FACTORS INFLUENCING IMPLEMENTATION OF ECONOMIC STIMULUS PROGRAMMES IN PRIMARY SCHOOLS: A CASE OF BUNGOMA COUNTY.

BY

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A RESEARCH PRJOECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITYOF NAIROBI.

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DECLARATION

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

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

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DEDICATION

I dedicate this work to my dear wife and children. These people are a great pillar I lean on every day for support and encouragement.

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There is always that one person on the journey, without whom, all of this would not seem possible for me, I wish to express my eternal gratitude to Copy typist Miss. Emily M. Kundu for her dedication; her position stand tall for careful typing, editing, formatting and printing all my assignments during study. God bless the work of everybody who had a hand during my study period.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	:	Board of Governors
CDF	:	Community Development Fund
EFA	:	Education for All
ESAC	:	Economic Stimulus Activities Account
ESP	:	Economic Stimulus Programme
MOE	:	Ministry of Education
SIC	:	School Infrastructure Committee
SIDP	:	School Infrastructure Development Plan
SMC	:	School Management Committee

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ABSTRACT

Economic Stimulus Programme focuses on sectors that generate maximum benefit , restore confidence of Kenyans and assist the business community to weather the storm, while also protecting the livelihood of the poor and creating employment for the youths. It's intended to cover all parts of the Bungoma County as a bold step to address the existing imbalances in regional Development. It's anchored within the principles of the government's blueprint "vision 2030" and recognition of global concerns or environmental sustainability. This study aimed at investigating how the factors influence the implementation of Economic stimulus programme on infrastructure development in primary schools. The objectives aims at:- To investigate disbursement as one of the factors that has influence on development on infrastructure in public primary schools in Bungoma County to determine the selection criteria of primary schools for infrastructure upgrading in primary schools in Bungoma County and, to examine the extend to which the monitoring influence the implementation of economic stimulus programme in public primary schools in Bungoma County. The target population was twelve model schools from the study area. In each school, there was a school management committee with fourteen members and sic committee with seven members. Each committee was headed by the chairman, secretary. Therefore the study population was 252 respondents. Data was collected using questionnaires, interviews, observation and document review , it was analyzed using descriptive statistics and presented using charts and figures and tables. It's hoped that the study results will add to scarce literature on management of the economic stimulus programmes and aid other researchers in the same field of study to further their research. From the study findings, From the study findings, it's found that the selection criteria is based on the selection policy guidelines , the findings also show that majority of the respondents were not satisfied by the selection criteria, it was found that there was good co-operation between the monitoring committee with the other two committee the SIC and SMC. And lastly it was also deduced that majority of ESP project are of poor standards. The study sought to determine the factors influencing the implementation of ESP funds in primary school, from the study findings; it was found out that the disbursement is on yearly basis. I it was found out that the disbursement is on yearly basis, It was also deduced that ESP disbursement funds was inadequate for project completion, the findings also indicate that ESP lacked adequate support from other stakeholders in the county, From the study findings, it's found that the selection criteria is based on the selection policy guidelines, the findings also shows that majority of the respondents were not satisfied by the selection criteria, It was found that there was good co-operation between the monitoring committee with the other two committee the SIC and SMC. And lastly it was also deduced that majority of ESP projects are of poor standards.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Infrastructure is fundamental to both economic development and plays a crucial role in determining the quality of life of individuals and societies. In almost all parts of the world the need for new infrastructure assets or then need to modernize obsolescent assets are stark. However, we live in a world where economic and demographic growth, coupled with severe under investment in infrastructure, has created an infrastructure deficit that some estimate would require an annual investment of over US$ 2 trillion each year over the next 20 years. Fiscal stimuli programmes around the world structured in response to the financial and economic crisis of 2008-2009 provide an unprecedented opportunity to address this infrastructure deficit. The World Economic Forum launched the Positive Infrastructure Initiative as a result of a clear mandate given to it by the CEOs of the Engineering & Construction, Metals & Mining, and Aviation, Travel & Tourism Partner companies to facilitate a dialogue between businesses, policy-makers and civil society to ensure that the massive fiscal spending on infrastructure not only generates the employment to restart the global economy but also creates infrastructure assets that foster long-term economic competitiveness, and are environmentally and socially sustainable.

The corporate champions of this project from its nascence to its completion were the CEOs of Alcoa, Arup Group Ltd, Halcrow Group Ltd, Hindustan Construction Company and Leighton Holdings, who have provided both sectoral and geographic diversity with their perspectives and vision for infrastructure development. The CEOs of these companies constituted the steering board of the project. The Forum, with the support and guidance of the project steering board, convened a core expert group drawn from industry, civil society and the academic community that helped craft a framework to provide the enabling environment for ensuring that infrastructure projects undertaken as part of stimulus programmes are economically, socially and environmentally sustainable. Workshops were then conducted in the four largest infrastructure markets in the world – Brazil, China, the US and India – to vet the framework and explore some of the key opportunities and issues with infrastructure spending in these markets, and the question of sustainability in these markets. The regional workshops also provided input to the development of the regional infrastructure chapters that serve to highlight specific opportunities, trends and challenges in infrastructure development in these regions.

Economic development organizations engage in a variety of programs and policies to stimulate job growth, facilitate business growth and expansion, attract new firms and industries, and improve the economic condition of local residents. Net jobs created in local economies increase overall employment rates, provide upward mobility for local employees, and increase per capital income for local residents. However, economic development projects can be controversial, especially when they benefit small groups of individual businesses. The public perception of economic development projects is important, particularly if they include public subsidies. The public has a right to know that public agencies are spending tax dollars appropriately, and with the public interest in mind. There is a fine line between public incentives for business development and handouts to private interests

The challenge to economic developer's sin achieving local economic growth through financial incentives is in creating and adhering to accurate and research supported methods to evaluate projects and the expected return on investment to the region. In recessionary periods with limited local resources, using appropriate evaluation methods becomes an even more important role for economic developers as they focus their efforts, programs, and policies towards outcomes that provide the highest rates of return with limited resources. Academic research is extensive in the economic development field on the value and appropriateness of incentive programs, methods to evaluate projects and economic growth expectations, and makes several recommendations for best practices in the economic development field. However, as is true with many disciplines, academic research does not always transfer to the economic development policies adopted by local practitioners.

