion of the stalled projects. The ESP primary SIC members also had called for harmonization of the funds' disbursement procedures so as to enhance equity in the targeted primary school development projects. The Economic Stimulus Program-primary school background and projects' management report was analyzed and presented pictorially and in narratives as illustrated in the discussion of the analyzed data from

the researcher's interview with the head teachers in the three Economic Stimulus Program-primary schools that were sampled for this study.

4.4.1 Economic Stimulus Program-primary school projects in Mutito Constituency

In Mutito Constituency the two primary schools picked for the ESP infrastructure upgrading were Mwitika and Syombuku primary schools. Mwitika Primary School is in Mwitika zone, Mwitika Division, Mutito Constituency and Mutitu District. It had 507 pupils, with 11 TSC employed teachers and it occupies seven acres of land. The school was allocated KShs. 3.5 million for the ESP primary school infrastructure upgrading. The ESP project for the school was to construct six new classrooms. However, the six classrooms were constructed upto the roof level, therefore the ESP project was incomplete as shown in Figure 4.1.The ESP primary SIC members anticipated additional funds to complete the project but at the time this study was completed no additional ESP funds had been disbursed yet.

Part of the six classrooms-roof level incomplete Mwitika ESP primary school project

Figure 4.1 Part of 6 incomplete classrooms-roof level of Mwitika ESP primary school project

There was no immediate impact of the ESP infrastructure project in the school because the six classrooms were incomplete. However the buildings erected were of modern structures and provided a conducive primary school environment for effective learning/teaching process after completion. The school ESP infrastructure committee of Mwitika primary school had

recommended that the government should disburse the second phase of the ESP funds that it had promised to give so as to enable them to complete the construction of the six classrooms.

Syombuku Primary School is located in Chuluni Division in Mutito Constituency and in the current Nzambani District. It is one of the oldest primary schools in the constituency making it quite vulnerable in terms of old and dilapidated infrastructure. The school had over 536 pupils, with some sixteen-Teachers Service Commission's employed teachers and it occupies three and half acres of land. During the 2009/2010 financial year the school was allocated KShs. 3.5 million for the ESP primary school infrastructure upgrading. The school ESP project was classroom renovations, electrification, water connection, building of a new standardized modern toilet and a bookstore as shown in Figure 4.2.

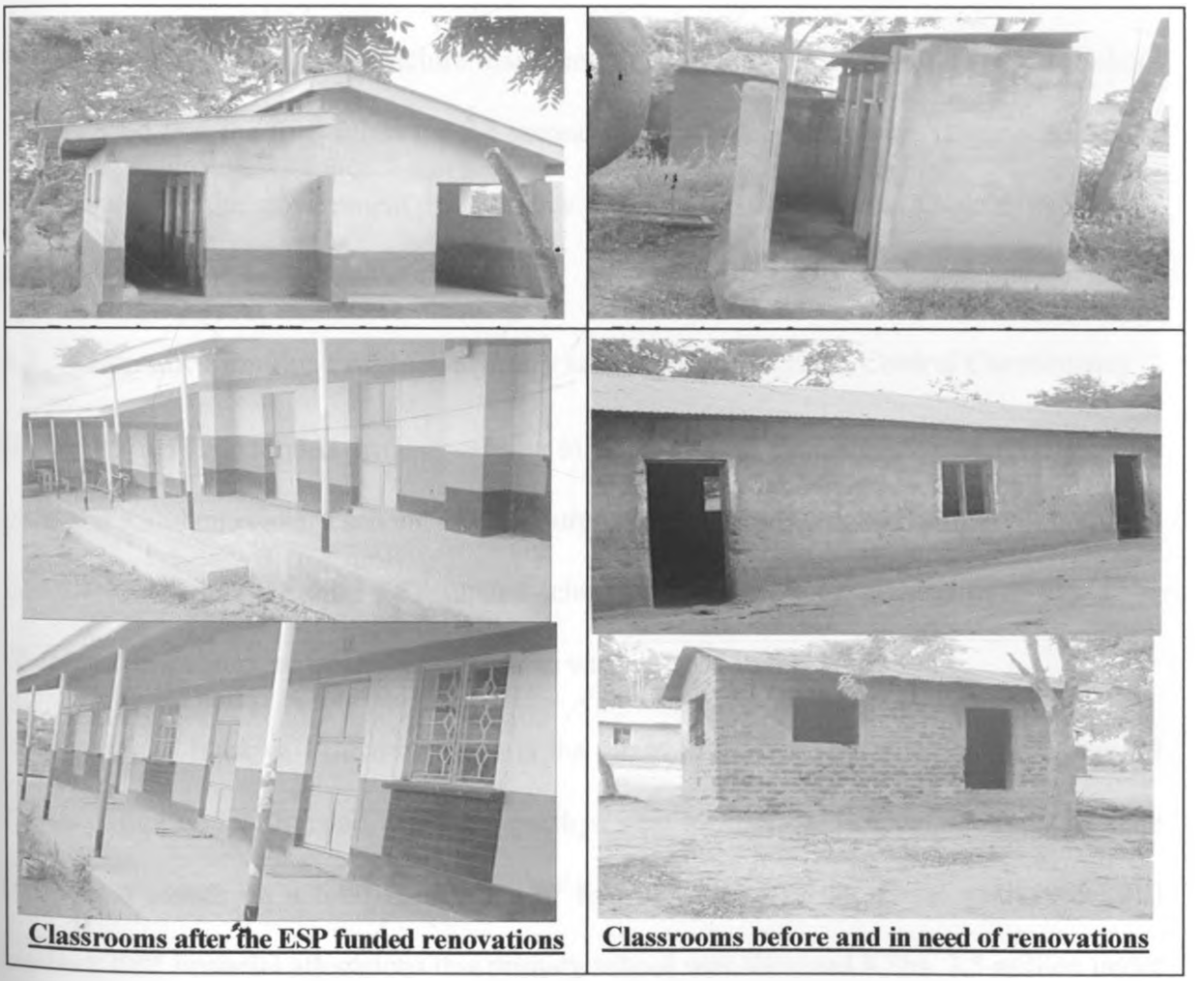


Figure 4.2 Part of Syombuku primary School ESP funded renovated classrooms/Pit latrines

The school ESP infrastructure building project management committee had noted two positive ESP project impacts. There was increase in pupils' enrolment due availability of good classrooms and at the same time the classrooms had provided conducive teaching/learning environment which resulted to improvement in performance of this school in the 2011 Kenya Certificate of Primary Education.

The school ESP infrastructure building project management committee had noted the challenge of inadequacy of ESP funds for the completion of the infrastructural works, like the remaining classrooms. The schools infrastructure building project management committee had planned its projects with the room for the disbursement of the second phase of the ESP equivalent 3.5 million shillings for completion of the remaining school infrastructural works.

The ESP Primary school infrastructure management committee in Syombuku Primary School recommended that the ESP funds for the second phase of the ESP funded projects needed to be disbursed by the government to facilitate completion of more incomplete Syombuku primary school's infrastructural works.

