

**THE INFLUENCE OF STAKEHOLDERS' PARTICIPATION ON COMPLETION  
OF INFRASTRUCTURAL PROJECTS IN PUBLIC SECONDARY SCHOOLS IN  
KITUI WEST DISTRICT.**

**BY**

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## DECLARATION

This research report is my original work and has not been presented to any university for academic award.

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This research report has been submitted for examination with my approval as the university supervisor.

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## **DEDICATION**

This study is dedicated to my late brother Anytony Muathe and my fiancée Elizabeth Ndiku for their patience and moral support as I conducted this research report.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CDF</b>	Constituency Development Funds
<b>DEB</b>	District Education Board
<b>EPRC</b>	Education Policy Review Commission
<b>FSE</b>	Free Secondary Education
<b>ICT</b>	Information Communication and Technology
<b>KESI</b>	Kenya Education Staff Institute
<b>KESSP</b>	Kenya Education Sector Support Programmes
<b>LATIF</b>	Local Authority Trust Fund
<b>MDG</b>	Millennium Development Goals
<b>MOE</b>	Ministry Of Education
<b>NGO</b>	Non-Governmental Education
<b>PTA</b>	Parents Teachers Association
<b>ROK</b>	Republic of Kenya
<b>SEDP</b>	Secondary Education Plan
<b>SGB</b>	School Governing Body
<b>SIDP</b>	School Infrastructure Development Planning
<b>TSC</b>	Teachers Service Commission
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization

## **ABSTRACT**

The purpose of the study was to investigate the influence of stakeholders participation in successful completion of infrastructural projects; A case of public secondary schools in Kitui-West District. The objectives of the study were: to establish the extent to which decision making, resource mobilization and management among stakeholders influence successful completion of public secondary school infrastructural projects. The study was used descriptive survey design. The interview and questionnaire were used as the instruments for data collection. The questionnaire was administered to the government officials, parents and principal/BOM members'. Interview guides were administered on the religious sponsor representatives'. Data was analyzed using both descriptive statistics and inferential. The findings for this study were that school the management especially the principal in conjunction with the BOM is tasked with various responsibilities such as overall school administration and resource mobilization. Leadership often exists through a group of people working closely together. It follows then that the school management is in the hands of the BOM and the school principal who must not do everything alone but should involve other partners in decision making, resource mobilization and management of the school. This study also establishes that the major financiers of secondary school projects were the parents through payment of school fees and PTA levies. The Government and religious sponsors also participate in the financing of school projects. Based on the findings from this study, the researcher recommends that the ministry of Education should continuously in-service the school principals and BOM on school management. This would empower them to be good managers of the finances and school projects geared towards completion of the school infrastructure. On the side of parents, the school management should involve the parents in planning of school projects so that they will own the decision and therefore be able to give the needed support. On the side of the government involvement in school projects, the government should increase their financial allocations to secondary schools so that the schools can have enough money to finance their planned projects. On the side of religious sponsors of secondary schools, the researcher recommends that they should increase their financial support to schools rather than just propagating their faith in schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is generally recognized as a form of investment in human capital in support of economic benefits of countries (Ellis, 2005). This is why many governments, corporates, well wishers and non-governmental organization (NGOs) have totally committed themselves to education for all. Poor secondary school infrastructure is one of the major barriers to improving performance to secondary education in Kenya (Jackson, 2005). Empirical data shows that physical facilities are an important factor in both school attendance and achievement. For this reason, secondary school infrastructure is very important. Over time, parents and communities have been responsible for and have willingly made substantial investments in secondary school infrastructure. Development partners, Non- governmental Organizations (NGOs), churches and individuals have also made a contribution, often in support of community development.

For a long time, there has been a major backlog of school infrastructure provision and lack of permanent classrooms particularly in areas occupied by poor communities (James, 1988). At the same time, existing school infrastructures are generally in poor conditions due to poor construction standards, lack of investment capital and inadequate maintenance. With the significant increase in secondary school enrolment, following the introduction of Free Primary Education in 2003, additional pressure has been put on existing secondary school infrastructure (Kyambalesa, 2010). The results of the sharp rise in numbers are poor conditions and overcrowding that are not conducive to good learning environment. The national commission on excellence in education capacity research practicum and policy makers (Ministry of education, 2006) recognized that building education capacity was a

necessary precondition for sustained educational improvement. According to the commission, educational capacity includes: human, social, physical and fiscal resources needed in schools to achieve educational goals (Crampton *et al*, 2008). Physical capital includes physical inputs like infrastructure and related structures. Fiscal capital implies funding and it is required in order to acquire physical capital. (Bray, 1998) asserts that physical capital supports the development of human and social capital. It is a foundation for and a facilitator of human and social development of a school. Haggy and Thompson (Crampton *et al*, 2008) developed a very important comprehensive approach to the investment in public school infrastructure.

The approach involves using school funds properly for the purpose of initiating school infrastructural project and building the capacity of a school. This includes; new construction, maintenance, retrofitting, renovation and addition to new existing buildings. Research on the major role played by school infrastructure on learning outcomes is generating more interest.

Education in United States of America is provided by both public and private schools. Public education is universally available, with control and funding coming from the state, local and federal government. Public school curricula, funding, teaching, employment, and other policies are set through locally elected school board, who have jurisdiction over individual school districts. State governments set educational standards and mandate standardized test for public school systems (Carper, 1983). The government, religious leaders and local community partner to support school infrastructural projects. According to Ellis (2005), secondary schools in U.S.A were an initiative of both the state and the religious missionaries who used it as a means of propagating gospel. They both provided funds for the infrastructural project and teachers' salaries.

In Africa, different stakeholder that is, parents, sponsor, government officials, teachers, community and board of management members have partnered to support the development of basic education through construction of classes, dormitories, libraries, laboratories,

installation of electricity and ICT facilities. According to Chimombo (2005), there has been massive expansion in the provision of educational facilities and opportunities. There has also been varied stakeholders' participation and infusion of large sums of money by the new governments who believe advancement of education is a political necessity. According to court *et al* (1985), education system that does not have enough teaching/learning resources and school infrastructural project cannot achieve educational objectives. Books, educational materials and school infrastructure are basic tools for development of education. They must be available at the time when they are needed if quality education is to be realized (Koech, 1999).

In Kenya, secondary schools are categorized as either public or private. The Kenya Government sponsors public schools by providing teaching staff through the T.S.C, pays tuition fee and provides funds for school infrastructure through constituency development funds (CDF). The fee paid by the parents in public schools is regulated by the government and is used to buy teaching and learning resources. It is also used to buy boarding facilities and pay workers who assist in the provision of services to the students (Koech, 1999). Public schools are further categorized into: National schools which admit their students from all districts and municipalities in the republic of Kenya. Provincial schools which admit students from the province in which the school is situated, District schools, which draw all its students from the district it is situated in. According to Kamunge report, the management and provision of infrastructural facilities and teaching materials is a duty of different stakeholders such as the parents, the sponsors, the government, corporates and well wishers.

The good performance is a product of high level of discipline, good management and availability of educational facilities such as classrooms, laboratories, libraries and ICT infrastructure. The communities, churches and parents were the main financiers of education before independence (Ndili, 2013). After independence, higher share of financing education

were met by government. It provided teaching and learning materials, paid the educators, constructed school infrastructure and took care of daily operational cost. The issues of cost-sharing in public secondary education attracted many players in financing education. The key stakeholders who are involved in school management are parents, government, religious sponsors, foundations, non-governmental organization and well wishers. Various measures were put in place and this led to establishment of board of management (BOM).

The BOM were given the responsibility of performing the following functions: sourcing funds, managing funds, constructing school facilities, organizing, directing, and supervision and monitoring of approved projects and programmes of school and recruiting non-teaching staff. According to Manfred (1999), the administration of any schools is vested in a School Board of management and the principal as its Secretary and Chief Executive Officer. The Board of management consists of Chairpersons, appointed by the Minister of Education in consultation with the Sponsor, three persons representing the community, four persons appointed by the Sponsor, not more than three persons to serve for special interests and not more than three co-opted members. The power of the Board is to own and manage all movable and immovable property of the school. In discharging its duties the Board shall not be subordinate to the Sponsor but should govern the school in accordance with the Education Act, the Teachers Service Commission Act, any rules, regulations and codes made or approved by the Minister of Education (Ministry Of Education, 1997).

According to (Fullan, 1992), the role of board of management in school management depends on other educational stakeholders. Parents are the biggest financiers of school project such as: constructing classes, laboratories, and libraries, purchasing of school buses, installation of electricity and ICT facilities. The management of school funds is one of the major tasks of a principal. Any mismanagement of school funds by the principal can result to conflict between the principal and other stakeholders' (Mukima, 2011). Parents form the second source as they



pay tuition fees, buy textbooks and other school welfare levies. The community contributes through development projects and fund raising to achieve the educational objectives. The parents, board of governors, sponsor, government, community, teachers, students and suppliers must work together in mobilizing resources, decision making and management in schools to ensure successful completion of the school projects hence creating conducive environment for learning (Ndili, 2013). It is against this background that the current study will sought to investigate the impact of stakeholders' participation on completion of school infrastructural project (Mulwa, 2004).

## **1.2 Problem statement**

Successful completion of school infrastructural projects enhances good environment hence realizing educational objectives and millennium development goals (MDGs). Chomombo (2005) argues that children need not only the firm hand of a responsible adult; they need an environment conducive to stability. If a school is damaged and left in poor state, the disrepair creates an atmosphere of instability that tends to strangle social order and the educational process. Students in such an environment perceive that they are not special, that school is not important, that no one really cares, and as a result will be more likely to stay at home, giving education low priority in their lives. Successful completion of public secondary schools infrastructural projects create an atmosphere of stability that tend to ensure social order in the school.

The absence of participation of parents, government, religious sponsors and board of management result to poor designing of the project and poor implementation of school project. (Crampton, 2008) notes that collaborative consultation between the stakeholders focuses on rapport building, problem solving, and individual, group, or systemic-organizational capacity building to benefit an identified client or client population. Mutia

(2002) notes that school principals mismanage funds due to ineffectiveness of the board of management and poor communication with other stakeholders leading to delayed completion of those projects. The absence of involvement of school stakeholders in school project culminated to improper implementation of project hence making it difficult to achieve national educational objectives and millennium development goals. Lack of participatory approach in public secondary school projects results to delayed completion of school projects due to mismanagement of funds and improper decision making. This has hence propelled researcher's quest on the impact of stakeholders' participation on the successful completion of secondary school project in Kitui-west district (Fullan, 1992).