Governments around the world are taking steps to stimulate national and regional economies and reverse the effects of the global economic crisis. Given the amount of money involved and the connectivity of the capital markets, the effectiveness of these economic stimulus programmes will determine the speed and strength of infrastructure development worldwide (Robert.B. 2009).The stimulus programmers vary by region economies. Some plans provide immediate cash or tax breaks for residents, others a cash injection for banks and or a long-term investment in the country's infrastructure. In Japan, Asia's largest economy has unveiled $ 16.5billion package to infrastructure development in schools, China as the world's fastest growing economy, and a major exporter and importer, has gained a great deal of attention with it's massive $585 billion stimulus scheme aimed at developing the country's infrastructure, the government's plan focuses on a mix of infrastructure, roads, railway,

airports, the power grid and infrastructure in public learning institutions with early signs indicating that the efforts are taking hold (The people's Bank of China 2011).

However in Europe, Efforts by Hungary and other Eastern Countries to get Western European nations to agree to an additional Europe-wide stimulus package, Latria, Lithuania, and Estonia out of their sharp economic slides have failed. According to James D. (2011), United States $787 billion stimulus package passed by the U.S. Congress in February is by far the world's largest government stimulus plan. African Countries need a stimulus package to mitigate the contagion of these internationally originated problems.

Economic Stimulus Plan provided $16.2 billion over four years for the Building the Education Revolution program, which funded the building and rebuilding of primary and secondary school infrastructure and maintenance in Australia's schools, including combined schools and special schools. Funding was also provided to build 537 new science and/or language learning facilities in secondary schools. Funding of $14.1 billion was allocated over three rounds to more than 10,000 projects at primary schools in every state and territory under the Primary Schools for the 21st Century program to undertake construction of large scale infrastructure works including libraries, multi-purpose halls and new classrooms.(www.economicstimulusplan.gov.au/)
South Africa is the only country on the continent with GDP that matches those of Asia and Latin America economies. (Robert. B.2009). Already Kenya has embarked on citing back on non-essential expenditures and overseas travels by government officials, while in Tanzanian the government is under pressure to reduce the president and minister's travels to improve on their economic stimulus packages.

According to the London based Overseas Development Institute and the National Institute of Economic and social Research (2011),it asserts that the road to African recovery depends on the size and focus of their economic stimulus programs and their implementation, if the stimulus is spent to cushion infrastructures in education sub sector it will have long term positive impact on growth as it will help smooth income losses.

Unfortunately, according to Njinkeu (2008) African countries cannot internally mobilize the necessary resources. Various proposals have been floated recently, by the World Bank to devote 0.7 percent of the stimulus of developed countries to "vulnerability Fund for Africa." This could fund projects that would help mitigate the consequences of the crisis, including

investment in learning institutions, technological upgrading and infrastructures that can provide the foundation for future growth.

In Kenya the Economic Stimulus Programme (ESP) 2009 was drawn up through the concerted efforts of various individuals and teams, with the key issue of boosting the country's economic recovery and return the economy back to the envisioned medium term growth path (Joseph K.2010). However, despite the variety and scope of the stimulus packages, more need to be done, there's a need for expansion of the global stimulus effort, there has not anywhere near as aggressive an approach taken in most other countries as there has been in the United States (James D. 2011). Kenya's economy has also demonstrated fraying points that acquire urgent, targeted attention if the current trend is to be reversed and conditions for take off reestablished.

The focus of the education sector programs is to improve the quality of education for all Kenyans. The Education sector program is implemented through the Ministry of Education framework. The ESP funds may be used for the construction of new school buildings or upgrading of existing facilities. Funds are disbursed from the Ministry of Education to target schools, which shall open a dedicated account for the ESP activities. Selection of projects is made by the Constituency Development Fund (CDF) Committee. Selection criteria for school projects include; Proof of ownership as public land (title deed/allotment letter), Strong community support, and High demand for schooling, Reliable water and electricity source. Primary schools Projects are managed by a School Management Committee which is responsible for making payments once the work is done. The committee should prepare School Infrastructure Development Plan (SIDP) in conjunction with the community, and make community level procurement. (Institute for Social Accountability, 2010)

Monitoring of projects is done by the District Infrastructure Coordination Teams(DICT) comprising departmental heads including Public Works Officer, Public Health Officer, National Environment Management Authority, School Auditor, Education Officer, District Accountant, Quality Assurance and Standards Officer. This committee also provides the completion certificates up on project completion Education can be perceived as an investment in human skills.(ibid)

1.2 Statement of the Problem Case of Bungoma County

Investment in education fosters economic growth, enhances productivity, contributes to national and social development, and reduces social inequality. Findings show that as the education level of population increases, so do its chances of living a healthy positive life. Doubts emerge over whether there is adequate planning before the Economic Stimulus Programme (ESP) was launched by the Finance minister Uhuru Kenyatta (The link 2010).

Country wide survey by the link shows that very little has been done in terms of implementation of the programme which was supposed to last just six months. The Link now wonder if the constituencies have adequate capacity and skills to effectively and efficiently manage the project under ESP among others.(ibid)

Respondents in a survey titled Harmonization of Decentralized development in Kenya, towards alignment, citizen engagement and accountability, also indicate the need to enhance transparency and accountability in the administration of the funds. Therefore, contrary to the high expectations about the constituency economic stimulus programme, complaints abound about its effectiveness.

Onyango and Njue (2011) observed that the fund is not serving its purpose. They posed that, since the programme fund is under the direct control of members of parliament, it has been transformed in to a political instrument, thus compromising its effectiveness in the following ways: one, parliamentarians give bursaries to friends political supporters, and they give priority to schools near their homes.