4.4.2 Economic Stimulus Program-primary school project in Kitui Central Constituency

There were two ESP funded primary schools in Kitui Central Constituency; Ithokwe primary school and Katulani primary school. For the purpose of this study Ithokwe primary school was randomly selected as the third ESP funded school to make the total number three (3) of the ESP funded infrastructure upgraded schools as was required in this study.

The location of Ithokwe Primary School is the current Kitui Central District, Kitui Central Constituency, Central Division, and Changwithya west location in Tungutu sub-location. The school plant stands on a total land space of five acres. During the fiscal year 2009/2010 budgetary ESP financial allocations this primary school was allocated KShs. 3.5 million under

the ESP primary school infrastructure projects upgrading. The KShs. 3.5 million was utilized through major classrooms' renovations, erection of fence, water tank and a gate. The funds were also used for electrification and water piping. The planned phase of the school project was completed, although, some classrooms were not renovated due to inadequacy of the ESP funds allocated to this school as shown in Figure 4.3.

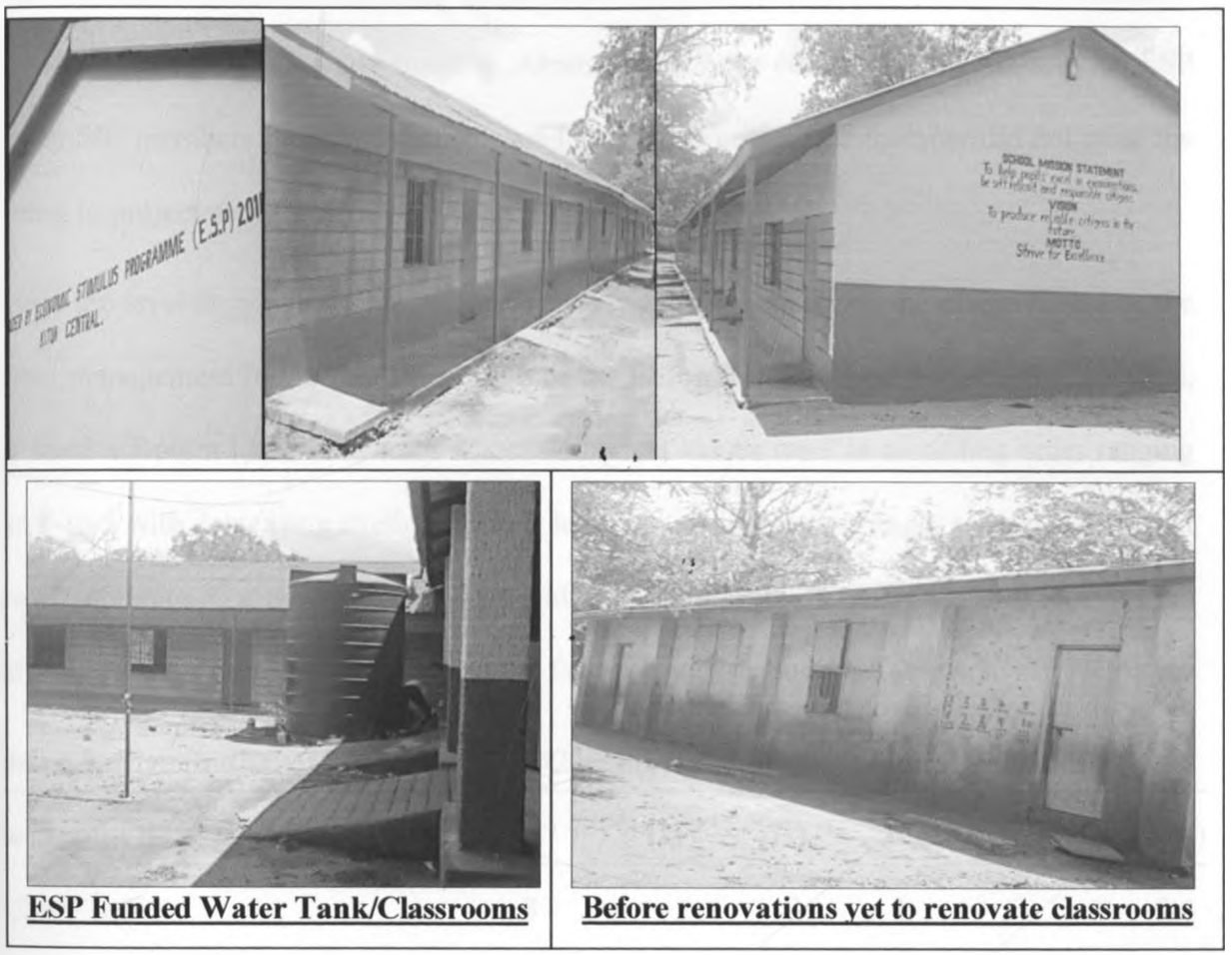


Figure 4.3 Ithokwe Primary School renovated compared to the un-renovated classrooms

The recommendations from the ESP primary SIC members report indicated that, although the first phase of the planned ESP project was completed as the SIC members had pre-arranged, there were some more classrooms that remained incomplete. Therefore, the ESP primary SIC members were still expecting to receive the second phase of ESP funds to facilitate the completion of the remaining renovation projects. However, none of the ESP funds had as yet been availed to any of the three ESP primary schools by the time this study was completed.

4.5 Influence of management skills on implementation of ESP primary school projects

To answer the research question one of the study that sought to unravel the extent to which project management skills influenced the management of the implementation of ESP primary school projects, the sampled ESP primary SIC members in answering the question on attending project management short course, only 25 percent of the total sampled ESP primary SIC members attested to having attended any training. Almost all 96.9 per cent of the total 32 selected ESP primary SIC members indicated that for one to effective committee member did not need the training in project management.

To rate the level to which training in project management influenced the effectiveness of the project management in the implementation of the ESP primary school infrastructure projects, they used a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5 with decreasing strength of their level of agreement as strongly agree-1; somewhat agree-2; not sure-3; somewhat disagree-4 and strongly disagree-5. After the data analysis the study results were presented as shown in the Frequency Distributions Table 4.3.

Table 4.3, Distribution of ESP primary SIC members byproject management skills

The 5-point like scale rating	(f)	(x)	(fx)	x^2	(fx^2)	(%)
Strongly Agree	3	1	3	1	3	9.4
Somewhat Agree	5	2	10	4	20	15.6
Not-sure	0	3	0	9	0	0.0
Somewhat Disagree	11	4	44	16	176	34.4
Strongly Disagree	13	5	65	25	325	40.6
Total	**32**		**122**		**524**	**100.0**

As shown in Table 4.3 majority 75 percent of the sampled Economic Stimulus Program-primary school infrastructure committee members disagreed that there was need for project

management skills for one to be effective in the Economic Stimulus Program-primary school infrastructure committee members in the Southern Part of Kitui County.