### **1.3 Purpose of the study**

The purpose of the study is to investigate the influence of stakeholders' participation on completion of public secondary school infrastructural projects in Kitui-West District.

### **1.4 Objectives of the study**

- (a). To establish the extent to which decision making among stakeholders influence completion of public secondary school infrastructural projects.
- (b). To establish the extent to which resource mobilization by the stakeholders influence completion of public secondary school infrastructural projects.
- (c). To establish the extent to which management among stakeholders influences completion of infrastructural projects in secondary schools;

### **1.5 Research questions**

- (a). To what extent does decision making among stakeholders influence the completion of public secondary schools' infrastructural projects?
- (b). To what extent does resource mobilization by stakeholders influence completion of public secondary schools' infrastructural projects?

(c). To what extent does management among stakeholders influences completion of infrastructural projects in secondary schools?

### **1.6 Hypothesis**

This study was guided by the following hypothesis:

H<sub>0</sub>: There is no significant relationship between decision making and completion of infrastructural projects in public secondary school.

H<sub>1</sub>: There is significant relationship between decision making and completion of infrastructural project in public secondary school.

H<sub>0</sub>: There is no significant relationship between resource mobilization by stakeholders and completion of infrastructural projects in public secondary school.

H<sub>1</sub>: There is significant relationship between mobilization of resources by stakeholders and completion of infrastructural project in public secondary school.

H<sub>0</sub>: There is no significant relationship between stakeholder's management and completion of infrastructural projects in public secondary school.

H<sub>1</sub>: There is significant relationship between stakeholder's management and completion of infrastructural projects in public secondary school.

### **1.7 Significant of the study**

The ministry of education may be able to get useful information to come up with good strategies especially when planning and implementing infrastructural projects in schools. The policy makers may be in a position to formulate policies that would improve school facilities

hence creating conducive environment for learning. Finally, school management may learn the impact brought by the participatory approach on completion of school infrastructural projects and challenges towards completion of public secondary school infrastructural projects.

### **1.8 Delimitation of the study**

Kitui West district has several public secondary schools which have established different infrastructural projects and this formed part of the sample population. This study is limited to only four stakeholders; the government officials, sponsors, parents and the board of management excluding other stakeholders who might have an input on completion of school projects. This study looked into the influence of the stakeholder on completion of public secondary school infrastructural projects and challenges faced by each stakeholder.

### **1.9 Limitation of the study**

According to (Orodho, 2004), a limitation is any aspect of study that the researcher knows may adversely affect the results general ability of the study but over which he or she has no direct control over. The study was conducted in public secondary school in Kitui-west District. Among stakeholders that were approached, some were busy and may respond to the instrument hastily. In addition, time and financial constraints affected the study. Finally, the study was limited only to public secondary school and the data was collected only from parents, religious sponsors, and government and B.O.M members. The challenges were minimized by sourcing enough funds for the research and assuring respondent that the research was only for academic purpose.

### **1.10 Assumption of the study**

The researcher had the following basic assumption: That the government plays an important role in the completion of school infrastructural projects, that all the school parents play a very important role in the completion of school projects. All the respondents responded honestly to the question in the research.

## **1.11 DEFINITION OF SIGNIFICANT TERMS**

<b>Religious sponsor:</b>	Sponsor refers to the duty to uphold the religious traditions of the school, possibly started by the church sponsor but not the provision of any financial or other material support to the school.
<b>Stakeholders’:</b>	An interested party who is directly or indirectly affected by the operations or outcome of school.
<b>School infrastructural project:</b>	Refer to undertakings within the school that are within the budgetary allocation for resources and is within the constraints of time and money for example, constructing buildings, buying furniture and purchasing school bus among others.
<b>Cost-sharing:</b>	Sharing the cost of school fees between the government and other stakeholders’.
<b>Secondary school:</b>	An institution where children receive the second major stage of formal education. Education beyond the primary school; provided by secondary school.
<b>Funding:</b>	Is the act of providing resources, usually in form of money (financing), or other values such as effort or time, for a project, a person, a business, or any other private or public institutions.
<b>Physical Infrastructure:</b>	Site, building, furniture and equipment that contributes to learning environment. This includes structures such as: classrooms, toilets, offices, dormitories, libraries, water tanks among others.

<b>Accountability:</b>	Is taking or being assigned responsibility for something that you have done or something you are supposed to do.
<b>Completion of project</b>	Projects completed in the right time and are of the desired quality.

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

The study was organized into five chapters. Chapter one is the introduction of the study and it consisted of the background to the study, statement of the problem, purpose and objectives of the study, research question, significance, delimitation, limitations, assumptions of the study, operational definitions of terms and organization of the study.

Chapter two presents the literature review which comprises of the past studies or documented information about the influence of resource mobilization among stakeholders, influence of decision making among stakeholders' and the influence of management among stakeholders towards achieving their goals. The theoretical and conceptual frameworks is given at the end of this section.

Chapter three is the last chapter which comprises of; research design, target population, sampling procedure, sample size, research instruments, validity and reliability of the research instrument, data collection procedure, data analysis, ethical consideration and operationalizations of variable. Chapter four presents data analysis and discussion. Chapter five also presents summary, conclusion, recommendation and suggestion for further studies.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter examined documents as well as other materials such as journal, magazines, books, theses, dissertations and other researcher materials related to school infrastructure investment in public secondary schools. The review captures the role of infrastructural projects in public secondary school, the role played by the stakeholders, challenges faced by stakeholders and the impact of management skills in successful completion of school infrastructural project.

#### **2.2 Role of physical Infrastructure in schools.**

According to Crampton (2003), no study of school funding is complete without a deep concern for the role of physical infrastructure projects in schools. In this review, it is very important to look closely at the role of physical infrastructure projects in schools and the need for effective participation. Physical infrastructure projects have not enjoyed much attention like other factors that contribute to learning and successful achievement of education goals. The common projects undertaken by schools are: construction of dormitories, classes, libraries, laboratories, administration block, dining hall, water facility and installation of ICT facility. According to Mulwa (2004), the stakeholders must be involved in the development of any project right from conception stage up to the evaluation stage. He agrees that the successful completion of any project requires involvement and participation of all stakeholders'. According to stakeholders' participation working group (Fuller, 1997), stakeholders' participation is most successful when all groups and interests are able to meaningfully influence the process and outcome. In practice, it may be difficult to include everyone since it can be challenging to align groups with different interests, needs, abilities,

resources and histories. A seasoned facilitator can help to identify who should be involved, sort through the challenges associated with including each group, manage interpersonal relationships once all stakeholder are together and pave the way for including decision maker at critical points in the process. (Ngaira, 2013) observes that involving stakeholders in governance and management of schools improves the quality of education and school infrastructural project. There has been lack of total commitment by the stakeholders in participation of public secondary schools project leading to lack of ownership of project as well as failure to complete and sustain the project (Ndili, 2013).

In United Kingdom, the condition, location and nature of school infrastructure have an impact on access and quality of education. The closer a school is to children's homes; the more likely they are to attend because of distance and safety issues. Where the quality of infrastructure (particularly water and sanitation facilities) is improved, enrolment and completion rates are also improved and there is less teacher absenteeism and where the condition of school facilities is improved, learning outcomes are also improved (Roger, Ripin, & Bill, 2000). He notes that, basic minimum package of school infrastructure which is accessible, durable, functional, safe, and hygienic and easily maintained therefore needs to be part of any strategy to meet the (MDGs) for education.

In Nigeria, the Government stated that education has witnessed active participation by non-government agencies communities, individuals as well as government intervention (Federal Republic of Nigeria, 2004), Thus, educational institutions have been established at primary, secondary and tertiary levels with the hope that the nation's human resources would be transformed into competent and productive agents of development in all sectors of the economy. In order to fulfill their objectives, educational institutions require an environment where teachers, students and other personnel will enjoy their stay and perform their duties

effectively. According to Akubue (1991), good infrastructure in school would foster desirable behavior, creativity, good relationship and problem-solving skills among students. In the educational institution, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives. In fact, school curriculum would be meaningful and functional if required facilities are provided in schools (Olagboye, 2004).

The Secondary Education Plan (SEDP), a plan for development of education in Tanzania, earmarks infrastructure in schools as determining factor towards achieving educational goals (United Republic of Tanzania, 2010). The SEDP emphasizes that the condition any secondary school affect learning outcomes. Therefore, the availability of school infrastructure can contribute towards the achievement of millennium development goals. However, good infrastructure provision alone is clearly not sufficient on its own to improve access and quality. For effective delivery, there should be progress across the board particularly with regard to good quality teachers and learning materials (UNESCO, 2008). In Zambia, inadequate school is part of the reason why some pupils have to drop out of school. Accordingly, a schools infrastructure that is developed does not only provide a learning environment that is conducive, but also boasts the morale of teachers and pupils which result into excellent academic performance. (Kyambalesa, 2010).

In Kenya, the role of school infrastructure in the achievement of millennium development goals and national educational goals is in effect still debatable. The major task of any school is to provide quality education which involves a series of activities and programmes. The successful conduct of those activities and programmes depend mainly upon the availability of good infrastructure which include facilities in the school like: school furniture, buildings and apparatus along with equipment essential for imparting education. This view is also shared by

(Fisher, 2000), physical infrastructure in any school has an impact on the learning environment. The role of infrastructure especially on learning environment has been examined extensively. According to Ellias (2005), one perspective is that it contributes to student identity and proper school infrastructure also improves students' academic performance.

### **2.3 The influence of decision making by stakeholders on completion of public secondary school infrastructural projects.**

One of the advantages of involving school stakeholders in school decision making is that it creates a greater sense of ownerships, morale and commitment among stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school project (Dunne, 2007). Another advantage is that decentralization of decision making empowers school stakeholders to mobilize resources. In Ghana, for example, decentralization of decision making helps to enhance the efficiency of school management and accountability (Dunne, 2007). Third, Decentralization of decision making motivate parents to show greater interest in their children is education becoming more active in school projects. According to De Grauwe (2011), the involvement of parents, religious sponsor, government officials and teachers in school management can help to promote decision-making at school level which improves the quality of schooling, students' achievement and school infrastructural project.