A study carried out by Kippra (2011), on the selection criteria's model schools also reveals that only 15.7% of respondents expressed high levels of proper selection criteria's, however 72.5% have distrust in the way the schools were selected. He also observes that the procedure of sending money from the central government to the constituencies then to school takes long. This issues rose prompted the need for an empirical study into challenges facing implementation of the economic stimulus programme on infrastructure development in primary schools in Bungoma County.

1.3 Purpose of the Study

The Purpose of the Study was to investigate factors influencing implementation of economic stimulus programmes in primary schools in Bungoma County.

1.4 Objectives of the Study

The following study objectives guided the research;

i. To investigate the extent to which the disbursement of ESP funds, influence infrastructure development in public primary schools in Bungoma County.

ii. To establish the extent to which the selection criteria influence the implementation of ESP on infrastructure development in public primary school in Bungoma County.

iii. To examine the extent to which the monitoring influence the implementation of ESP in public primary schools in Bungoma County.

1.5 Research Questions

i. To what extend does the disbursement of funds influence infrastructure development in public primary schools in Bungoma County?

ii. To what extend does the selection criteria influence the implementation of economic stimulus programs on infrastructure development in public primary schools in Bungoma County?

iii. To what extend does the monitoring influence the implementation of economic stimulus programs on infrastructure development in public schools in Bungoma County?

1.6 Significance of the study.

It's hoped that the study findings may contribute valuable knowledge to the field (ESP) in general as it's the only study that has focused on factors influencing implementation of infrastructure development in primary schools. The study also anticipated producing hitherto unavailable knowledge on ESP and it's hoped that the knowledge has formed a useful material for reference to other researchers and other readers in general.

Infrastructure	Physical facilities in a learning institution, they include classrooms, departmental offices, laboratories computers, playgrounds etc.
Public primary School	learning teaching institution owned by the Government.
Selection	Identification of something among others for intended purpose.

1.7 Delimitation of the study.

The study covered Bungoma County which currently has eight districts. The researcher was familiar with the County which provided an opportunity for an in-depth study that was conducted. The study focused on the factors influencing implementation of economic stimulus programs on infrastructure development in primary schools. The study was conducted in twelve Public primary schools selected purposively from the six constituencies in Bungoma County.

1.8 Limitation of the study

The following were limitations of the study:

(i) Unwillingness from some of the respondents viewing the study with a lot of suspicion. However this was over come when the research sought written consent from the respondents as per the ethical considerations as outlined by the National Council of Science and Technology.

(ii) Lack of adequate finance and time to complete the study. This limitation was dealt with the researcher strictly working in line with the budget and the time frame.

(iii) Wider area of the study. This was clearly narrowed down as per the delimitation of the study.

(iv) Impassable roads due bad weather. This was overcome by administering the questionnaires during the dry season.

1.9 Assumption of the study

The study was guided by the following assumptions:-

Projects stalled as funds were not disbursed promptly, Poor selection criteria left out the targeted schools and Lack of monitoring compromised the quality of the projects.

1.10 Definition of significant terms.

Economic stimulus program A short term, high intensity, and high impact program aimed at jump starting the economy towards long term growth and development.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature that describes the factors influencing the implementation of ESP on infrastructure development in primary schools. The body of literature available for review encompasses the background of the factors influencing the implementation of economic stimulus projects on infrastructure in primary schools, theoretical frame work and conceptual frame work. Therefore, this review of the literature focuses on, how disbursement of funds, selection criteria ,and monitoring affect the implementation of economic stimulus projects.

2.2 The influence of disbursement of ESP funds on the implementation of ESP funds in public primary schools.

This project aims at upgrading the infrastructure and quality of education in order to give our children a better foundation consistent with the requirements of the modern labour market and building a knowledge economy. To achieve the role of the implementing agencies is to upgrade/ construct two schools per constituency and equip them with water harvesting and underground water storage facilities at an estimated cost kshs.7 million per constituency (Kenya Budget 2010). It's geared towards upgrading one high school per constituency into a centre of excellence at as estimated cost of Kshs.30 million per constituency, recruit additional 50 primary teachers per constituency on contract at an estimated costs of Kshs. 6 million per constituency and recruit 10 secondary school teachers on contract terms at an estimated cost of kshs.2 million per constituency (Ministry of Education2010)

Treasury has released over Kshs21 billion phase one Economic Stimulus Programme (ESP) funds to implementing ministries, according to a status report. The report says a total of Kshs21, 275,765,000 was disbursed by the end of the 2010 Financial Year in June to implementing ministries to complete ESP projects countrywide. It says some of the disbursed funds had not been utilized by the end of the June and there were re-voted in the current Financial Year.

The Treasury, says the report, has provided a total of Kshs.6, 047,929,842 towards completion of the ESP projects.considering that some funds had not been utilized by the end of the Financial Year 2009/10. This was to ensure that all projects are completed earlier as scheduled.

At the Jomtien world conference of Education for All (EFA) in 1990, most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education. Following this declaration enrolment expansion at the primary school levels throughout the developing world increased. Unfortunately, the Jomtien conference paid little attention to the consequences of enrolment expansion at the primary school levels in relation to the resources needed. However, it was clear then that in many developing countries, secondary school participation rates could not grow rapidly without changes in the structure and the nature of funding (Lewin&Caillods, 2001).

In effort to enhance a proper education system in primary schools, the government of Kenya introduced the economic stimulus programme, with an aim to disburse funds from the ministry of education to special account directly into each target school's bank account dedicated for Economic Stimulus Activities Account (ESAC) (MoE 20009/10). The ministry of education is the lead implementing agency in collaboration with the School Management Committee (SMC) for primary schools and, the Board of Governors (BOG) for secondary schools. At the school level the projects are managed by the School Management Committee (SMC) and the School Infrastructure Committee (SIC). The SIC with the support of the school management committee and the community plan and prepare a school infrastructure development plan for the economic stimulus projects. The Sic committee will make community level procurement according to the procurement procedures and SMC will make payment once the work is done, (MOE, 2009/2010).