Since the questionnaire items were of the 5-point Like rating scales comprising of five-response ratings of strongly agree-1; somewhat agree-2; not sure-3; somewhat disagree-4 and strongly disagree-5, respectively, a theoretical mean value of **3.0** was determined using the formula (1+2 +3+ 4+ 5)/5 = 15/5= 3.0 as the criterion to judge the mean values of all the items in this study. Therefore, any item with a mean equal to or higher than 3.0 indicated that the opinion of the respondents some what disagreed with the rated statement. Any of the questionnaire items with a mean less than 3.0 but between 2.5 and 2.99 indicated that the opinion of the respondents was uncertain that was judged as not sure with the rated statement. However, any item with a mean less than 2.5 indicated that the opinion of the respondents was regarded as to some what agree with the rated statement.

To calculate the average value also called the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$), where$\sum$ stands for 'sum of' in the second column of Table 4.3. The sum of the product (f) and (x) was calculated to get ($\sum fx$). The ($\sum fx$) value was divided by ($\sum f$) value to calculate the mean value within the 5-point scale rating to determine the concentration of responses within the range of 1-to-5. The mean value was calculated as $\sum fx/\sum f$= 122/32 = (**3.81**).

The fact that the mean was higher than the hypothetical 3.0 indicated that the study participants somewhat disagreed with the fact that there was need for project management skills for one to be effective in the ESP primary school infrastructure committee. This showed that inadequate project management skills might have partially negatively influenced the implementation of the in the ESP primary school infrastructure projects in the Southern Part of Kitui County.The standard deviation = SD value was also calculated to determine the variability of the responses

across the sampled 32 ESP primary SIC members, the selected study participants from the three ESP primary schools selected for this study.

To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of their product with (f) were calculated to get ($\sum fx^2$).The ($\sum fx^2$) value was divided by ($\sum f$) value as shown in Table 4.3and from the quotient the square of ($\sum fx/\sum f$) = ($\sum fx/\sum f$) ^{2}, was subtracted, then the square root of the result was obtained to calculate the standard deviation.

Therefore, the standard deviation was obtained as follows: SD = $\sqrt{\Sigma fx2} \Big/ \left(\Sigma f - \frac{\Sigma x}{\Sigma f}\right)2$ Where the value was= $\sqrt{524/32-(3.81)^2}$= **1.364**. Since the calculated standard deviation was closer to one, there were no significant variations among the responses from the sampled 32 selected Economic Stimulus Program-primary SIC members from the three selected Economic Stimulus Program-primary schools in the Southern Part of Kitui County. They all agreed that there was no need for project management skills training for the ESP-primary SIC members to be effective in the management of the implementation of the ESP primary school projects.

However, the study results were not in tandem with the reviewed literature on the issue of the need for acquisition of project management skills among ESP primary SIC members for the effective implementation of the ESP primary school projects. In spite of the study findings that there was no need for acquisition of project management skills to be effective in the implementation of the ESP primary school projects, the reviewed literature had revealed that there was great need for a broad based research that would boost the primary school infrastructure committee member's project management skills (Nishimura, et al., 2008).

Some of the primary school infrastructure committee member's project management skills include those in public financial accounting/expenditure management following the enactment of the guidelines in the Public Procurement and Disposal Act of Kenya in 2005 (GOK: PPDA,

2005). They also needed to acquaint themselves with the primary school administrative systems for sustainable educational projects development programmes (Nishimura, et al., 2008).

In the implementation of projects all the aspects of management requires specialized skills that would ensure effectiveness of the ESP primary SIC members as the managers of these schools to adequately be accountable to all stakeholders and to ensure that there is effective public financial accountability (Nishimura, et al., 2008). Therefore, the school head teachers together with the ESP primary SIC members should be called upon to improve in project management skills to adapt themselves to the changing globalised world.

However, in the reviewed literature it was revealed that in Kenya there were no definite criteria enumerating the primary school project management skills necessary for the members to be appointed into the school management committees (Sifuna, 2007). Thus most rural primary schools were managed by old and unenergetic retirees or semi-literate businessmen who were often unaware of the basic concepts of project management techniques/procedures (Munyiri, 2008).

Empiricalliterature review had shown that adequacy of school physical facilities were important factors in enhancing both school attendance and achievement (Sifuna, 2007). It was also noted that poor primary school infrastructure was one of the major barriers in improving access to primary school education especially after the 2003 re-introduction of Free Primary Education policy in Kenya (UNESCO, 2005).

4.6 Influence of involving community on management of ESP primary school projects

To answer the research question two of the study, which sought to unravel the extent to which involving community in the ESP primary school projects influenced the implementation of the

ESP infrastructure projects. The ESP primary school projects management committee members were asked to indicate if they invited the local people's suggestions in the ESP building projects. Almost all of the study participants 96.9 percent of the total respondents attested to not involving the community in the ESP primary school infrastructure projects implementation and in any other management duties.

The study participants rated the statement on, if involving community in the management of ESP primary school infrastructure projects had any significant influence on the implementation of the ESP projects. They used the 5-point like rating scale. Their responses were analyzed and results were as shown in Table 4.4.

Table 4.4, Distribution of ESP SIC members by involving community in ESP projects

The 5-point like scale rating	(f)	(x)	(fx)	x^2	(fx^2)	(%)
Strongly Agree	0	1	0	1	0	0.0
Somewhat Agree	1	2	2	4	4	3.1
Not-sure	1	3	3	9	9	3.1
Somewhat Disagree	16	4	64	16	256	50.0
Strongly Disagree	14	5	70	25	350	43.8
Total	**32**		**139**		**619**	**100.0**

As shown in Table 4.4 almost all of the sampled ESP primary school infrastructure committee members 93.8 percent of the total study participants somewhat disagreed that there was significant influence of involving the community in the management of ESP primary school infrastructure projects on the implementation of the ESP projects in the Southern Part of Kitui County.

To calculate the average value also called the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$), where $\sum$ stands for 'sum of'.

The sum of the product (f) and (x) was calculated to get ($\sum fx$). The ($\sum fx$) value was divided by ($\sum f$) value to obtain the mean within the 5-point scale rating. The mean value was calculated as $\sum fx/\sum f$= = 139/32 = (**4.34**). The fact that the mean was higher than the hypothetical mean value of 3.0 indicated that the study participants somewhat disagreed with the fact that that there was significant influence of involving the community in the management of ESP primary school infrastructure projects on the implementation of the ESP projects in the Southern Part of Kitui County.

The standard deviation was also calculated and used to determine the variability of the responses across the sampled 32ESP primary SIC members from the selected three ESP primary schools in Southern Part of Kitui County. To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of their product with (f) were calculated to get ($\sum fx^2$).The ($\sum fx^2$) value was divided by ($\sum f$) value as shown in Table 4.4and the quotient was subtracted the square of ($\sum fx/\sum f$) = $(\sum fx/\sum f)^2$, and the square root of the result was finally obtained to calculate the standard deviation within the 5-point scale rating.

The standard deviation was obtained using the formulae SD = $\sqrt{\Sigma fx2 \Big/ \left(\Sigma f - \frac{\Sigma x}{\Sigma f}\right)2}$ Where the SD= $\sqrt{619/32-(4.34)^2}$= 0.707. This standard deviation indicated that there was a very close agreement among the responses and therefore there was high consistency of the responses across the 32 participants from all the 3 ESP primary schools in Southern Part of Kitui County on their disagreement with the fact that they involved the community in the management of ESP primary school infrastructure projects on the implementation of the ESP projects. This was in tandem with the literature review where, Yuki (1994) had pointed out that governance of primary school education had challenges which ranged from failure to have stakeholder's

involved, parents and community participation and public accountability and enhancing community participation was significant in checking financial accountability.