Although the planning and management of public secondary schools has largely been a role of the government, Robbins (2001) notes that, in the mid 1970s, leading economists in universities in Europe and donor agencies began to criticize governments direct involvement in service delivery. The governments of Kenya were totally criticized for inefficiency, mismanagement, corruption and poor planning. Consequently, in the 1980s there was a great shift from government to community participation in service delivery. At secondary level,

whether public school or private, schools depend heavily on decision made by parents concerning management and financial contribution. Unless all stakeholders are totally involved, school achievements including improved infrastructure and students' performance may not be realized.

Education Policy Review Commission report that the responsibility of parents involves making decision about financial mobilization for school infrastructural project, monitoring the performance of the school and discipline. Insufficient funds in any school lead to poor quality or lack of infrastructural projects (MOE, 1997). Parents and secondary schools have continuously worked together in striving to provide quality education since the beginning of formal education. Parents were accountable for preparing their children with the essential skills in the early years and educational institution took over from there with very little input from parents. However, nowadays in the context of greater responsibility and demands for students to realize peak academic performance, educational institutions and parents have formed a strong partnerships as well as share responsibilities for children schooling in more structured ways.

According to Onderi & Makori (2013), parental school participation consists of activities like communicating with educators and other school personnel, volunteering at school, attending school events and assisting in academic activities at home. With proper involvement of parents in decision making, the constructive features bound to result are: provision of educational materials, proper payment of school fees, facilitation of good teachers, high level of discipline, proper supervision of students' academic work, successful completion of school infrastructural project, order in school activities and less absenteeism. The Implementation of policies at secondary school level is done with the involvement of all concerned stakeholders, the parents being a party. A case in point is the policy making and the implementation of school infrastructural projects at the secondary level of education.

Historically, The involvement of stakeholders in the form of board of management (BOM) in the management of secondary schools in Kenya came into being after independence in 1963, as a response to the recommendations made by the first Kenya education commission report by Ominde (Onderi & Makori 2013).The Education Act, Cap 211, is clear regarding the information of the composition and categories of the board of management and their tenure of office (Republic of Kenya, 1968). It also emphasizes the qualities to be considered when appointing the B.O.M. For instance, they should be people with commitment, competence and experience (ROK, 1968). These are good qualities in relation to development of educational facilities and governance. The role of BOM members involves making decision concerning; school finance management, recruitment of staff, maintenance of discipline, improvement of school performance, salary review, quality standard assurance, curriculum implementation, school development, raising funds for school project and school welfare, among others (Onderi & Makori, 2013). In 1988, in an effort to develop capacities for governing bodies among other school leaders, the government established the Kenya Education Staff Institute (KESI) to provide in-service training to serving leaders and potential school leaders. The intended benefactors were the principals, deputy principals, and board of management. The main purpose of training was to provide leaders with enough knowledge on how to improve schools in terms of academic performance, initiating, monitoring and managing school infrastructural project.

The BOM members make decisions that ensure that all secondary school funds are properly utilized and accounted for by the school principal. Good decision by BOM facilitates proper supervision and management of school funds hence successful completion of school infrastructural project. All major studies on school effectiveness and innovation reveal that the school principal strongly influences the likelihood of change (Maranga, 2007).The projects that are actively supported by the principal were most likely to fare well because

their actions seem to be legitimate whether a change is to be taken seriously and to support teachers both psychologically and with resources (Fullan, 1992).

Most of the church sponsors have a chance to nominate four members of their own to sit on BOM as well as school committees. They are also consulted before the principal is deployed to their schools. According to Theunynck, (2003) religious sponsors should be actively involved more on decision making concerning the appointment process of schools head teachers to enhance mutual co-existence among all key stakeholders in school management. School sponsors have the responsibility of ensuring that Christian Religious Education as a subject is well taught. The Ministry of Education (MOE, 1997), in consultation with the sponsor, drafts the CRE syllabus that is used in primary and secondary schools and Teachers Training Colleges. They are also involved in production of teaching resource materials. According to the Education Act, religious sponsors are expected, among other things, participate in decision making concerning the planning and preparation of religious education syllabus, provide guidance on schools staffing; implementing education policies; search for new approaches in education in Kenya and conduct resource mobilization for the development of their sponsored schools. It is presumed that, when religious sponsors play these roles effectively, sponsored schools will realize sound resource management and consequently improve school infrastructural project and academic performance (Ndili, 2013). (Theodorah, *eta l*, 2010) note that the minister for education cannot promote education without the cooperation of other interested partners association. He says that the missionaries played a significant role in the establishment of schools. In looking at the contribution of Christian churches as a service Gichaga & Kerre, (1997) reported that many schools and colleges to date are sponsored by various church organizations. The role of the church is to ensure that the religious traditions of the founders are maintained. The presence of religious traditions in the school promotes discipline and good performance. Jackson (2005) notes that

secondary schools development is attributed to self motivation and high level of discipline among stakeholders. Masube (2008) also notes that high level of discipline and good performance in schools is contributed by strong religious foundation and good decision made by B.O.M.

According to Cheruyoit (2005), catholic sponsored secondary schools headed by religious sponsors like, sisters, priest and brothers, exhibit high levels of discipline. Moreover, high level of discipline, which is attributed to strong religious foundation good decision about education, leads to improved academic performance. The role played by the religious sponsors especially the Catholic Church involves making decision about how to source funds for the school development. The Catholic Church has done this in marginalized region where schools have not been put up by government (Mwanthi, 2008). The role played by Ministry of Education involves making decision pertaining to policy, resource mobilization, quality assurance, auditing how resources are used, field implementation, and capacity building to ensure successful completion of school infrastructural project.

In January, 2010, the Presidential Press Service reported that, the president of Kenya, Mwai Kibaki had asked all parents to demand accountability for the funds distributed to schools. The president emphasized that the funds were meant for physical infrastructure of local schools and creation of good environment for learning. The main function of the government through the ministry of education involves making decision regarding; planning and policy formulation to guide the whole education system. Determination of the national curricula and allocation of resources (Ndili, 2013).The government plays a crucial role in ensuring all the public school project are completed through proper decision through monitoring, supervising and auditing school development plans and their implementation (Jackson, 2005).



## **2.4 The influence of resource mobilization by stakeholders on completion of public secondary school infrastructural project.**

Resource mobilization is a process which will identify the resources essential for the development, improvement and continuation of works for achieving the organization mission and objectives. Resource mobilization does not mean only money but it extensiveness denotes the process that achieves the mission of the organization through the mobilization of knowledge in human, use of skills, equipment and services. It also means seeking new sources of resources of mobilization and right maximum use of the available resources. Community mobilization is a process that involves creating awareness and organizing for action (Masube, 2008). Masube (2008), outlines two factors that may facilitate community mobilization. The first which he calls the push factors occurs when the response to a threat of a felt need acts as a unifying factor. The second, the pull factor occurs when people see new opportunities (Cohen, 1996). In the case of secondary schools, people have failed to see new educational opportunities; most of them have absolutely no idea about it. Similarly, the low quality of education imparted on them has failed to push local people to engage more actively in public education. Effective mobilization has only occurred with respect to the construction of school building. Such types of participation have been often referred to as 'pseudo-participation' in which the control of the project and decision making power rest with the planners (Sogomo, 2002). The participation of the school stakeholders is to obey willingly the government order to make materials or labor construction to specific projects (Olembo, 1985).

In Tanzania, the success of secondary school emanates from the stakeholders role and contributions like providing land or space to build schools, contributing building materials for schools or new classrooms, paying for school furniture and other equipment. The

stakeholders have led to the increased number of schools and student enrollment every year (Nassium, 2000). Participation in schooling has always been apparent in many countries around the world. Forms of support for school construction have become more formalized in policy in recent years with new forms of community participation emerging. In the context of Tanzania, schools stakeholders members were involved in the construction of classrooms, teachers houses, libraries, laboratories, dining halls, computer rooms, toilets and management of schools, although the extent to which stakeholders' are involved vary considerably according to district and region. In all areas, stakeholders had actively participated in generating resources such as donating cash and providing constructions materials and physical labor for school construction, providing money for construction, furniture and water facilities. Local youth clubs and NGO have also been involved in generating resources for the schools in Kitui west district.

Resource mobilization methods involves fund raising, local community service for resource mobilization, pooling work self help methods, grants, donations and technical assistance (Naidoo, 2005).The word fund raising was accordingly embedded into the national court of arms in Kenya. The government used the slogan for mobilization of private resources to supplement the meager resources at its disposal for development. The parents, BOM, government and religious sponsor are involved in organizing fund raising to ensure completion of school infrastructural projects. Fund raising was thus officially recognized as one of the principal ways of taking development to the people (Kandajamy, 2004). This led local secondary schools stakeholders to organize development fund raising in schools (Luck, 2011).The project undertaken varied from one schools to another and included building schools and other basic facilities. Public Harambee were for projects of public nature in which government was involved.

Local community services are a service in which people of a particular organization arrange to do some work for the local community to reduce cost of labor or volunteer work done for free in order to give back to the community. The services is given free of charge. The community being saved may be informed in advance so that they choose the area that requires services. In other cases, the particular groups offering the services select a site that requires services. This is part of a systematic way of local group organization of the betterment of school infrastructural project (Dunne,2007).school stakeholders therefore facilitates mobilizations of actions at the local level as well as utilizations of local resources. Pooling work together is another method of mobilizing resources which require commitment and prescribed directions. Most self- help activities are community actions and are mostly seen in the developing countries like Kenya. Self-help activities are based on notions that “help people to help themselves”. Broad example of self-help activities in Kenya that show pooling work include: school stakeholders walking to raise funds for a particulars school projects. This is seen as part of a mechanism of stakeholders assisting the less disadvantaged secondary schools but they should also struggle to raise funds on their own (Brint, 1989).The following projects have benefited from this initiative: health facilities, schools, soil conservation programmes, tree planting and small dam construction.

Grant is a form of assistance usually financed in nature, the benefits of which is non repayable. It is given by one organization to another to encourage it to undertake or continue activities that it would not or otherwise do without that support. Alternatively a grant may be used to persuade the organization to refrain certain activities. Grant can be distinguished from other forms of finance available to individuals of organization by the fact that the grantors decision to support an organization is made without the need for direct commercial gain (Kandajamy & Blanton 2004). In the recent years there has also been a trend to see grants being offered to encourage public private sector co-operations rather than offering public

support to encourage schools to undertake projects they might not otherwise do (Ministry of education, 2006). Increasingly central and state government support is provided to encourage local authorities to work with the private sector to release properties that would otherwise remain idle, empty or underutilized. The grants play a big role in completion of school infrastructural projects.