2.3The influence of selection criteria on the implementation of ESP funds in public primary schools

The fund is administered under the guidelines of the ministry of education. These guidelines specify the application procedures, evaluating criteria and allocation ceilings. In addition the ministry has for other guidelines on the selection criteria of the schools to be upgraded. (Joseph 2010). Under the initiative, two existing primary schools in each constituency will be identified for upgrading. One primary school from the urban and other from the rural set up, relative to the main town in the constituency. In order to reflect the broad representation within the constituency, the target schools will be made in to model primary schools. The district education board and the constituency development fund committees will identify urban and rural schools

in the constituency and rank them based on the following criteria, availability of sufficient land for expansion, proof of ownership as public land (title deed /allotment letter), easily accessible, high demand for schooling. Availability of power and water and strong support by the community for the urban primary school Criteria for selecting of the rural primary school is prove of ownership as public land, existence of temporary or semi permanent structures that require replacement. Severe shortage of classrooms characterized by enrolment exceeding 50 pupils in most of the classes, Severe shortage of furniture for pupils and teachers, acute shortage of drinking water supply, in sufficient hand washing facilities among others (Joseph 2010).

2.4 Influence of monitoring on the implementation of ESP funds in public primary schools

In its guidelines, the ministry of education will provide a national team comprising of officers from the ministry of education, the treasury and the public works to monitor a samples of implementing schools to authenticate district generated progress, transparency of the procurement process, quality of work, effectiveness and efficiency of expenditure and best practices that could be replicated in other constituencies. The school infrastructure committee will supervise the work on daily basis as the client under the existing infrastructure guidelines with technical support as required by the district committee team (MOE 2009/2010), a country's education infrastructure sits on top of the it's national growth, availability of adequate infrastructure will support the development of schools, the government cooperation is necessary for CDF to have any substantial impact and sustainability, government needs to adopt coherent national policy frame work, an effective infrastructure development not just within the education field but also encompassing other complimenting and enabling domains, which could ensure a child's overall development. Its policies must demonstrate political will and champion the integration of economic stimulus programmed in line with national development goal and framework.

2.5 Theoretical Framework

This study was guided by the theory of socialist economics of education, a theory that was propounded by a French writer and historian called Louis Blanc. The theory underscored the need to create an economy that redistributes income from the rich to the poor so that it creates equality of well-being (Selowsky, 1979). Therefore this study aims at investigating factors influencing implementation of the economic stimulus project on infrastructure development a case of the public primary schools in Bungoma County.

The socialist economist theory forms the base of the Lorenz curve, which is the geometric representation of the distribution of income among families in a given country, at a given time. {Baumoland Blinder,1979}.The Lorenz curve measures the cumulative percentage of families from the poorest to the richest on horizontal axis, while the cumulative percentage of income is put on the vertical axis as shown in figure 7.In the present study, the cumulative percentages was described in terms of quintiles. When quintiles are used the population is divided into five equal portions. The measures are then used to compare the relative share going to specific groups such as the top quintile and the bottom quintile as shown in table7.

According to table 2.1 a diagonal line represents perfect allotment of income. If there is any discrimination at all, the poorest 20% of the schools was less than 20% of all the income. Discrimination in allotment of income corresponds to points below the poverty line such as D.E.F and G. According to socialist economics of education theory, economic stimulus programme can help enhance equity in access to model school. Otherwise, if schools (primary) were left to support themselves without economic stimulus programme only those who can afford to pay school fees and other related costs enroll in model schools. Under such circumstances inequalities were perpetuated. In this study, if the recipients are identified impartially based on the set selection guidelines, the Lorenz curve did not show a lot of sagging, an implication of equity in stimulus progamme allocations.

However, in the event of partiality in the selection criteria, the sagging was distinct, implying the presence of inequalities in the allocation. Equitable allocation of the economic stimulus programme can help enhance access to education. The enhanced access in model schools on the other hand helps to redistribute income and to raise the income of the poor. As a consequence of these, an equitable society is created.