Although the study findings had indicated that there was no community participation in the implementation of the ESP primary school infrastructure projects, from the literature review it had been noted that the principles of local stakeholder's participation in government public funded project's implementation was significant for the success of these projects(Egger and Majors, 1998). This was because the inclusion of all people affected by the project: interest groups' representatives, where everyone brings capacity, equal right and skills to the project bring success. The incapacity of civil society, local community groups and education authorities to exercise control and oversight over education projects' plans and budgets continues to mar the efforts towards attainment of quality education goals (GoK: Sectional paper No. 1 of 2005).

4.7 Influence of financial accounting skills on managing ESP primary school projects

To answer the research question there of the study that sought the influence of projects' implementation's financial management on ESP primary school infrastructure projects in the Southern Part of Kitui County. The selected participants for the study sample were asked to say if they were aware of the public procurement/accounting guidelines in Kenya today? After the data analysis in their responses almost all of them 96.9 percent of the total 32 ESP-SIC members in primary schools who responded had attested to not had had been aware of the public supplies procurement/financial accounting guidelines in Kenya as at the time when this study was conducted. The interpretation of these results was that, although these members were mandated by the MOE to take full responsibility of implementing the ESP primary school infrastructure projects in Kenya, they were still inadequate to effectively procure for

supplies and have adequate public financial accountability to both the community and the ministry of education on behalf of the financier, the Government of Kenya.

The sampled ESP primary SIC members were also asked to rate some statements on their agreement, or disagreement with the influence of financial management skills on effective management of ESP primary school infrastructure projects in their schools. The respondents used a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5 as Strongly Agree-1; Somewhat Agree-2; Not-sure-3; Somewhat Disagree-4 and Strongly Disagree-5. The analysed data was as shown in Table 4.5.

Table 4.5, Distribution of ESP primary SIC members by financial accounting skills

The 5-point like scale rating	**(f)**	**(x)**	**(fx)**	**x^2**	**(fx^2)**	**(%)**
Strongly Agree	4	1	4	1	4	12.5
Somewhat Agree	6	2	12	4	24	18.8
Not-sure	1	3	3	9	9	3.1
Somewhat Disagree	9	4	36	16	144	28.1
Strongly Disagree	12	5	60	25	300	37.5
Total	**32**		**115**		**481**	**100.0**

As shown in Table 4.5 some 65.6 percent of the sampled ESP primary school infrastructure committee members out of the total 32 study participants had disagreed that there was need for project financial accounting skills in the management of ESP primary school projects for any significant improvement in the effectiveness of the implementation of ESP infrastructure projects in the Southern Part of Kitui County. To calculate the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$) = 32. The sum of the product (f) and (x) was calculated to get ($\sum fx$) = 115, then ($\sum fx$) was divided by ($\sum f$) to obtain the mean as $\sum fx/\sum f$= 115/32 = (**3.59**). The fact that the calculated mean was higher than

the hypothetical mean value of 3.0, indicated that the study participants somewhat disagreed with the fact that that there was significant influence of need for financial accounting skills for one to be effective in the ESP primary school infrastructure committee.The standard deviation = SD was also calculated to determine the variability or consistency of the responses across the sampled 32 study participants. The standard deviation value was used to determine the variability and consistency of the responses across the 32 participants from all the 3 ESP primary schools in Southern Part of Kitui County.

To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of the product of (f) with (x^2) were calculated to get ($\sum fx^2$) = 481 as shown in Table 4.5.Then ($\sum fx^2$) was divided by ($\sum f$) = 32and the quotient was subtracted square of the calculated mean as $(\sum fx/\sum f)^2 = (3.59)^2$, then the square root of the difference was obtained to get the standard deviation (SD) = $\sqrt{\Sigma fx2 / \left(\Sigma f - \frac{\Sigma x}{\Sigma f}\right)2}$; where the SD= $\sqrt{481/32-(3.59)^2}$= **1.465**. Since the calculated standard deviation was closer to one it indicated that there was no significant variations in the responses among the sampled study participants. They were all almost in agreement to disagree with the fact that there was need for financial accounting skills for them to be effective in the management of the 2009/2010 ESP primary school infrastructure projects.

The study results were in tandem with the reviewed literature on the issue of the need for project financial accounting skills in the management of ESP primary school projects, wherein Kenya there are no definite criteria enumerating the skills necessary for appointment of SMC (Sifuna, 2007). Service by school committees is not remunerated consequently most professionals avoid it, thus most schools are managed by old and unenergetic retirees or semi-literate businessmen who are often unaware of the basic concepts of public finance (Sifuna, 2007). Therefore, in most public primary schools in rural Kenya, there is a procurement managerial

gap (Munyiri, 2008). The Government provision of goods and services to create future benefits such as the primary school buildings are classified as public financial investment and there should be people endowed with skills for public financial management to preside over the expenditure of public funds in all schools (GOK, 2010).

4.8 Influence of politics on management of ESP primary school building projects

To answer the research question four of the study that sought the responses on the influence of politics in the management of ESP primary school infrastructure projects. The study participants were asked to indicate if there was some political influence among the ESP primary SIC members who were managing the school building projects funded by the government through the Economic Stimulus Programme for primary school infrastructure upgrading project.

Almost half 53.1 percent of the 32ESP primary SIC members sampled for the study asserted that there was some significant influence of politics in the management of ESP primary school infrastructure projects. But the others 46.9 percent did not attest to there being any significant influence of politics in the management of ESP primary school infrastructure projects. The interpretation of these findings was that there was no clear cut determinant that the influence of politics in management of ESP primary school infrastructure projects was in any way significant in influencing the entire projects implementation process.

Only 18.8 percent, representing 6 out of the 32-ESP primary SIC members for primary school projects were the Constituency Development Fund (CDF) representatives. All 100 percent of the six CDF representatives in the 32-ESP primary SIC members were in agreement that they represented the interest of their appointing power and the interest of particular political parties. Only 50 per cent three of the six CDF representatives attested to having been representatives of the interests of the constituency members in their role in the ESP primary school infrastructure

committee. The study participants were also asked to rate their level of agreement, disagreement or otherwise with the fact that politics negatively influenced the implementation of ESP primary school building infrastructure program in Southern Part of Kitui County using a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5. The data analysed was presented as shown in Table 4.6.