Technical assistance is another method of mobilizing resources which involves using knowledge to improve the adoption and implementation of school infrastructural projects. A simple approach to technical assistance is to provide information and resources to users. This may involve sharing resources and providing information among school stakeholders. The shared information is useful in successful completion of school infrastructural project. (Mpoksa & Ndaruhutse, 2008). When there are no proper organized ways of planning for these resources, there is always a delay in planning and implementation of school projects which increases suffering and other destructions. It is therefore imperative that resources are availed at the proper time in order that we have an effective and efficient reconstructions programme that will facilitate school infrastructural projects. The school stakeholders should be aggressive on mobilizing those grants for effective implementation of school projects (Grauwe, 2011). According to Mwanthi (2007), the BOM causes the public school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants.

The Government in collaboration with development partners has prepared Kenya Education Sector Support Programme investment with a view to improve school infrastructural project. The Kenya Education Sector Support Programme however, emphasizes on mobilizing community-based organizations as well as other stakeholders to provide enough support in maintaining and improving existing infrastructure. Community contribution either in terms of

financial resources depending on the economic level or in kind will be required to support government and other pertinent contributions (MOE, 1997). The Kenyan government has come up with specific guidelines on accountability and use KESSP funds. This is contained in two manuals: Kenya Education Sector Support Programme Technical Handbook and Kenya Education Sector Support Programme Management Handbook. The technical handbook contains the school infrastructure development planning (SIDP) guidelines. These include: establishing a school infrastructure development plan, assessing what infrastructure the school has, determining the need of the school, preparation of the school infrastructure development plan, prioritizing, action planning, approval by stakeholders and evaluation. This manual supports the school management handbook that provides complimentary guidance on the organizational framework relevant for developing and forming the school infrastructure committee as well as managing the entire implementation process (MOE, 1997). Apart from these, there is need for accountability to make the infrastructure funding effective in all public schools to ensure successful completion of school projects. According to Bray (1998), the government cannot provide all the educational facilities required in Kenya due to limited resources from the government. The sponsor is a contributor in the provision of funds on top of spiritual resources. According to Masube (2008), the board is responsible for the provision of educational facilities in form of sites and buildings. In addition to providing educational facilities, the board provides day-to-day operational materials required for an educational programmer. The board is also responsible for sourcing and management of school finance which includes receiving all fees, grants, donations and any income to the school. The board is required to prepare, approve and implement both recurrent and development budget of the school. It organizes, directs, supervises and monitors approved projects and programmes of the school (Ndili, 2013).

## **2.5 The Influence of management among stakeholders' on successful completion of school infrastructural projects.**

Management is the practice of making rationale decision for allocating scarce resources to satisfy goal in risky environment and the application of planning, implementation and control concept to the activities of producing, marketing and finance (Emily, 2012). The management of any organization plays a vital role in the quantitative expansion and qualitative improvement by making the resources of the organization. Similarly the head of secondary and the other stakeholders manage resources available at institutional level to enhance access to secondary and provision of quality infrastructure (Khawaja & Sadfa, 2011).

Secondary education is a sub-sector of the education system and demands amicable management keeping in view the major objectives of producing middle level workforce for the economy and providing a roadway for higher education. The quality of higher education depends upon the quality of secondary education. Secondary education is also a stage, where a student reaches to the age of adolescence which is the most crucial stage in life (Government of Pakistan, 1998). This situation has also improved secondary education in the country. According to Khawaja & Sadaf (2011), advancement in informational technology and globalization changed the scenario of the whole world. The present era of information technology and knowledge explosion created competitive environment for heads of educational institutions and other stakeholders' for producing high quality of manpower for the job market. In this regard, stakeholders of secondary schools have to play a vital role in the development of the society. This challenging task cannot be accomplished unless and until required managerial skills are provided to the stakeholders of secondary schools. Management is the process of coordination and managing resources in efficient and effective manner (Robbins, 2001). According to Mathur (2005), management is the act, manner or practice of managing, handling, and controlling the resources of the organization to achieve

desired output. Management in education also supposed to manage the resources efficiently in order to achieve maximum output.

The managerial functions in which parents ought to engage themselves in school include disciplining, financing infrastructural project, and to some extent, the implementation of education policies (Ngaira, 2013). Parents are said to be clients, partners, consumers as well as educational assistants as far as management of schools is concerned (Chema, 2012). It has been widely acknowledged that training contributes to individual and organizational effectiveness (James *et al.*; 2010). Training give people confidence and the skills and qualities needed to perform various tasks or functions. It also improves people's knowledge, determination capacity and capabilities (Kigotho, 2007). Unfortunately literature on the training of parents' teachers associations (PTAs) in Kenya and other context is scanty. However, in Pakistan the government is involved in the provision of PTA training in organization and management skills. Also in Myanmar there is an evident of the government providing training to PTA through an NGO called the Community Based Development Association (CBDA) (Bray, 2000). Through such training PTAs assume other roles in the community besides fundraising, maintenance and construction of buildings. For instance, set annual enrolment and retention targets in consultations with teachers, head teachers, conduct house to house advocacy with parents of children who are not enrolled in school (Bray, 2000). With proper management, parents are not pushed to contribute the required amount, since the already know how expensive or cheap the infrastructural project is.

Parents with management knowledge can volunteer to participate fully in the project and also they can become part of advisors during the implementation process (Chema, 2012). Lack of skills in management, the parents will always think that the BOM is exploiting them in terms of money contribution since they cannot estimate the cost of the whole project. Working with illiterate parents contributes to slow decision making by the school management because of

slow cash flow since parents lack any management skills. This implies that the school will source managers from outside which might be very expensive.

It is important that new board of management may be given sufficient introduction regarding their schools as well as detailed information on their roles and responsibilities. They should also be given an overview on their expectations, because nowadays too much is expected of management bodies (James *et al.*, 2010). According to Price Water House Coopers (2008), all management bodies will have induction procedures in place for new BOM which might include an induction pack about the school and some form of mentoring arrangements using experienced BOM to support new BOM. Price Water House Coopers (2008) also reports that induction is very beneficial to newly appointed BOM because it improves their effectiveness on their roles and also makes them aware of developments that may affect their school and their roles as BOM. This is also echoed by Ngware (2006), who adds that management skills provides governors with a good level of knowledge and understanding to carry out their roles effectively. In many countries of the world the roles, responsibilities and tasks of school management bodies have become extensive and complicated and require certain competencies and abilities in order to manage schools effectively. These competencies depend on their management skills, knowledge and experience. For instance, they need financial management skills, management expertise, and participatory decision-making, among other skills (Ngware, 2006). In Kenya, in 1988, in an effort to develop capacities for governing bodies among other school leaders, the government established the Kenya Education Staff Institute (KESI) to provide in-service training to serving leaders and potential school leaders. The intended benefactors were the principals, deputy principals and heads of departments, school committees and boards of management. The main purpose of that training was to equip them with good management skills.



Decision making towards a certain project will be very easy when majority of stakeholders have management skills since they can roughly estimate the materials required, the procedure to be followed and the cost of the whole project. When the BOM members have the management skills, they will successfully enlighten the parents on how money will be used, also the importance of such project in the school and will be in a position to tell when materials are misused since they already have a rough estimate of the cost of the project (Tundeur, 2008). Finally, members with skills can direct the casual workers in the infrastructural project and this will help to fasten the completion of the project as well as making it up to standard. Lack of management skills within the BOM members will force them to hire somebody from outside to help in supervision as well as planning and estimating the cost of the project which is very expensive (Mukima, 2011).

To enhance the role of the church as a sponsor in the management of the school activities entails an establishment of a policy that empowers the religious sector and consumer public service, as a stakeholders' in education as observed by Bishop (1994). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education (Adunda, 2003). The religious sponsor will first give spiritual guidance to all stakeholders on the importance of not misusing the materials set for the project and this will help curb corruption. With management skills, the sponsors will also assist the concerned stakeholders in decision making especially during the implementation stage of the project. Also, when they have management skills, they will be in a position to know how the project is costly and therefore be willing to contribute money for the same and even source from

friends and other religious sponsors. Lack of management skills lead to poor decision making hence delaying school projects (Tundeur, 2008).

The core functions of the government through the ministry of education includes; planning, and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus the government plays a major role in disbursement of resources to secondary schools. This calls for a reason to monitor, supervise and audit school development plans and their implementation (Jackson, 2005). The government sends personnel who will assist in planning, monitoring, evaluating and auditing the progress of the project. The auditors will ensure that funds are used effectively enabling successful completion of the project. Lack of management skills by the governments personnel will slow the school project since the release of funds will take time and also there will be nobody to monitor and evaluate the progress of the project (Manfred, 1999).