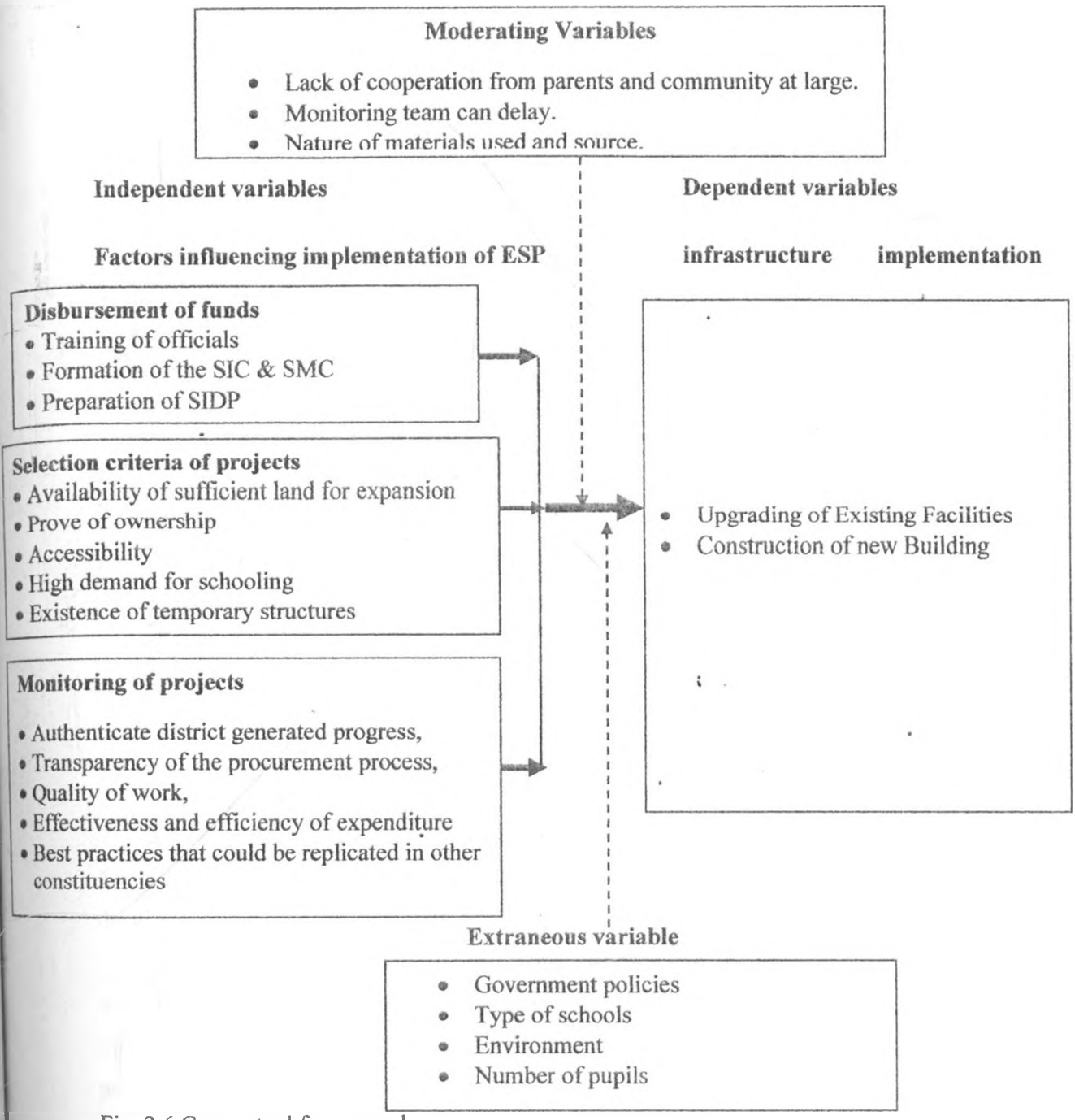
Table 2.1 income share table by quintiles

Population quintile	% family income	Cumulative % of family income
I	3.9	3.9
II	9.6	13.5
III	16	24.5
IV	24.1	53.6
V	46.4	100.6

Source: Baumol and Blinder (1979)

2.7 Conceptual Frame Work

The conceptual framework below sort to discuss the influence of ESP funds on the implementation of infrastructure in public primary schools. And it was guided by the objectives of the study. The various findings did assist the researcher on finding the desired results. `It was hypothesized that the independent variables directly influence the dependent variable on the implementation of the project. However, they intervening variables may accelerate or delay the project implementation. The figure below highlight and interprets the findings.



Fig, 2.6 Conceptual frame work;

. It is hypothesized that the independent variable ESP funds with its component disbursement, selection criteria, and monitoring directly influence the dependent variable infrastructure development. The independent variable disbursement of funds with its components, Training of officials will directly influence infrastructure implementation, if the officials are poor trained, if the formation of the sic and SMC membership is poorly constituted this will lead tp improper infrastructure implementation, on the other hand if

they are well trained and the membership composition well constituted then the infrastructure implementation will be done well. The independent variable selection criteria of projects with its components, availability of sufficient land for expansion, prove of ownership, accessibility, high demand for schooling and existence of temporary structures if well-coordinated will lead to proper infrastructure implementation however if there is no sufficient for expansion, no prove of land ownership ,accessibility, low demand for schooling and poor state of existence of temporary structures will lead to poor infrastructure implementation. The independent variable monitoring of projects with its components authenticate district generated progress, transparency of the procurement process, effectiveness and efficiency of expenditure and best practices that could be replicated in other constituencies directly influence the depended variable on infrastructure implementation, if they are not well coordinated they will lead to low infrastructure implementation but if well constituted it will lead to proper infrastructure implementation however this may be delayed or accelerated by the extraneous variable, government policies, type of schools, environment and number of pupils.

2.8 Summary of Literature Review

The current study aimed at investigating the various factors that influence the implementation of the ESP funds in public primary schools, this study was necessitated by the need for a proper disbursement procedures since this lays a better foundation for consistent implementation of ESP projects. From the literature review it was apparent that although the government releases Kshs 7million per constituency (Kenya budget 2010),not at the project have been fully implemented, it is also clear that selection criteria on the implementation of ESP funds in public primary schools are not followed thus the guidelines that specify the application procedures, evaluation criteria and allocation ceilings need to be looked into. It was also revealed that although the ministry of education has provided a national team of officers to monitor a sample of implementing schools, little has been done since most projects are not completed at all, thus the correct study sought to investigate the factors that influence the implementation of ESP funds in public primary schools in Bungoma County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design, target population; sample size and sample design, methods of data collection and data analysis. The chapter starts by describing the study site and ends by describing how the data collected will be analyzed in an attempt to test the research questions.

3.2 Research Design

Research design guided the study in planning and implementing the study in a way that achieved the intended goal (Burns & Grove, 1993). The research adopted a descriptive study design. According to Kerlinger(1973), a descriptive study is not restricted to fact finding, but may often result in the formulation of important principles of knowledge and solutions to significant problems. This design involved the measurement, classification, analysis, comparisons and interpretation of data.

The descriptive research design places more emphasis on the full analysis of a limited number of events or condition and their interrelations. Both qualitative and quantitative approaches were employed to investigate and describe the characteristics of factors influencing the implementation of the economic stimulus programme on infrastructure development in public primary schools. Quantitative research entails systematic collection of numerical information and the analysis of data using statistical procedures (Polit&Hungler, 1995). On the other hand quantitative research is characterized by: inter alia, deductive reasoning objectivity, the use of a structured instrument and statistical data analysis.