Table 4.6, Distribution of ESP primary SIC members by influence of politics

The 5-point like scale rating	**(f)**	**(x)**	**(fx)**	**x^2**	**(fx^2)**	**(%)**
Strongly Agree	8	1	8	1	3	25.0
Somewhat Agree	9	2	18	4	20	28.1
Not-sure	2	3	6	9	0	6.2
Somewhat Disagree	7	4	28	16	176	21.9
Strongly Disagree	6	5	30	25	150	18.8
Total	**32**		**92**		**349**	**100.0**

As shown in Table 4.6 almost half 53.1 percent of the sampled ESP primary school infrastructure committee members agreed that there was some significant influence of the politics on the ESP primary school infrastructure project management in the Southern Part of Kitui County. While 6.2 percent were not sure, the others 40.7 percent disagreed that there was any significant influence of politics on the ESP primary school infrastructure project management and in the ESP primary project implementation process.

To calculate the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$) = 32. The sum of the product (f) and (x) was calculated to get ($\sum fx$) = 92, then ($\sum fx$) was divided by ($\sum f$) to obtain the mean as $\sum fx/\sum f$= 92/32 = (**2.88**). The fact that the mean was less than the hypothetical study mean of **3.0,** but it lied between 2.5 and 2.99 indicated that the respondents were not sure of the assertion given for rating in this

questionnaire item. This was used in the study to depict that there was mixed reactions among the respondents to not have had out rightly agreed or disagreed with the assertion of the questionnaire item in the study. The interpretation of this was that there was no clear cut decision from the respondents on how politics influenced the effective management and implementation of ESP primary school building projects among the ESP primary school infrastructure committee members in the Southern Part of Kitui County.

The standard deviation = SD was also calculated to determine the variability or consistency of the responses across the sampled 32 study participants. The standard deviation value was used to determine the variability and consistency of the responses across the 32 participants from all the 3 ESP primary schools in Southern Part of Kitui County. To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of the product of (f) with (x^2) were calculated to get ($\sum fx^2$) = 349 as shown in Table 4.6.Then ($\sum fx^2$) was divided by ($\sum f$) = 32and the quotient was subtracted square of the calculated mean as $(\sum fx/\sum f)^2 = (2.88)^2$, then the square root of the difference was obtained to get the SD $=\sqrt{(\{\Sigma fx^{*}2^{*}\})/(\Sigma f-(\Sigma x)/\Sigma f)^{*}2\}^{*}}$; where the SD= $\sqrt{\{349/32-(2.88)^2\}}$= **1.616**

The calculated value showed that there was on average a 1.616 standard deviation from the computed mean value which indicated that there were no significant variations in the responses among the sampled study participants. Therefore there was consistency of responses across all of the 32 selected study ESP-SIC members from the three sampled ESP primary schools. There was agreement within the participants that they were uncertain (not sure) of the extent to which politics influenced theeffective implementation and management of the 2009/2010 ESP primary school infrastructure projects.

The study results were in tandem with the problem of political influence as was quoted in the reviewed literature on the issue of public financing of public projects. The Expounded primary

school infrastructure projects were closely connected to issues of income distribution and social equity and which could only be championed by and through political influence (Musgrave, 2008). Since the government can reallocate income through transfer payments or by designing tax systems that treat high-income and low-income households differently, the public choice approach to public finance has some elements of political influence (Stieglitz, 2000). The public choice approach to public finance seeks to explain how self-interested voters, politics, and bureaucrats actually operate, rather than how they should have operated (Musgrave, 2008).

Therefore, linking the reviewed literature with the study findings on the issue of the influence of politics on the ESP primary school projects showed that politics had negatively influenced effective implementation of the ESP primary school projects. Somehow through the presence of CDF members in the ESP primary SIC members there was some communication on howpolitics influencedthe nomination of most of theESP primary SIC members into the committees.

4.9 Influence of school head teachers on management of ESP primary school projects

To answer the research question five of the study, which sought the responses on the extent to ESP school administrators' management influence the ESP primary school infrastructure projects. The study participants were asked to say if ESP funds from headquarters were adequate to complete the primary school projects.All 100 per cent of the sampled ESP-SIC members agreed that the ESP funds were inadequate for the intended ESP project planned for in each ESP primary school. However, they all 100 per cent unanimously agreed that the spending of the ESP funds was impressive to all of the stakeholders who included the government auditors, the school head teachers and the others like the parents, non-governmental organizations, community social organizations and the community based organizations.

The 32-ESP primary school infrastructure committee members selected were also asked to rate their level of agreement, disagreement or otherwise with the fact that there was significant influence of school head teacher son the management of ESP primary school building infrastructure projects in the Southern Part of Kitui County. They used a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5 with decreasing strength of their level of agreement as Strongly Agree-1; Somewhat Agree-2; Not-sure-3; Somewhat Disagree-4 and Strongly Disagree-5. After the data analysis the study results were as shown in Table 4.7.

Table 4.7, Distribution of ESP primary SIC members by role of school head teachers

The 5-point like scale rating	**(f)**	**(x)**	**(fx)**	**x^2**	**(fx^2)**	**(%)**
Strongly Agree	1	1	1	1	1	3.1
Somewhat Agree	3	2	6	4	12	9.4
Not-sure	4	3	0	9	36	12.5
Somewhat Disagree	15	4	40	16	240	46.9
Strongly Disagree	9	5	60	25	225	28.1
Total	**32**		**107**		**514**	**100.0**

As shown in Table 4.7 majority 75 percent of the sampled ESP primary school infrastructure committee members had disagreed with the fact that school administrators' had any significant influence on the management of the implementation of the ESP funded primary school infrastructure projects. To calculate the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented $(\sum f) = 32$. The sum of the product (f) and (x) was calculated to get $(\sum fx) = 107$, then $(\sum fx)$ was divided by $(\sum f)$ to obtain the mean as $\sum fx/\sum f = 107/32 = (\mathbf{3.34})$. The fact that the mean was higher than the hypothetical 3.0 indicated that the study participants somewhat disagreed with the fact that the school head teachers had any significant influence on the management of the implementation of the ESP funded primary

school infrastructure projects within the ESP primary school infrastructure committee members in the Southern Part of Kitui County.

The standard deviation = SD was also calculated to determine the variability or consistency of the responses across the sampled 32 study participants. The standard deviation value was used to determine the variability and consistency of the responses across the 32 participants from all the 3 ESP primary schools in Southern Part of Kitui County. To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of the product of (f) with (x^2) were calculated to get ($\sum fx^2$) = 514 as shown in Table 4.7.Then ($\sum fx^2$) was divided by ($\sum f$) = 32and the quotient was subtracted square of the calculated mean as $(\sum fx/\sum f)^2 = (3.34)^2$, then the square root of the difference was obtained to get the SD = $\sqrt{\Sigma fx2 \Big/ \left(\Sigma f - \frac{\sum x}{\sum f}\right)2}$; where the SD= $\sqrt{514/32-(3.34)^2}$= **2.216**

The calculated value showed that there was on average 2.216 standard deviations from the computed mean value which indicated that there were significant variations in the responses among the sampled study participants. Since the calculated standard deviation was greater than two it indicated that there was some significant variations among the responses across the 32 selected ESP-primary SIC members from the three sampled ESP primary schools.Therefore there was somewhat no close agreement among the responses and thus the consistency of the responses could not be guaranteed by the researcher across boarding all the 32 respondents.