## **2.6 Theoretical framework**

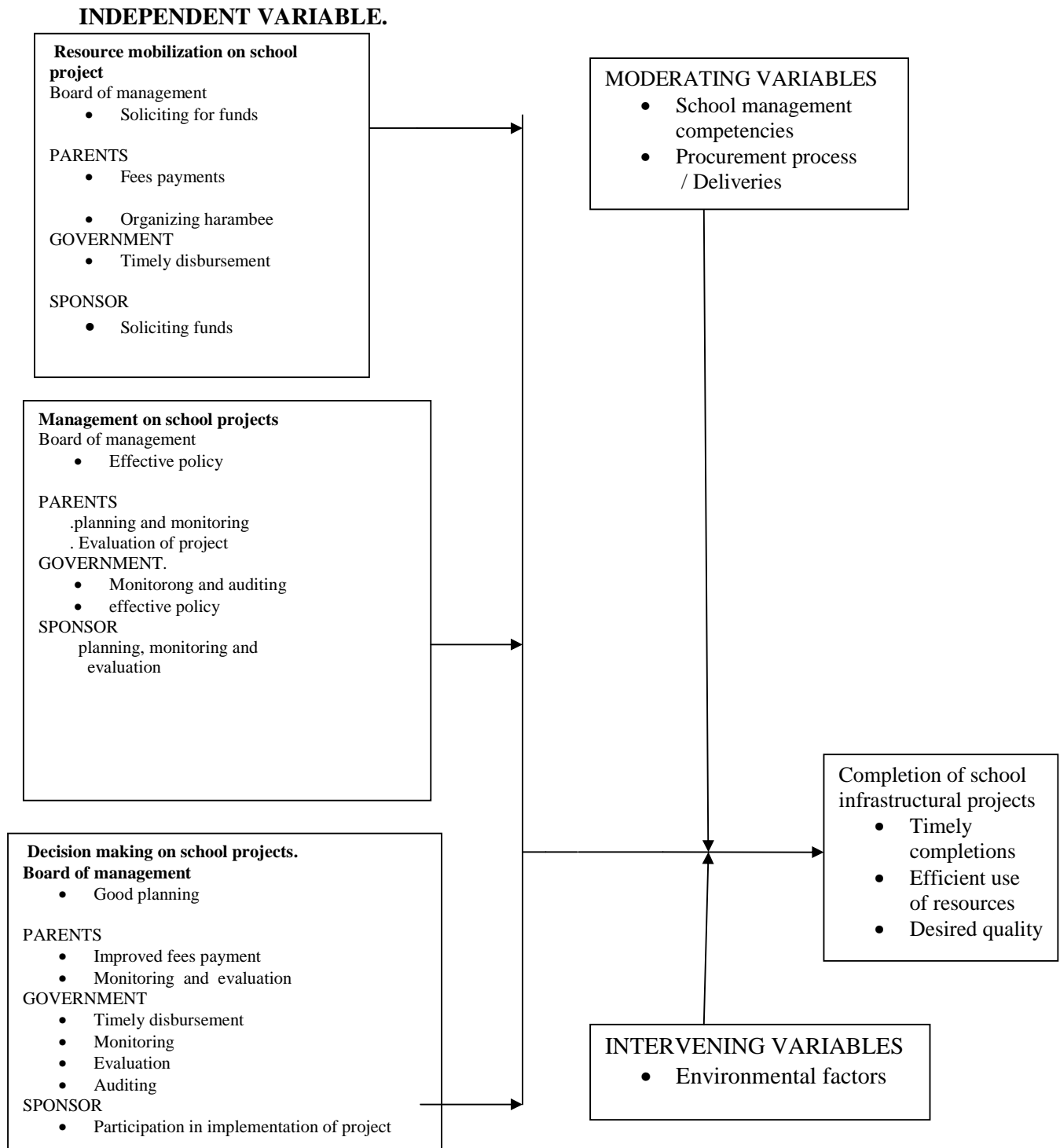
The study will be guided by the structural functionalism theory. According to this theory, formal organization consist of many grouping of different individuals, all working together harmoniously common goal. It argues that most organization are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organization and in how order seems to prevail in both system and societies irrespective of changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization in particulars and identify how stability it for the most part achieved (Ndili, 2013). Structural functionalism further advocates for an analysis of the perceived conflict of interest evident amongst groups of workers. In this case sponsor, parents, the government through the ministry of education and board of governors will be the parts of the system

while the system is the school. The theory thus appropriately tries to explain the school management must consider it important in bringing the other parties together into buildings a cohesive a system that work towards achieving goals and how to manage both conflict and excitements.

## **2.7 Conceptual frame work**

According to Orodho (2005), conceptual framework is a narrative of relationship of the study variables network where the independent variables network with moderating/intervening and the outcome also called dependent variables is the output. The figure 2.0 below is a diagrammatic network of independent variables as a roles played, challenges faced and effect of management skills among stakeholders', dependent variables, moderating variables and intervening variables. The school stakeholders' roles, challenges and management skills may lead to either undesirable or desirable outcome to the dependent variables which is successful completion on school infrastructural project depending on the ineffectiveness or effectiveness of participation of all stakeholders. Ineffective participation by the stakeholders may lead to undesirable outcome that is incomplete project and untimely delivery of the project. Effective participation may lead to desirable outcome, that is completion of school infrastructural project within the given budget and timelines (Ndili, 2013).

**Figure 2.0 conceptual framework**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research design of the study, target population, sampling design, data collection tools, instruments, data analysis methods and ethical consideration.

#### **3.2 Research Design**

This study adopted a descriptive survey research design. Survey design collects data on various variables as found in the system and deals with incidences and relationships (Verma & Verma, 2004). Descriptive design describes the present status of phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions (Kothari, 2005). Survey design enables the researchers to gather information, summarize, present and interpret it for the purpose of clarification. According to Mugenda & mugenda (2003), the purpose of descriptive research is to determine and report the way things are and it helps in establishing the current status of the population under study. The design were chosen for this study due to its ability to ensure maximization of reliability of evidence collected and minimization of bias. According to Ndili (2013), the design is effective for the study as it was used by the researcher to establish the present nature of stakeholders' participation, their attitude and describes the role of different stakeholders in successful completion of secondary school infrastructural projects.

#### **3.3 Target population**

The target populations were 26 public secondary school in Kitui West. These comprise of two boys' boarding schools, three girls' boarding schools, one mixed boarding and 20 mixed day schools. The district has one national school, 8 county schools and the rest are district level schools. These schools have 26 principals, 301 members of the BOM, 104 parents'

representatives, 54 sponsor representatives and 15 government officials' representatives. The total target population was 500 respondents.

### **3.4 Sampling and sample size.**

Sampling is the process of selecting a number of individuals for a study. A census of 26 public secondary schools in Kitui-West District was carried out. This target population was put into strata of government officials, sponsor representative, BOM members, and parent's representative. Simple random sampling was done to get one BOM members from each secondary school and 6 government officials. A purposive sampling was also used to get one parents representative from each secondary school and a total of 12 sponsor representatives. Each secondary school has one principal who will be sampled for the study. The study sample therefore comprised of 6 government officials, 12 sponsor representative, 26 BOM members 26 principals and 26 parents from 26 public secondary schools in Kitui-West District. The total sample size was 96 respondents.

From this sample, (19.2 %) is well within the 10% minimum sample for descriptive analysis as proposed by gay (1976) and the 60 % maximum as proposed by Marion & Cohen (1994), for statistical analysis. The sample selected is deemed to be representative enough of the whole population and therefore valid as well as genuine generalization can be made. The sample should be small enough to be economical in terms of expenses on money and time.

### 3.1 Sample size.

Category	population	sample	percentage
Government officials	15	6	40%
Sponsor	54	12	22.2%
BOM members	301	26	8.6%
Principals	26	26	100%
Parents	104	26	25%
<b>Total</b>	<b>500</b>	<b>96</b>	<b>19.2%</b>

### 3.5 Research instruments

The study relied on data collected through an interview guide and structured questionnaire to meet the objectives of the study. According to Mugenda & Mugenda (2003), structured questionnaire are used to obtain important information about a population under study. Each item is developed to address specific themes of the study. Each respondent selected were briefed on how to fill in the questionnaire. The respondents were given a time frame within which they responded to the questionnaire after which the questionnaires were collected by the researcher on the agreed time.

### 3.6 Validity of the instruments

Mugenda & Mugenda (2003), validity is the degree to which an instrument measure what it is supposed to measure for a particular group. Pre-test were conducted to assist in determining accuracy, clarity, and suitability of the research instrument. Two to three cases are sufficient for some pilots' studies (Borg & Gall, 1989).Content validity of the instrument

was determined by expert in the research methodology in the University of Nairobi who looked at the measuring techniques and objectives covered by the study. The professionals advised the researcher on the items to be corrected. The professionals from University of Nairobi ascertained the validity of the research instrument. The corrections identified on the questions were included in the instruments so as to increase its validity.

### **3.7 Reliability of instruments**

This is the dependability, consistency or trustworthiness of a test. According to Mugenda, (2003), reliability is the measure of degree to which an instrument yields consistent results after repeated trial. During the pretest the questionnaire was administered on a random sample of ten public secondary school stakeholders. The participants in the pilot study were not included in the actual study sample. The data values were operationalized and split into halves using the odd-even item numbers divide, and then correlated using Pearson Product-Moment Correlation Coefficient and resubmitted to Spearman rank Correlation Coefficient. The Correlation Coefficient results were 0.87 which was greater than 0.75 and sufficient for the questionnaire high reliability (Kasomo, 2006).

### **3.8 Data collection procedure**

A research authorization permit was obtained from the district education officer in Kitui-west district in order to be allowed to collect data. The principal, BOM members, parents, sponsor and government official were pre-visited by the researcher to establish rapport before the actual data collection for familiarization. The questionnaires were personally administered by the researcher. The questionnaires were given to the respondents who filled them and hand over completed questionnaire in each of the secondary school visited. The researcher used the interview guide to collect data from the sponsor on their participation in secondary school infrastructural project, the challenges that they face in their endeavor to participate in school



project and how their management skills influence the successful completion of school project. The responses were recorded by the researcher on the interview guide sheet as the question is answered.

### **3.9 Data analysis**

After administering the questionnaire, the raw data collected from the field were systematically organized so as to facilitate data analysis. Descriptive statistics as well as inferential statistics was used in analyzing the data. The Pearson correlation, frequency distribution table, ANOVA, regression model coefficients and chi-square, was used by the researcher to determine the strength of relationship between the variables.

The data was coded and themes within documents that relate to the research question in the study were identified. The qualitative data was then interpreted by attaching significance to the themes and the pattern observed. The data collected was coded and entered in the computer for analysis using the statistical package for the social scientist.

### **3.10 Ethical consideration.**

The study observed ethics issues during data collection. This included treating all the information from respondents with confidentiality. The researcher sought permission from the respondents and explained to them how the information would be important to the research. The participants were asked not to write down their names on the questionnaire. They were also assured that their identity would remain anonymous in order to uphold their privacy (Ndili, 2013). The personal right of participation in this study was emphasized, thus permission to participate were sought before interviewing or administering the questionnaire to the selected stakeholders'.