3.3 The Target Population

The target population was twelve model schools from the study area. In each school, there was a school management committee with fourteen members and sic committee with seven members. Each committee was headed by the chairman, secretary. Therefore the study population was 252 respondents.

Table 3.1 Target population

Category	Population
SIC members	**84**
SMC members	**156**
Head teachers	**12**
Total	252

3.4. **Sample size and Sampling Procedure.**

Purposive Sampling procedure was used to choose the twelve model primary schools. This is because the county has only twelve model primary schools. Purposive sampling was again used to select the committee chairmen / chairladies, secretaries and treasurers as each school has six members from the school management committee, and school infrastructure committee totaling to 72 respondents.

Systematic random sampling was used to select both the SIC members and SMC members. This involved selecting subjects from a population list in a systematic manner. For example, in this case there was 84 SIC members and 156 SMC members in the model schools, a sample of 30 SIC and 30 SMC members were required and therefore for SIC members every third member was selected and for SMC members every fifth member was selected. For head teachers they were selected using purposive sampling techniques since there are only 12 headteachers in the study schools. For the SIC and SMC the starting point for the selection was chosen at random. This method was suggested by Krejoie and Morgan (1970), where the researcher decides how frequently to make systematic sampling by a simple statistics the total number of the wider population being represented divided by the sample size required.

$F = {}^{n}/_{Sn}$

Where

F= the frequency interval

N = the total number of the index population

S= the required number in the sample.

For SMC members for example, the researcher was working with a population of 156 members and he needed a sample size of 30 SMC members. Hence the frequency interval (F) was:

$$F = {}^{N}/_{Sn}$$
$$= {}^{156}/_{30}$$
$$= 5$$

Hence the researcher picked out every fifth member on the list of cases. This assumes that the names on the list are listed in a random order. Therefore the sample population was aimed at by adding 30SK members to 30 SMC members and 12 headteachers making a total of 72 respondents.

Table 3.2 Sample population

Category	Population
SIC members	30
SMC members	30
Head teachers	12
Total	72

3.5. Research Instruments

The research instruments that were used in data collection includes: interviews and questionnaires.

3.6 Reliability of the instruments

Reliability is defined as the consistency of the methods, conditions, and results (Manning & Munro, 2006; Wiersma & Kurs, 2005; Pallant, 2005; Best & Kahn, 1998). There are three common ways of testing reliability in quantitative research, namely, test-retest reliability, split-half reliability, and coefficient (Munning & Munro, 2006; Pallant, 2005). The test-retest approach is applied when a researcher tests the same set of people on two different occasions and the scores from the first test is correlated with the scores from the second test. In the split-half reliability, a researcher administers questionnaires only once and split the items used to create composite variable into two equivalent halves, followed by creating two composite variables from these two sets and correlate them.

For the purpose of this study, the coefficient alpha (also known as Cronbach's alpha) was applied. The coefficient alpha ranges in values from 0 (no reliability) to 1 (perfect reliability). Gregory (2000, cited in Manning & Munro, 2006: 25) claims:

Coefficient alpha is an index of the internal consistency of the items, that is, their tendency to correlate with one another. Insofar as a test or scale with high internal consistency will also tend to show stability of scores in a test-retest approach, coefficient alpha is therefore a useful estimate of reliability.

They then state that the values of coefficient alpha above .70 are considered to represent "acceptable" reliability, above .80 "good reliability", and above .90 to represent "excellent" reliability. However, Pallant (2005: 90) asserts that with short scales (e.g. scales with fewer than ten items); it is common to find quite low Cronbach values, for example, .50. In this study, the values of coefficient alpha ranged from .75 to .84, indicating an acceptable and good reliability (Gregory cited in Manning & Munro, 2006)

3.7 Validity of the instruments

The Principal Component Analysis (PCA) is a type of Factor Analysis which is used to explore the possibility of a factor structure underlying the variables (Brace, Kemp, & Snelgar, 2006). Manning and Munro (2006: 159) explain the usefulness of PCA to measure the validity of variables. In the context of quantitative research, validity is simply defined as "the degree to which it measures what it claims to measure" (Manning & Munro, 2006; Wiersma & Jurs, 2005; Pallant, 2005; Best & Kahn, 1998).

On the basis of the Principal Component Analysis (PCA), the results of pilot study demonstrate that the factor loadings ranged from .732 to .787. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was .640 with the Barlett's Test of Sphericity was significant at less than .05, indicating an acceptable factorability.

However, after the revision of item variables, the results of factorability in the main study were higher. The results of data analysis demonstrate that the factor loadings ranged from .779 to .883. The Kaiser-Meyer-Olkin (KMO) of Sampling Adequacy was .682 with Barlett's Test of Sphericity $p = .000$, indicating a good factorability (Brace, Kemp, & Snelgar, 2006: 318).

Dane (1990) defines validity as the extent to which a measure actually measures what it ought to measure. To ascertain the validity of the research instruments, the research consulted lecturers in the department who are experts in terms of item analysis and research methodology.

3.8. Procedure for Data collection

Bourke (2005) simply states that questionnaires are used to obtain two different types of information: First the background information on students, teachers, or others, such as age, gender, amount of schooling, and secondly attitudinal information about some specific events, way of behaving, quality of life, other persons, etc. In the first case, even though the same information could also be gathered in other ways, e.g. from institutional records, a questionnaire is simply a convenient way of obtaining the information. In the second case, a number of items are asked about each attitude or opinion in an attempt to tap various aspects underlying beliefs or feelings which gives rise to the attitudes. Similarly, Oppenheim (1996:174) affirms that the questionnaires are one way of obtaining a measure of attitude. The attitudes have two components: beliefs (cognitive) and feelings (emotional or affective). Responses to questionnaire items are what respondents say their belief or say they would do, which are taken as indicators of their beliefs, attitudes and likely behavior.