However, on the basis of the calculated mean value of 3.34, the school head teachers had no significant influence on the implementation of ESP funded primary school infrastructure projects. The interpretation was that the school administration had no control over the ESP primary school infrastructure projects. It was the ESP primary SIC members who were in control of the ESP project management in the Southern Part of Kitui County.The study results

were not in tandem with the reviewed literature in terms of the stress on the need for project management skills among the school head teachers so as to effectively manage all the school resources for the achievement of the set objectives of the schools.

The public procurement and disposal act (PPDA) of 2005 in Kenya, through the Ministry of Education had granted not only the primary school head teachers, but also all heads of public learning institutions the power to control and manage all school related projects. The Kenyan primary school formal leadership is provided by head teachers whose mainly highest level of education is Primary Teacher I (PI)(GoK, 2010).

The primary school teacher education which leads to qualifications of the Primary Teacher I often involves lower leadership and managerial training, because the primary school leadership role usually requires lower management tasks. Therefore, the primary school head teachers were not well-positioned to facilitate the required project management in the ESP primary school infrastructure (GoK, 2010).

Therefore, the Government's assumption through the Ministry of Education that all the primary school head teachers and the politically selected ESP primary SIC members were knowledgeable in project management skills was unfortunate. This was revealed in the study that the project management skills were inadequate in almost all ESP primary schools selected for infrastructure improvements (Sifuna, 2009). It was imperative that the primary school head teachers at least take a course in project management to be effective in the implementation ESP projects.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of and is organized into the following subheadings: summary of the study, discussions of the study findings, conclusions of the study, recommendations of the study and suggestions for further studies.

5.2 Summary of the findings

The general objective of this study was to investigate the influence of Economic Stimulus Program's primary school structural infrastructure project management on the implementation of the 2009/2010-ESP primary school projects in the Southern Part of Kitui County. The ESP primary school structural infrastructure projects were timely and it had made positive impacts in these schools and in academic performance in the 2011-KCPE examination. There was need for competent and skilled ESP primary SIC members and head teachers so it was imperative for all ESP project managers to at least take a course in project management to be effective in implementing these projects. Although, the community was not involved in the implementation of the ESP projects, they were happy with the initiative, because it had relieved parents the payment of projects' funds. There was need for financial accounting management to be effective in implementing the ESP projects. The assumption that the politically selected ESP primary SIC members and the head teachers were knowledgeable in project management skills was unfortunate. The use of other units of public administration instead of the constituencies as the ESP funds' disbursement and sharing units to avoid the politicization of the ESP projects was not in line with development in education sector. Since Primary Teacher I (PI) Certificate usually involves lower levels of financial and project management training, these skills were inadequate for the head teachers to be actively involved in the ESP project implementation.

The study was focused on primary school upgrading projects per constituency in the Southern Part of Kitui County. There were 3 ESP primary schools sampled for the study in which two were from Mutito Constituency and one was from Kitui Central Constituency.

As shown in Table 4.3 majority 75 percent of the sampled Economic Stimulus Program-primary school infrastructure committee members disagreed that there was need for project management skills for one to be effective in the Economic Stimulus Program-primary school infrastructure committee members in the Southern Part of Kitui County. To assume that the selected ESP primary SIC members were knowledgeable in project management skills was unfortunate, since these skills were inadequate in almost all the three selected ESP primary schools' infrastructure projects' implementation process (Sifuna, 2009).

However, the study results on the fact that there was no need for project management skills for the ESP primary SIC members to be effective as the Economic Stimulus Program-primary school infrastructure management team were not in tandem with the reviewed literature, because in the literature, the need for project management skills for effective implementation of the ESP projects had been recommended for the ESP primary SIC members effectiveness in the projects' management (GOK, 2010).

According to the study findings as shown in Table 4.4 almost all 93.8 percent of the of the sampled ESP primary school infrastructure committee members somewhat disagreed that there was significant influence of involving the community in the management of ESP primary school infrastructure projects on the implementation of the ESP projects in the Southern Part of Kitui County. This was not in tandem with the reviewed literature, because in the literature, the need for community participation was emphasised by (Freire, 1970)

According to the study findings as shown in Table 4.5, some 65.6 percent of the sampled ESP primary school infrastructure committee members out of the total 32 study participants had

disagreed that there was need for project financial accounting skills in the management of ESP primary school projects for any significant improvement in the effectiveness of the implementation of ESP infrastructure projects. This was not in tandem with the reviewed literature, because in the literature, the need for financial management for effective implementation of the ESP projects had been recommended for effectiveness in managing financial resources (GOK, 2010).

According to the study findings as shown in Table 4.6 almost half 53.1 percent of the sampled ESP primary school infrastructure committee members agreed that there was some significant influence of the politics on the ESP primary school infrastructure project management in the Southern Part of Kitui County. While 6.2 percent were not sure, the others 40.7 percent disagreed that there was any significant influence of politics on the ESP primary school infrastructure project management and in the ESP primary project implementation process. However, the politicization of the ESP primary schools' infrastructure projects was not in order due to the importance of the education sector in the development of a country (Sifuna, 2009).

According to the study findings as shown in Table 4.7, majority 75 percent of the sampled ESP primary school infrastructure committee members had disagreed with the fact that school administrators' had any significant influence on the management of the implementation of the ESP funded primary school infrastructure projects. On the basis of the calculated mean value of 3.34, the school head teachers had no significant influence on the implementation of ESP funded primary school infrastructure projects. The ESP primary SIC members who were in control of the ESP project management in the Southern Part of Kitui County. From the literature, it was noted that the primary school leadership role usually required lower management tasks (Sifuna, 2009). Therefore, the primary school head teachers were not well-positioned to facilitate the required project management in the ESP primary school infrastructure (GOK, 2010).

5.3 Conclusions of the study

In conclusion, it was noted that due to over-enrolments caused by the re-introduction of Free Primary Education (FPE) in 2003, there was need for additional school infrastructure in order to ease the problem of overcrowded classrooms and to enhance effective teaching/learning process. Therefore the ESP primary school structural infrastructure projects were timely and it had made positive impacts in infrastructural upgrading and academic performance in the 2011-KCPE examination in all sampled primary schools in the Southern Part of Kitui County.

However, the primary SIC members reported the following challenges in the implementation of the projects: in the procurement and tendering procedures such that the ESP primary school infrastructure kitty's financial accountability, supervision and payment procedures were the most challenging issues by the time this study was being conducted. It was not clear whether these challenges were later addressed.

Other challenges faced were in terms of inadequate project management training with both the school head teachers and the ESP primary SIC members. There was also the problem of high level of dilapidated school structural infrastructure and politically-induced mode of selections of the ESP primary SIC members.

The ESP funds allocated were inadequate in each of the sampled schools. Therefore, the school ESP infrastructure building management committee recommended that the ESP funds for the second phase needed to be disbursed to facilitate completion of the school's infrastructural works. However, in this first phase the existing classrooms and toilets were fully renovated thus creating conducive teaching/learning environment. However, despite, the fact that the communities around the various ESP primary schools were not involved in the implementation of the ESP primary school infrastructure projects, they were happy with the ESP

government funding initiative, because it had relieved parents the burden of building new classrooms and renovating the already dilapidated school physical structural infrastructure.