**Table 3.2 operationalization of the study variables**

<b>Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>Measurement of scale</b>	<b>Tools of analysis</b>	<b>Types of tools</b>
To investigate the influence of decision making among stakeholders on successful completion of school project.	<b>Dependent variables:</b> Completion of secondary schools infrastructural project  <b>Independent variables:</b> BOM members, Sponsor, Parents and government officials	<b>BOM members:</b> financial accountability and strategic plan  <b>Sponsor:</b> church contribution  <b>Parents:</b> Times the parents attend school development project and fee payment  <b>Government officials:</b> government school funded project and directive by DEB on approval of school project.	<b>Interval Ratio</b>	Measure of central tendency	Descriptive statistics  Mean and percentage
To investigate the influence	<b>Dependent variables:</b>	<b>BOM members.</b>	<b>Interval</b>		Descriptive

of resource mobilization among stakeholders on successful completion of school project.	Completion of secondary schools infrastructural project.  <b>Independent variable:</b>  BOM members, sponsor, parents and government officials	level of stakeholders participation financial accountability  <b>Sponsor:</b> church perception on their involvement on school project  <b>Parents:</b> fee payment and times the parent attend school for development project  <b>Government official:</b> officials attend school to supervise project	<b>Ratio</b>		statistic  Mean  Percentage
To investigate how management influence successful completion of	<b>Dependent variable:</b> completion of secondary schools infrastructural	<b>BOM members</b>  Financial accountability and auditing	<b>Interval Ratio</b>	Measure of central tendency	Descriptive statistics  Mean  Percentage

school infrastructural projects	project  <b>Independent variables</b>  <b>BOM</b> members, sponsor, parents and government official management skill.	<b>Sponsor:</b> Records of church financial grants  <b>Parents:</b> level of projects ownership  <b>Government official:</b> financial report and No of projects inspected by MOE officials			
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## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents data presentation, analysis and interpretation following research objectives. The purpose for this study was to investigate the influence of stakeholders' participation on completion of infrastructural projects in public secondary schools in Kitui-West District, Kitui County, Kenya.

The collected data were analyzed using both descriptive and inferential statistics where frequency distribution tables, Pearson Correlation, ANOVA, chi-square and multiple regressions were generated from coded data using Statistical package for social scientist (SPSS). This was followed by data interpretation.

#### **4.2 Questionnaire return rate.**

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

**Table 4 .2: Questionnaire's return rate**

<b>Response rate</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Returned	96	100
Not returned	0	0
<b>Total</b>	<b>96</b>	<b>100</b>

Table 4.1 shows that all (100%) of the questionnaires were returned by the principals under this study. The researcher seems to have made a good follow up of the distributed questionnaires which enabled him to get back all the questionnaires.

#### **4.3 Respondents' distribution by gender**

The researcher sought information concerning the gender distribution of the respondents to ascertain whether the study was gender sensitive. The results were presented in table 4.2.

**Table 4.2: Distribution of respondents by gender**

<b>Gender</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Female	24	25.0
Male	72	75.0
<b>Total</b>	<b>96</b>	<b>100</b>

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

#### **4.4 Age distribution of principals**

The researcher further sought to establish the age distribution of principals. This was to establish whether age was affecting academic performance in any way. The responses were presented in table 4.3.

**Table 4.3: Age distribution of principals**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 40	0	0.0
41 – 45	16	62.0
46 – 50	10	38.0
51 – 55	0	0.0
Above 55	0	0.0
<b>Total</b>	<b>26</b>	<b>100.0</b>

Table 4.3 revealed that majority (62%) the principals were 41 – 45 years of age while the minorities (38%) were 46 – 50 years of age. There were no principals below 40 years or above 50 years. However, the age of the principals might not influence the results.



#### 4.5 Principal's academic qualification

The researcher sought to establish the academic qualification of the principals. The responses were presented in table 4.4.

**Table 4.4: Principals academic qualification**

Category	Frequency	Percentage (%)
PhD	0	0.0
M.E.D	9	35.0
B.E.D	17	65.0
Dip. Education	0	0.0
<b>Total</b>	<b>26</b>	<b>100.0</b>

Table 4.4 revealed that majority (65%) of the principals had a bachelor of education as their highest academic qualification; a few (35%) had masters of education degree. It was however revealed no principal had a Diploma or PhD. However, the principal's academic qualification might not have any influence on results of the study.

#### 4.6 Decision making among stakeholders and completion of public secondary school infrastructural project.

The first objective for this study was to establish the extent to which decision making among stakeholders influence completion of public secondary school infrastructural project. To achieve this objective, the respondents were required to respond to the questions in their questionnaire relating to this objective. The responses were presented in table 4.5.

**Table 4.5 Presence of infrastructural projects in schools**

<b>Presence</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	26	100.0
No	0	0.0
<b>Total</b>	<b>26</b>	<b>100.0</b>

According to Table 4.5, all the principals (100%) agreed that there were infrastructural projects in their schools. These projects include construction, buying school furniture, school bus, and equipping among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM were to make decision about the procurement, commissioning, planning, monitoring and evaluation of the projects to be undertaken in the schools every year with the principal as the secretary. Further the researcher investigated the role of the BOM in decision making for the school projects. The responses were presented in Table 4.6.

**Table 4.6: The Major role of the BOM in decision making for the school projects**

<b>BOG role</b>	<b>Responses</b>	<b>Percentage (%)</b>
Procurement	0	<b>0.0</b>
Monitoring and evaluation	5	<b>20.0</b>
Commissioning	4	<b>15.0</b>
Planning	17	<b>65.0</b>
<b>Total</b>	<b>26</b>	<b>100.0</b>

According to Table 4.6, majority of the respondents (65%) stated that the major role for the BOM in decision making for the school project management was planning. Other roles included monitoring and evaluation (20%) and commissioning (15%). However none of the BOMs were doing procurement apart from the school principal in the capacity of a BOM member. To a larger extent the school principal were also playing the role of making decision on how to monitor and evaluate school projects on behalf of the BOM and PTA. The researcher further tested the hypothesis on decision making using both the correlation coefficient and the ANOVA. The hypotheses were:-

H<sub>0</sub>: There is no significant relationship between decision making and completion  
of infrastructural projects in public secondary school.

H<sub>0</sub>: There is significant relationship between decision making and completion  
of infrastructural projects in public secondary school

The researcher first calculated the Pearson's correlation coefficient, followed by ANOVA

and interpretation for both. The results were presented in Table 4.7 and 4.8.

**Table 4.7 Pearson's Correlation Coefficient showing the relationship between decision making and completion of school projects**

		Decision making	Completion infrastructural projects
<b>Decision making</b>	Pearson Correlation	1	0.79
	Sig. (2-tailed)		0.002
	N	96	96
<b>Completion infrastructural projects</b>	Pearson Correlation	0.79	1
	Sig. (2-tailed)	0.002	
	N	96	96

Table 4.7 shows that, there is a strong positive correlation ( $r = 0.79$ ) between decision making and completion of infrastructural project in public secondary school.

**Table 4.8: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Decision making	Between Groups	168.962	93	1.119	19.746	.02
	Within Groups	.170	3	.057		
	Total	169.132	96			

The p-values from both tables are less than 0.05. We therefore reject the hypothesis and conclude that there is significant relationship between decision making and completion of infrastructural project in public secondary school, meaning that the school management should involve secondary stakeholders in decision making.

#### **4.7 The extent to which resource mobilization and completion of public secondary school infrastructural projects.**

The second objective for this study was to establish the extent to which resource mobilization by the stakeholders' influence successful completion of public secondary school infrastructural projects. To achieve this objective, the respondents were required to respond to the questions in their questionnaire relating to the objective.

**Table 4.9: The major financiers of school projects**

<b>Financiers</b>	<b>Responses</b>	<b>Percentage (%)</b>
Parents	53	<b>55.1</b>
Government	28	<b>29.3</b>
Sponsors	3	<b>3.1</b>
Others	12	<b>12.5</b>
<b>Total</b>	<b>96</b>	<b>100.0</b>

Table 4.8 revealed that the major financiers for secondary school projects are the parents (55.1%). This was through payment of school fees and PTA levies. This was followed by the Government (29.3%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (3.1%), LATF, NGOs, and other well-wishers. Some of the parents indicated a bigger need for more involvement in the management of the school projects. Further the researcher investigated other methods of mobilizing school resources. The responses were presented in Table 4.9.

**Table 4.10: Resource mobilization methods**

<b>Number of students</b>	<b>Responses</b>	<b>Percentage (%)</b>
Fund raising	21	81
Donations	3	12
Others	2	7
<b>Total</b>	<b>26</b>	<b>100.0</b>

From table 4.9, there seem to be over reliance on fund raising among schools (81%) as an alternative source of school finances. This might be because they are not hard to organize and they usually bring quick finances. This strategy might not be providing enough finances for the school projects as they still seem to lack enough resources. Other sources of finances included FSE, CDF, and LATIF among others. The researcher further sought to know the relationship between resource mobilization by stakeholders and completion of infrastructural projects in public secondary school by testing the hypothesis given below using correlation coefficient and ANOVA. The results were presented in Table 4.10 and 4.11.

$H_0$ : There is no significant relationship between resource mobilization by stakeholders and completion of infrastructural projects in public secondary school.

$H_1$ : There is significant relationship between resource mobilization by stakeholders and completion of infrastructural project in public secondary school.

**Table 4.11: Correlation Coefficient showing the relationship between stakeholder's resource mobilization and completion of school projects**

		<b>Resource mobilization</b>	<b>Completion infrastructural projects</b>
<b>Resource mobilization</b>	Pearson Correlation	1	0.96
	Sig. (2-tailed)		0.001
	N	96	96
<b>Completion infrastructural</b>	Pearson Correlation	0.96	1
	Sig. (2-tailed)	0.001	
	N	96	96

According Table 4.10, there is a very strong positive relationship ( $r = 0.96$ ) between resource mobilization by stakeholders and completion of infrastructural projects in public secondary school.

**Table 4.12: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Resource mobilization	Between Groups	29.677	93	.197	20.1.	.000
	Within Groups	.000	3	.000		
	Total	29.677	96			

Table 4.11 shows that there is a significant relationship ( $p < 0.05$ ) between resource mobilization by stakeholders and completion of infrastructural projects in public secondary school. We do therefore reject the hypothesis at  $p = 0.000$ . The researcher concludes that the school management should involve secondary stakeholders in mobilizing resources to ensure completion of school project.

#### 4.7 Management among stakeholders' and completion of infrastructural projects

The third objective for this study was to investigate the to establish the extent to which management among stakeholders' influences completion of infrastructural projects in secondary schools.

**Table 4.13: Government official major role in school projects**

<b>Government role</b>	<b>Responses</b>	<b>Percentage (%)</b>
Financing	7	<b>29.0</b>
Monitoring and evaluation	4	<b>14.0</b>
Commissioning	2	<b>7.0</b>
Auditing	13	<b>50.0</b>
<b>Total</b>	<b>26</b>	<b>100.0</b>

Although the Government is financing (29.5%) secondary school projects, to some extent the major role seem to be auditing the school accounts (50%). This is to ensure the money given to schools is spent according to the Government guidelines. However, the Government officials were also monitoring and evaluating the projects (14%) so as to ensure that what is recorded in the books was the same thing which was physically observed.