According to Burns (1994: 349) the use of questionnaires in research is based on one basic underlying assumption: that the respondent will be both willing and able to give truthful answers. He explains three kinds of items which are generally used in the construction of questionnaires, namely, closed items, open-ended items, and scale items. The close items allow the respondents to choose from two or more fixed alternatives, for example, the dichotomous items which provide two alternative only: yes or no. The open-ended items simply supply a frame of reference for respondents' answer, couple with a minimum of restraint or command on their expression. Thus, in open-ended items, respondents provide the answers in their own words. The scale is a set of items to which the respondents respond by indicating degrees of agreement or disagreement.

The key instrument applied in this study was the questionnaire which was characterized by the three types of item construction mentioned above, as well as a selected response format of A *Likert scale*. The questionnaire was adapted from Gamage (1996a) for an empirical study in the New South Wales (NSW) state schools system. On the basis of an extensive review of

literature, it was found that the research questionnaire which was modified to suit the context of this study was the appropriate one.

3.9 **Data Analysis Procedure**

.Some researchers report that there are two broad categories of statistical approaches in quantitative research, namely, descriptive (Creswell, 2005; Spatz, 2005; Salkind, 2004; McMillan & Schumacher, 2001). Descriptive statistics are used to summarize, organize, and describe the characteristics of a data collection. Descriptive statistics is the most fundamental way to summarize data and it is a prerequisite for interpreting the results of quantitative research, while inferential statistics are commonly used in reporting results (McMillan & Schumacher, 2001). Similarly, in the context of analyzing quantitative data using statistical techniques, Creswell (2005: 181) explains that descriptive statistics summarize a single variable in a data set or compare how one score relates to all others, while inferential statistical tests are used to assess the differences, relationships, and correlations among variables in the data set. The following section provides a detailed description of the descriptive statistics, which have been used in the study.

The raw data was analyzed using descriptive statistics such as the mode, the mean and standard deviations. Data was presented using APA tables.

3.10 Operational Table of Independent Variable.

Research objective	Type of variable	Indicator	How to measure the indicator	Data collection method	Level of scale
Disbursement of funds	Independent	-yearly -monthly	-Circulars from the ministry -Bank statements	Questionnaires Documentary review	-Nominal -ordinal
Selection criteria of projects Monitoring of projects	Independent Independent	-Existence of temporary structures -High demand or schooling Transparency of procurement Process.	Accessibility	Questionnaires Documentary review	-Nominal

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses and presents data based on the study objectives, it's also an interpretation and discussion of the study findings as deduced from the analyzed data.

4.2 Demographic descriptions of the respondents

The sample of the study consisted of 72 respondents. The participants were SMC and ***SIC*** members drawn from the selected as centers of excellence in Bungoma county, Kenya. It has been noted that the county has twelve primary schools earmarked for economic stimulus programme in Bungoma County. Therefore the demographic description of participants was based on the two communities. The demographic description of respondents is presented in

Table 4.1 Demographic description of respondents

Qualification	Frequency	%
Certificate	52	72
Diploma	13	18
Degree	7	10
Others	-	-
Total/Average	72	100

The findings in Table 4.1 revealed that majority of the respondents have acquired a certificate level of education with 72% (52) followed by diplomas with 18% (13) while 10% (7) indicating degree in education.

4.3 The influence of disbursement of ESP funds on the implementation of ESP funds in public primary schools in Bungoma County.

The study sought to determine the disbursement implications of ESP funds on infrastructure development in primary schools, the researcher paused questions that enlisted the following responses from the sample population.

4.3.1 Frequency of ESP Disbursement on infrastructure development

The study sought to find out how often the primary schools are disbursed with ESP funds on infrastructure development, the findings revealed 87% (63) of the respondents indicated a yearly disbursement of funds towards infrastructure development while 13% (9) indicating periodic monthly disbursement. The taste below shows the study findings.

Table 4.2 Frequency of ESP disbursement on infrastructure development

Category	Frequency	% frequency
Yearly	**63**	**87**
Monthly	**9**	**13**
Weekly	-	-
Others	-	-
Total	72	100

The findings in Table 4.2 shows that most study schools receive ESP disbursement on yearly basis with 87% responses. This is in line with the Kenya budget (2010) that asserts that each selected school for upgrading was funded yearly at an estimated cost of Kshs 7 million per constituency. This is also supported by the ministry of education (2009/10) which is the lead implementing agency in collaboration with the school management committee (SMC) and the school infrastructure Committee (SIC).

4.3.2 Adequacy of ESP disbursed funds,

The study sought to determine the adequacy of ESP funds on project completion the findings enlisted the following responses 78% (56) of the respondents indicated that the funds were inadequate to full fund the project to completion while 22 % (16) indicating that the funds were inadequate. The table below shows the study findings

The Table 4.3 adequacy of ESP funds

Category	**Frequency**	**Frequency %**
Inadequate	56	78
Adequate	16	22
Total	**72**	**100**

Table 4.3 shows that the study schools receive inadequate ESP funds to upgrade the schools into centers' of excellence with 78 %(56) responses. This research finding is in line with the arguments of Lewin and Caillods (2001) who asserted that despite the Jomtein world conference of education for all (1990) most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education, unfortunately, the Jomtien Conference paid little attention to the consequences of enrolment expansion at the primary school levels in relation to the resources needed.

4.3 The influence of selection criteria on the implementation of ESP funds in public primary schools in Bungoma County.

The study sought to determine the challenges of the selection criteria of primary school for infrastructure upgrading in primary schools enlisted the following responses from the study area.

4.3.1 Selection policies for primary school infrastructure upgrading in primary schools.

The study sought to find out the selection policies guidelines for primary schools infrastructure upgrade in primary schools, the findings revealed that 90% (63) of the respondents indicated that selection was based on selection policy guidelines. This view is supported by Joseph (2010) who asserted that they were administered under the guidelines of the ministry of education, while 10% (9) indicating that they were not aware of the selection criteria used to sample the schools infrastructure development into model centers of excellence.

The table 4.4 below shows the study findings.