Not only the community in the Southern Part of Kitui County, but also other stakeholders who included the: public primary school head teachers, other primary school teaching staffs, pupils, parents, Districts' Ministry of Education officials in charge of primary school education sector, Non Governmental Organizations (NGO) and Community Based Organizations (CBO) had all unanimously commended the government for the start of the ESP primary school project's initiative. They were also all happy because it was used to relieve the parents of the burden of contributing the primary school development levies.

5.4 Recommendations of the study

On the basis of the study findings and the literature reviewed, the following recommendations were made:In this study it wasrecommended that there was need for competent and skilled ESP primary SIC members who were supposed to have trained in project management skills, to enhance effective implementation of the ESP projects. There was need for the ESP primary SIC members to at least take a course in project management for them to be effective in the implementation of the ESP primary school infrastructure projects.

Following the study findings it was recommended that there was need for the ESP primary SIC members to include community participation in the implementation of the ESP primary school infrastructure projects so as to effectively achieve the purpose for which the ESP projects were initiated in ensuring the provision of the required physical facilities per school.

Also recommended in this study was the need for the ESP primary SIC members to have had at least attended a course in public financial management for them to be effective in the

expenditure and accountability of the ESP funds in implementation of the ESP primary school infrastructure projects.

Also recommended were additional ESP funds' disbursement and sharing guidelines, where the ministry of education would use other units of public administration instead of the constituencies as the ESP funds' disbursement and sharing units to avoid the politicization of the otherwise noble idea in enhancing primary school education development in Kenya.

The minimum primary teacher's qualification that is required for employment by the teachers service commission in Kenya was the Primary Teacher I (PI) Certificate. In addition from the reviewed literature and the findings of this study the Primary Teacher I (PI) Certificate was also found to be the minimum assistant teacher's qualification for appointment to headship. However, the PI Certificate is a two years course and it usually involves lower levels of financial and project management training (Sifuna, 2009). Therefore, although the head teachers were not actively involved in the ESP project implementation, it was recommended that they needed to take a course in public financial accounting and project management to adequately facilitate the ESP project implementation process.

5.5 Suggestion for further studies

The researcher suggested further studies on the Government funded ESP projects in primary school son the need for trained, competent and skilled ESP primary SIC members in project management skills in enhancing effective implementation of the projects would help the Ministry of Education to compare the output effectiveness with the findings of this study. Such further study would also serve as a source of resource literature materials for comparison with the study findings of this study and in addition to offering an additional benchmark study to which the findings of this study would be compared on the management of the ESP funded primary school infrastructure construction projects.

Further studies on the extent to which the ESP funded primary school infrastructural projects were influenced by politicization through the constituency based criterion that was used for the selection of the primary school beneficiaries of the fund would help in unraveling the effect of political interference in the implementation of the ESP projects.

Further studies on then the project management training on both the ESP primary SIC members and the head teachers would enhance the competence of implementation of government funded projects as well as ensuring effective financial accountability in the supervisory roles.

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APPENDICES

APPENDIX I: Transmittal Letter

Kamau, James Gatutha

P.O Box 1-90213-Zombe

The Respondents

Southern Districts of Kitui County

Kitui

Dear Sir/Madam,

REF: TRANSMITTAL LETTER

I am congratulating you for having been selected to participate in this study. I am a Post graduate student at the University of Nairobi pursuing a Masters Degree in Project Planning and Management. As part of the requirements for the award of this degree I am conducting a study on influence of management on implementation of Economic Stimulus Programme under Primary School Structural Infrastructure Programme in Southern Districts of Kitui County, Kenya. Therefore I am requesting you to co-operate and assist me by filling in this questionnaire. The information you will give will strictly be used for the purpose of this study and your identity will be anonymous. I will be very grateful for your co-operation.

Thank you in advance.

Yours faithfully,

Kamau, James Gatutha

University of Nairobi

APPENDIX II: Questionnaire for primary school infrastructure committee (QPSIC)

Introductory Instructions

Use tick (☑) against one, your choice of the given multiple choice under each item. In case you need extra space just note the points adjacent the given multiple choice under each item.

Section I Personal Details of Sampled Primary School Infrastructure Management Committee

1. What is your gender?

a) Male ( ) b) Female ( )

a) 2. What is your age bracket in years?) d) 40-49 ( ) e) Greater than 50 ( )

3. What is your highest level of education?

a) No schooling ( )

b) Primary ( )

c) Secondary ( )

d) Certificate ( )

e) Diploma ( )

f) Degree ( )

g) Masters ( )

h) PhD ( )

Section II Influence of primary SIC projects' management on implementation of ESP projects

Influence of ESP management skills on implementation of primary school projects

4. As the ESP primary SIC member, did you train or attend a course in project management?

a) Yes ( ) b) No ( )

5. Does it matter whether one is trained in project management or not to be in the ESP primary school infrastructure committee?

a) Yes ( ) b) No ( )

6. Rate the influence of training in project management skills on ESP primary school infrastructure projects' implementation by the SIC?

a) Strongly disagree ( )

b) Disagree ( )

c) Not-sure ( )

d) Agree ( )

e) Strongly agree ( )

Influence of involving community on ESP primary school infrastructure projects

7. Do you as committee members invite local people suggestions in the ESP building project?

a) Yes ( ) b) No ( )

8. Rate the influence of community participation on implementation factors of ESP primary school infrastructure projects by the SIC?

a) Strongly disagree ( )

b) Disagree ( )

c) Not sure ( )

d) Agree ( )

e) Strongly agree ( )

Influence of projects' financial management on ESP-PSI project implementation

9. Are you aware of the public procurement/accounting guidelines in Kenya today?

a) Yes ( ) b) No ( )

10. Rate the influence of financial management on implementation factors of ESP primary school infrastructure projects by the SIC?

a) Strongly disagree ( )

b) Disagree ( )

c) Not-sure ( )

d) Agree ( )

e) Strongly agree ( )

Influence of politics on ESP management of primary school building projects

11. Was there some political influence among the ESP- PSIC members' building project?

a) Yes ( ) b) No ( )

12. How does politics get into the ESP primary SIC project's implementation?

a) Through the CDF representative into the ESP primary SIC membership ( )

b) Due to the fact that ESP funds are politically allocated through constituencies ( )

c) Direct political involvement of politicians into ESP primary SIC operations ( )

d) Indirect political involvement through SIC members into ESP operations ( )

13. Are you the CDF representative in the ESP primary school infrastructure committee?

a) Yes ( ) b) No ( )

14. If in Qn. 11 is Yes, what is your role in the ESP primary school infrastructure committee?

a) Represent interests of all constituency members ( )

b) Represent interest your appointing power ( )

c) Represent interest of a particular political party ( )

15. Rate the influence of politics on negative implementation factors of ESP primary school infrastructure projects by the SIC?

a) Strongly disagree ( )

b) Disagree ( )

c) Not sure ( )

d) Agree ( )

e) Strongly agree ( )

Influence of primary school head teachers' management on ESP projects implementation

16. Were ESP funds from headquarters adequate to complete your primary school building programme?

a) Yes ( ) b) No ( )

17. Was the spending of the ESP funds impressive to all of the

a) School head teachers ( )

b) Stakeholders Parents/NGO/CSO/CBOs ( )

c) Government Auditors ( )

18. How do you rate your agreement with the honesty in which the spending of public funds in these ESP projects was accounted for?

a) Strongly disagree ( )

b) Disagree ( )

c) Not-sure ( )

d) Agree ( )

e) Strongly agree ( )

Thank you for your cooperation

APPENDIX III: Interview guide for Head teachers

Self Introduction

I am James Gatutha Kamau-a postgraduate student pursuing a Masters Degree in Project Planning and Management of The University of Nairobi. As part of the requirements for the award of this degree, I am conducting this study on the Influence of ESP projects' management on the implementation of ESP primary school infrastructure upgrading financed during the 2009/2011 fiscal year.