The researcher further investigated the role played by the sponsor in management of infrastructural projects. The responses were presentment in Table 4.13.



**Table 4.14: Sponsors responses on their roles in schools**

<b>Role</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Total (5)</b>
Financing	3 (25%)	9 (75%)	<b>12(100%)</b>
Planning	8 (66.6%)	4 (33.3%)	<b>12(100%)</b>
Spiritual guidance	12(100%)	0 (0%)	<b>12 (100%)</b>

Table 4.14 shows that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However they were still involved in sponsoring some students (25%) and planning (66.6%) through the BOMs as members. The researcher further used Pearson's Correlation Coefficient and analysis of variance (ANOVA) to test the hypothesis below.

H<sub>0</sub>: There is no significant relationship between stakeholder's management and completion of infrastructural projects in public secondary school.

H<sub>1</sub>: There is significant relationship between stakeholder's management and completion of infrastructural project in public secondary school.

**Table 4.15: Pearson's Correlation Coefficient showing the relationship between stakeholder's management and completion of school projects**

		<b>Stakeholders management</b>	<b>Completion of infrastructural projects</b>
<b>Stakeholders management</b>	Pearson Correlation	1	0.56
	Sig. (2-tailed)		0.000
	N	96	96
<b>Completion of infrastructural projects</b>	Pearson Correlation	0.56	1
	Sig. (2-tailed)	0.000	
	N	96	96

Table 4.14 shows that there is a strong positive correlation ( $r = +0.56$ ) between stakeholder's management and completion of infrastructural projects in public secondary school. However, this correlation is not very strong compared to decision making and resource mobilization.

**Table 4.16: ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Management	Between Groups	715988.843	93	4741.648	3.191	.01
	Within Groups	4457.791	3	1485.930		
	Total	720446.634	154			

According to Table 4.15, there is a significant relationship between stakeholder's management and completion of infrastructural projects in public secondary school ( $p < 0.05$ ). We do therefore reject the null hypothesis since the p-value is 0.01. The researcher concludes that the school management should involve secondary stakeholders in management of school

in terms of financing, monitoring and evaluation, commissioning and auditing to ensure completion of school project.

Further the researcher tested the association between the independent and dependent variables using Chi-square. The results were presented in Table 4.17.

**Table 4.17:Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.694 <sup>a</sup>	95	.000
Likelihood Ratio	58.703	95	.000
N of Valid Cases	96		

There is a significant association between the dependent variables and independent variables since p- value is 0.000 which is less than 0.05. This supports the earlier claim under the ANOVA Tables. Finally, the researcher performed a multiple regression on the variables. The results were presented in Table 4.11, supports the earlier claim that there is a significant relationship between the independent and dependent variables.

**Table 4.18: Multiple Regression model coefficients<sup>a</sup>**

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	-7.307	7.510		-.973	.032
Decision making	.098	.076	.106	1.290	.02
Resource mobilization	.225	.075	.252	3.008	.01
Management	.127	.075	.140	1.687	.000

a. Dependent Variable: completion of public secondary school infrastructural project.

The actualized Model:

Completion of public secondary school infrastructural project =  $-7.307 + .098(\text{Decision making}) + 0.225 (\text{resource mobilization}) + 0.127 (\text{Management})$ . It can be noted that dependent variables are significant at 0.05% significant level ( $p=0.02$ ,  $p= 0.01$  and  $p=0.000$ ) respectively). Stakeholder's decision making contributes very little on completion of public secondary school infrastructural projects while resource mobilization contributes (22.5%).

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

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

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

The first objective for this study was to establish the extent to which decision making among stakeholders influence completion of public secondary school infrastructural project. It was established that the principals (100%) agreed that there were infrastructural projects in their schools. The principal makes decision concerning the school projects. These projects were construction, buying school furniture, school bus, and equipping among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to make a decision concerning the projects to be undertaken in the schools every year with the principal as the secretary.

Majority of the respondents (65%) stated that the major role for the BOM in school project management was planning. Other roles included, monitoring and evaluation (20%) and commissioning (15%). However, none of the BOMs were doing procurement apart from the school principal in the capacity of school head and not as a BOM member. Also there is a strong positive correlation ( $r = 0.79$ ) between decision making and completion of public secondary school infrastructural project.

The second objective for this study was to establish the extent to which resource mobilization by the stakeholders influence the completion of public secondary school infrastructural projects. It was established that the major financiers for secondary school projects are the parents (55.1%). This was through payment of school fees and PTA levies. This was followed by the Government (29.3%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (4%), LATF, NGOs, and other well-wishers. Some of the parents indicated a bigger need for more involvement in financing school projects. Also there is a strong positive correlation ( $r = 0.96$ ) between resource mobilization and completion of infrastructural project in public secondary school.

The third objective for this study was to establish the extent to which management among stakeholders influence completion of infrastructural projects in secondary schools. The managerial functions involve monitoring and evaluation, auditing and financing of projects. It was established that although the Government is financing (29%) secondary school projects to some extent, the major role seem to be auditing the school accounts (50%). This is to ensure the money given to schools is spent according to the Government guidelines. However, the Government officials were also monitoring and evaluating the projects (14%) so as to ensure that what is recorded in the books was the same thing which was physically observed. Also there is a strong positive correlation ( $r = 0.56$ ) between management and completion of public secondary school infrastructural project.

It is established that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However, they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. On the

other hand it was established that all the p-values were all less than 0.05, hence there is significant relationship between stakeholders' participation and completion of infrastructural project in public secondary school.

### **5.3 Discussion of the findings**

The purpose for this study was to investigate the influence of stakeholders' participation on completion of infrastructural projects in public secondary schools in Kitui-West District, Kitui County, Kenya. The study sought to establish the extent to which decision making among stakeholders influence successful completion of public secondary school infrastructural project, to establish the extent to which resource mobilization by the stakeholders' influence completion of public secondary school infrastructural projects, to establish the extent to which management among stakeholders' influences completion of infrastructural projects in secondary schools in Kitui west district. The study established that the BOM members were the managers for all infrastructural projects in their schools. The project includes construction, buying school furniture, school bus, and equipping laboratories among others. The role of the BOM was to make decision concerning planning, monitoring and evaluation and commissioning of school infrastructural project. The findings seem to concur with those of (Dunne 2007) who argued that, decisions that are made at local level are arguably more responsive to specific issues related to school project. An important achievement has been observed in South Africa in this regard; since school-based governance is often integrated with participatory decision-making (Naidoo 2005). The principal should attempt to impose traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Tondeur (2008) further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other partners in making decision, mobilizing of resources and management of schools

projects. He notes that working with a group is not always easy, but through team work and change of approach should be part of the leaders' consideration.

Majority of the respondents (65%) stated that the major role for the BOM involves making decisions concerning planning. Other roles include making decision concerning monitoring and evaluation (20%) and commissioning (15%) of school project. In the literature review, Mulwa (2004) argues that the BOM also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school principal. The BOM also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school.

The second objective for this study was to establish the role of resource mobilization by the stakeholders in the completion of public secondary school infrastructural projects. It was established that the major financiers for secondary school projects are the parents (55.1 %). This was through payment of school fees and PTA levies. This was followed by the Government (29.3%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (3.1%), NGOs, LATF, and other well wishers. Some of the parents indicated a bigger need for more involvement in financing school projects. In literature, KPGM (2008) stated that, many world countries indicated a strong community involvement as well as commitment in school affairs. In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labor to subsidize. The parents are an important



source of financial and material support essential for development of schools (MOE, 1997). This is noted because of the cost-sharing plan in offering education services. ROK (1988), recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school.

The third objective for this study was to investigate the role of management in the completion of public secondary school infrastructural projects. It was established that although the Government is financing (29%) secondary school projects to some extent, the major role seem to be auditing the school accounts (50%). This is to ensure the money given to schools is spent according to the Government guidelines. However the Government officials were also monitoring and evaluating the projects (14%) so as to ensure that what is recorded in the books was the same thing which was physically observed. In literature, the core functions of the government through the Ministry of Education include; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources.

Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for her reason to monitor, supervise and audit school development plans and their implementation (Jackson, 2005). The findings seems to concur with those of according to a research done by Ngunchu (2005), there is always initial involvement of the Government in school project development planning but their role during the implementation, monitoring and continuous improvement process; they become passive players in their participation towards their funded projects.

It was also established that the major (100%) role for the sponsors was spiritual guidance through the christian unions and the young christian societies. However they were still

involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. In literature, Eshwani (1990) notes that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He urges that the missionaries played a big role in the establishment of educational institutions. The education act therefore, provides a provision for sponsor's participation in the management the institutions and its operations.

According to Jackson (2005) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. Their main role in the management of school institutions is to maintain their religious tradition through representation in the management committees and board of management. The Ominde report (1964), says that it is the ministry's policy to transfer the responsibility of management of secondary school to board of governors. The device of the board of management gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

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

### **5.3 Conclusions of the study**

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

This study also concludes that the major financiers for secondary school projects are the parents. This was through payment of school fees and PTA levies. This was followed by the government; The government was financing school projects through free secondary education and bursary funds for the needy students. Other financiers for the school projects included the Sponsors, NGOs, LATF, and other well wishers. Some of the parents indicated a bigger need for more involvement in financing school projects. It was established that although the government is financing secondary school projects, the major role seem to be auditing the school accounts. This is to ensure that the money given to schools is spent according to the government guidelines. However the government officials were also monitoring and evaluating the projects so as to ensure that what is recorded in the books was the same thing which was physically observed. In literature, the core functions of the government through the Ministry of Education include; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for his reason to monitor, supervise and audit school development plans and their

implementation. It was also established that the major (100%) role for the sponsors was spiritual guidance through the christian unions and the young christian societies. However they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members.

### **5.3 Recommendations from the study**

Based on the findings from this study, the researcher recommends that the ministry of education should continuously in-service the school principals and BOM on school management which involves completion of school infrastructure. This would empower them to be good managers of the finance and school projects geared towards completing the school infrastructures.

Concerning the role of parents, the school management should involve the parents in planning for school projects so that they will own the decision and therefore be able to give the needed support. Concerning the Government involvement in school projects, the Government should increase their financial allocations to secondary schools so that the schools can have enough money to finance their planned projects. Concerning the religious sponsors of secondary schools, the researcher recommends that they should increase their financial support to schools rather than just propagating their faith in schools. They should also work in conjunction with other religious groups since there is freedom of worship in the country.