Background of the selected ESP Primary Schools and ESP Project Implementation

1. What is the name of this primary school----------?
2. What is the name of the educational zone----------?
3. What is the name of the educational division ----------?
4. What is the name of the Constituency ----------?
5. What is the name of the District ----------?
6. How many pupils do the school have----------?
7. How many teachers who are employees of TSC do the school have----------?
8. How much land in acres does the school occupy----------?
9. How much of Economic Stimulus Programme Fund was allocated to this school----------?
10. What was the ESP primary school infrastructure upgrading project for this school---------?
11. Rate the status of the ESP primary school infrastructure project's completion----------

    ----------?
12. Comment on the general impact of the ESP primary school infrastructure project on the school performance----------

    ----------?
13. What challenges were facing the primary SIC in the implementation of the ESP primary school infrastructure project----------

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14. What general overview recommendations do you give to the policy-makers on the lessons learned in the implementation of the ESP primary school infrastructure project management-

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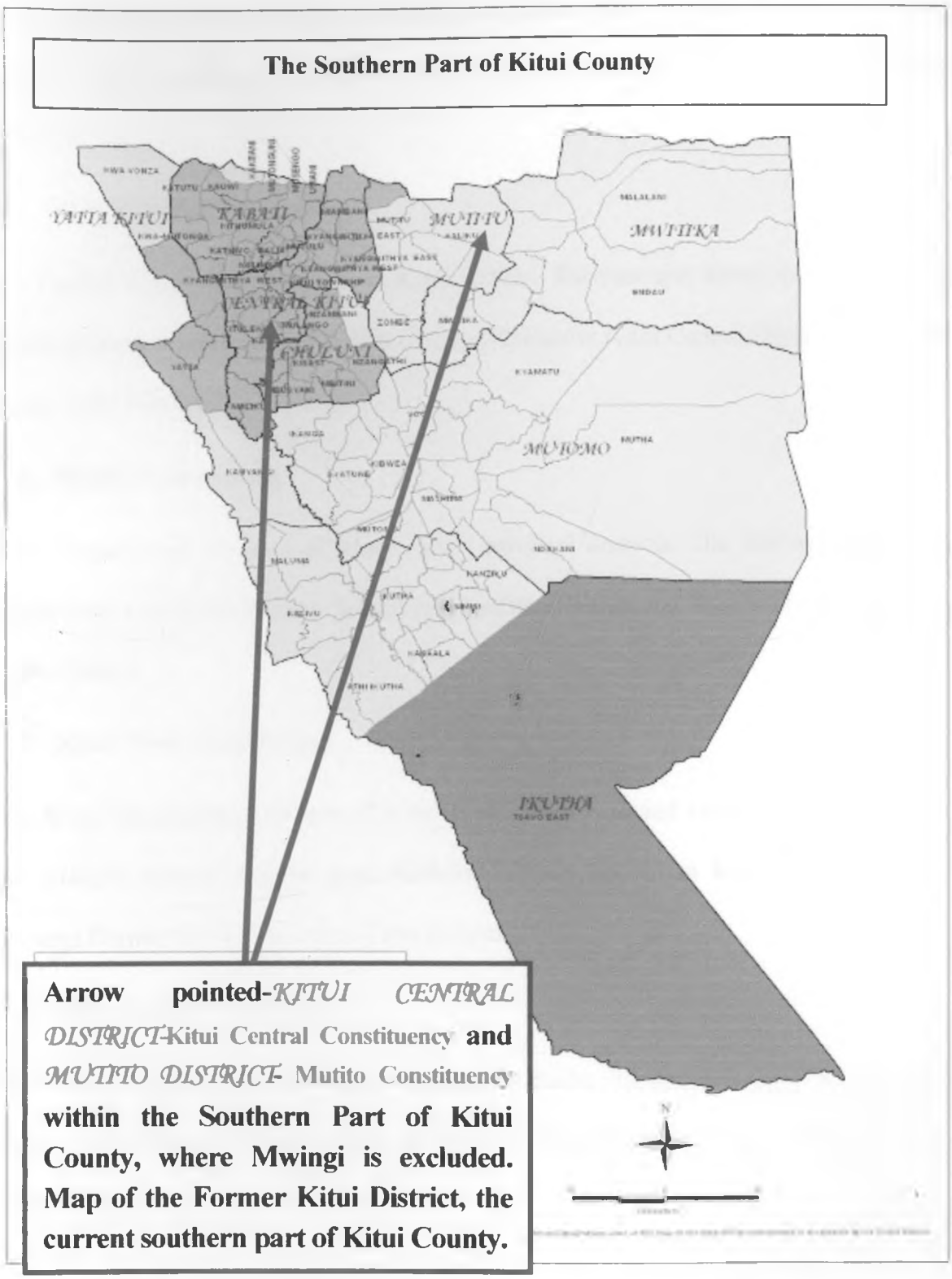
Thank you for your cooperation

APPENDIX IV: Map of Southern Part of Kitui County, Kenya



Source: Adapted from (GoK: MoPND: 2008-2009) Kitui District Socio-economic Report

APPENDIX V: ESP Primary Schools in the Southern Part of Kitui County

The Southern Part of Kitui County has four constituencies, Kitui Central, Mutito, Kitui West and Kitui South Constituency. In each of these constituencies two ESP schools were selected as follows.

1. **Kitui Central Constituency**

Kitui Central Constituency consists of Kitui Central, Katulani and Kisasi districts. The ESP selected primary schools were Ithookwe Primary School in Kitui Central District and Katulani Primary School in Katulani District.

2. **Mutito Constituency**

Mutito Constituency consists of Mutitu and Nzambani districts. The ESP selected primary schools were Syombuku Primary School in Nzambani District and Mwitika Primary School in Mutitu District.

3. **Kitui West Constituency**

Kitui West Constituency consists of Kitui West, Matinyani and Lower Yatta districts. The ESP selected primary schools were Katheka Primary School in Kitui West District and Kanyangi Primary School in Lower Yatta District.

4. **Kitui South Constituency**

Kitui South Constituency consists of Mutomo and Ikutha districts. The ESP selected primary schools were Mutomo Primary School in Mutomo District and Mwangala Primary School in Ikutha District.