### **5.4 Suggestions for further research**

This study investigated the influence of stakeholders' participation on successful completion of infrastructural projects in public secondary schools in Kitui west District. Further a study can be done on factors influencing the principals' resource mobilization to finance secondary

school facilities. Further study can also be done on the effect of school infrastructure on the performance of students in Kenya certificate of secondary education and on impact of District quality and assurance officer's visits on completion of school infrastructural projects.

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## **APPENDICES**

### **APPENDIX 1: Transmittal letter**

Onesmus Mwanzia

P.O BOX 43-90205

Kitui,

4<sup>th</sup> April 2013.

Dear respondent,

RE: DATA COLLECTION

I am a student at the University of Nairobi. I am currently doing a research study to fulfill the requirement of the Award of master of project planning and management on INFLUENCE OF STAKEHOLDERS PARTICIPATION ON COMPLETION OF PUBLIC SECONDARY SCHOOL INFRASTRUCTURAL PROJECTS.

You have been chosen to participate in this study and I would greatly appreciate if you assist me by responding to the entire questions in the attached questionnaire as completely, honestly and correctly as possible.

Thank you in advance.

Yours faithfully,

Onesmus Mwanzia

Researcher.

## **APPENDIX II: QUESTIONNAIRE FOR SCHOOL PRINCIPALS/ BOM.**

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

### **Section 1: Bio data of the respondent.**

1. Please indicate your gender

(a) Male ( ) (b) Female ( )

2. What is your highest qualification?

(a) Dip ED ( ) (b) B.ED ( ) (c) B.A/B.SC with PGDE ( ) (d) M.ED ( )

Others Specify

3. How many years have you been a head teachers?

i. Below 2 years ( ) ii. Between 2-6 years ( ) iii. Above 6 years ( )

4. What is your age bracket in years?

(a) Less than 35 ( ) (b) 36-45 ( ) (c) 46-55 ( ) (d) more than 60 ( )

5. Do you carry out any school infrastructural projects?

Yes ( ) No ( )

6. How frequently do you attend school function concerning: Harambee system and Local community services for resources mobilization

(a) Yearly ( ) (b) once in three years ( ) (c) Other specifies.

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

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

8. What are some of the financiers of the project in the school project you have undertaken?

(a) Religious sponsor ( )      (b) Parents ( )      (c) Ministry of Education ( )

(f) Others

specify.....

9. Who are the main decision makers of your school concerning school infrastructural projects?

(a) Religious Sponsors ( )    (b) Parents ( )    (c) Government ( )    (d) Board of management

10. What is the major budget you have handled for school infrastructural project?

(a) Below 600,000 ( )      (b) 600,000-1 million ( )

(c) 1 Million-3 Million ( )      (d) Above 5 M ( )



11. Please indicate the extent to which you agree or disagree with each of the following statements. Tick a number from 1 to 5 that best represents your level of agreement with the statement.

STATEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe board of management participates in school project.	1	2	3	4	5
I think parents mobilize resources fully in school project.	1	2	3	4	5
I think government participates in decision making concerning school infrastructural project.	1	2	3	4	5
I believe the religious sponsor participate in management of school infrastructural project	1	2	3	4	5

12. How does your management skills facilitate school infrastructural project.

i. Monitoring and evaluation of project. ( )

ii. Implementation of project. ( )

iii. Planning of project. ( )

14. What are the methods used in your school to mobilize resources

i. Harambee system. ( )

ii. Local community services for resources mobilization. ( )

15. Does your management influence the implementation of infrastructural projects?

Yes ( ) No ( )

16. How does the government contribute towards infrastructural projects in your school?

(a) Management Yes ( ) No ( )

(f) Decision making Yes ( ) No ( )

(g) Mobilizing resources Yes ( ) No ( )

17. Does the B.O.M participate in mobilizing resources of the school infrastructural project?

Yes ( ) No ( )

18. What are some of the resources you mobilized?

(a) Funds Yes ( ) No ( )

(b) Technical assistance Yes ( ) No ( )

(c) Planning Yes ( ) No ( )

(d) Building materials Yes ( ) No ( )

10. The major role of the BOM in the decision making for the school projects.

(i) Procurement ( ) (ii) Monitoring and evaluation ( ) (iii) Commissioning ( )

(iv) Auditing ( )

19. If they do, specify some of their levels of participation, e.g. in financing, planning and procurement.....

20. Please provide any other information that can assist in this study

.....

.....

### APPENDIX III: QUESTIONNAIRE FOR PARENTS

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

1. What is your gender?

(a) Male ( ) (b) Female ( )

2. What is your age?

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

3. What is your highest academic qualification?

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

(e) Other specifies?

4. For how long you have been parents in the stated secondary school? .....

.....

5. How frequently do you attend school function concerning, Harambee system and Local community services for resources mobilization

(a) Yearly ( ) (b) once in three years ( ) (c) Other specifies.

.....

6. How does your management skills facilitate school infrastructural project.

i. Monitoring and evaluation of project. ( )

ii. Implementation of project. ( )

iii. Planning of project. ( )

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

(a).....

(b).....

(c).....

8. The frequent decision you made in school project are concerning what?

i. School infrastructural project. ( )

ii. School academic matters. ( )

9. What are some of the resources you mobilized?

(a) Fund raising Yes ( ) No ( )

(b) Technical assistance Yes ( ) No ( )

(c) Planning Yes ( ) No ( )

(d) Building materials Yes ( ) No ( )

10. The major role of the BOM in the decision making for the school projects.

(i) Procurement ( ) (ii) Monitoring and evaluation ( ) (iii) Commissioning ( )

(iv) Auditing ( )

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

i. Planning Yes ( ) No ( )

ii. Resource mobilization                      Yes ( )                      No ( )

iii. Decision making Yes ( ) No ( )

iv. School management Yes ( ) No ( )

v. Evaluation Yes ( ) No ( )

vi. Auditing Yes ( ) No ( )

12. Are you fulfilled in the way the school management involves the parents' in participating in school projects up to completion?

Yes ( )                      No ( )

13. Give reason for your answer above

.....

14. The major role of the parents in the decision making for the school projects.

(i) Procurement ( ) (ii) Monitoring and evaluation ( ) (iii) Commissioning ( )

(iv) Auditing ( )

15. As a parent give a broad view of how you would like school infrastructural projects to be conducted?

.....

.....

#### **APPENDIX IV: INTERVIEW GUIDE FOR THE SPONSOR**

I am a master's student conducting a research on the influence of stakeholders' participation on completion of secondary school infrastructural projects. Please help me in gathering the required information as asked in the guide.

1. Gender

Male ( )                      Female ( )

2. What is your highest level of academic qualification?

(a) Below KCSE ( )                      (b) Diploma ( )

(c) Degree ( )                      (d) Masters ( )                      (e) PhD ( )

3. For what duration of time have you been the sponsor of the stated secondary school?

(a) One year ( )                      (b) Two years ( )                      (c) Three years ( )

4. Do you participate in decision making toward the school infrastructural projects?

Yes ( )                      No ( )

5. If yes, do you make decision on schools projects?

Yes ( )                      No ( )

6. The frequent decision you made in school project are concerning what?

i. School infrastructural project. ( )

ii. School academic matters. ( )

7. Give some of the school infrastructural projects you contributed in terms of decision making;

(a).....

(b).....

8. What are some of the resources you mobilized?

(a) Funds                                      Yes ( )      No ( )

(b) Technical assistance      Yes ( )      No ( )

(c) Planning                                      Yes ( )      No ( )

(d) Building materials              Yes ( )      No ( )

9. How does your management skills facilitate school infrastructural project.

i. Monitoring and evaluation of project. ( )

ii. Implementation of project.                      ( )

iii. Planning of project.                                      ( )

7. The major role of the sponsor in the decision making for the school projects.

(i) Procurement ( ) (ii) Monitoring and evaluation ( ) (iii) Commissioning ( )

(iv) Auditing ( )

8. The role played by the sponsor in management of school infrastructural project.

(i) Financing ( ) (ii) Planning ( ) (iii) Spiritual guidance ( )



## APPENDIX V: QUESTIONNAIRE FOR MINISTRY OF EDUCATION OFFICIALS

I am a master's student from University of Nairobi researching on the influence of stakeholders' participation on completion of secondary school infrastructural projects. Please help in giving the required information for the purpose of my study.

1. Please indicate your gender

Male ( )                  Female ( )

2. What is your academic qualification?

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

(d) Masters ( )                  (e) PhD ( )

3. How many secondary schools are in this District?

4. What are some of the school infrastructural projects currently being undertaken in the district?

.....  
.....

5. Do you partake in school infrastructural projects?

Yes ( )                  No ( )

If yes, to what extend do you partake in the following stages?

To what extent do you participate?	Very Large extent	Large extent	Some extent	Little extent	No extent
Decision making					
Planning					
Resource mobilization					
Management					
Implementation					
Monitoring					
Evaluation					
Commissioning of project					

6. Are at all times satisfied with the participation of various stakeholders' in the undertaking school infrastructural?

Yes ( )      No ( )

Give reason for your answer above:

.....

.....

7. What are some of the resources mobilization method you use?

i. Harambee system ( )

ii. Local community services for resources mobilization ( )

8. How does your management skills facilitate school infrastructural project.

i. Monitoring and evaluation of project

ii. Implementation of project

iii. Planning of project

9. What are some of the resources you mobilized?

(a) Funds Yes ( ) No ( )

(b) Technical assistance Yes ( ) No ( )

(c) Planning Yes ( ) No ( )

(d) Building materials Yes ( ) No ( )

10. The frequent decision you made in school project are concerning what?

i. School infrastructural project. ( )

ii. School academic matters. ( )

11. Do you believe that the school management in your district has managed funds as well as resources as per the ministry of education requirement?

Yes ( ) No ( )

Give reason for your answer above

.....

.....

12. Do all the school projects that you carry out beat timeline, are of the desired quality and right?

Yes ( )                      No ( )

Give reason for your reason above

.....

.....

13. The major role of the government in the decision making for the school projects.

(i) Procurement ( ) (ii) Monitoring and evaluation ( ) (iii) Commissioning ( )

(iv) Auditing ( )

14. The major role played by the government officials in management of school infrastructural project. (i) Financing ( ) (ii) Monitoring and evaluation ( ) (iii) Commissioning ( ) (iv) Auditing ( )

15. Provide any other information that may assist this study.

.....

.....