Category	Frequency	% Responses
Min. Educ selection policies	**63**	**90**
Political interests	-	-
Not aware	**9**	**10**
Total	72	100

The findings show that the schools were chosen using the ministry of education guidelines 'on selection' of primary schools on infrastructure upgrading into model

schools. This is supported with the Joseph (2010) who asserted that the schools were selected by district education board in consultation with the constituency Development Fund committees in the identification of urban and rural schools in the constituency and rank them based on the following criteria, availability of sufficient land for expansion, proof of ownership a public land (Title deed/ allotment letter), easily accessible and high demand for schooling.

4.3.2 Support of selection criteria by school stakeholders to county

The study sought to determine whether the selection criteria has the support of all school stakeholders to the county the findings revealed that 79% (57) cited that they not satisfied by the selection criteria followed by 21% (15) citing that they are satisfied with the selection criteria. The table below shows the study findings.

Table 4.5 support of the selection criteria by the school stakeholders in the county

Category	Frequency	Frequency %
Not Satisfied	57	79
Satisfied	15	21
Total	**72**	**100**

From the table 4.5 it can be deduced that most school stakeholders are not satisfied with the selection criteria by 79% response. This was in line with political interference from members of parliament regarding the areas where they have a strong support for their political aspirations this was also in line with their strict guidelines on specification for application procedure, evaluating criteria and allocation ceilings.

4.4 The influence of monitoring on the implementation of ESP funds in public primary schools in Bungoma County.

Investigation to determine the challenges facing the monitoring of project infrastructure development in primary schools. The researcher paused questions that enlisted the following findings.

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4.4 The influence of monitoring on the implementation of ESP funds in public primary schools in Bungoma County.

Investigation to determine the challenges facing the monitoring of project infrastructure development in primary schools. The researcher paused questions that enlisted the following findings.

4.4.1. Co-operation with the SMC and SIC on infrastructure monitoring in primary schools

The study sought to determine the co-operation of the monitoring committee and the SMC and SIC the findings revealed the following responses from the study population . 73 %(53) of the respondents cited good co-operation them, while 20 %(14) indicating that there was little co-operation between the monitoring team and the two communities the SIC and SMC, with 7% (5) Indicating that they are not aware of such co-operation. The pie chart below shows the study findings

Table 4.6 co-operation with the SMC on infrastructure monitoring in primary schools

Category	frequency	%frequency
Good co-operation		
	53	74
Little co-operation	14	19
Not aware	5	7
Total		
	72	**100**

The findings shows that there is good co-operating between the monitoring committee with the other two school committee that there is good co-operation between the monitoring committee with the other school committee the SIC and SMC .On the implementation of economic stimulus programme in the study schools. This view is supported by the ministry of education (2009/2010) that outlines in their guidelines, the national team that will comprise of officers from the ministry of education, the Treasury and the Public works to monitor projects on infrastructure development in the constituency. The SIC will supervise the work on daily basis as the client under the existing infrastructure guidelines with technical support as required by the District committee team.

4.4.2 Construction of Standard Buildings

The study sought to determine whether the project construction are of the right standards, the findings revealed the following responses 69 %(50) indicated the buildings are of good standards while 31% (22) indicating that they are of poor standards.

The bar graph below shows the study findings

Table 4.7 Construction of standard buildings

Category	frequency	%frequency
Poor standards	50	69
Good standards	22	31
Total	**72**	**100**

The study findings shows that most projects are of poor standards with 69% responses, this is despite the fact that there are clear guidelines stipulated by the ministry of education in line with model centers' of excellence which was an effort by the MOE (2009/2010) to enhance a proper education system in primary schools, through the government of Kenya introduction of the economic stimulus Activities Account (ESAC).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter details a summary of major findings, recommendations and conclusion based on the study findings as deduced in chapter four of the findings.

5.2 Summary of Findings

From the study findings, it was found out that the disbursement is on yearly basis with 87% responses followed by 13% indication periodic monthly disbursements. It was also deduced that ESP disbursement funds was inadequate for project completion with 78% responses followed by 22% Reponses indicating that the ESP funds were adequate. It was also deduced that ESP lacked adequate support from other stakeholders in the county with 78% responses followed by delayed and uncoordinated disbursement prices with 22% and love paper support for the implementing committee with 7% responses.

From the study findings, it's found that the selection criteria is based on the selection policy guidelines with 90% responses, followed by 10% indicating that they were not aware of the selection criteria used to sample schools for upgrading in model center of excellence. It was also found out that majority of the respondents were not satisfied by the selection criteria, followed 21% citing that were satisfied with the selection criteria.

It was found that there was good co-operation between the monitoring committee with the other two committee the SIC and SMC with 73% response followed by 20% indicating little cooperation between them and 7% indicating that they are not aware . It was also deduced that majority of ESP projects are of poor standards and with 60% responses followed by 31% indicating good project standards.

5.3 Discussion of findings.

The study sought to determine the factors influencing the implementation of ESP funds in primary school, The findings revealed that majority of the respondents have acquired a certificate level of education with 72% (52) followed by diplomas with 18% (13) while 10% (7) indicating degree in education. The findings shows that most study schools receive ESP

disbursement on yearly basis with 87% responses. This is in line with the Kenya budget (2010) that asserts that each selected school for upgrading was funded yearly at an estimated cost of kshs 7 million per constituency. This is also supported by the ministry of education (2009/10) which is the lead implementing agency in collaboration with the school management committee (SMC) and the school infrastructure Committee (SIC). The findings shows that the study schools receive inadequate ESP funds to upgrade the schools into centers' of excellence with 78 %(56) responses. This research finding is in line with the arguments of Lewin and Caillods (2001) who asserted that despite the Jomtein world conference of education for all (1990) most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education, unfortunately, the Jomtien Conference paid little attention to the consequences of enrolment expansion at the primary school levels in relation to the resources needed.

The findings show that the schools were chosen using the ministry of education guidelines on selection of primary schools on infrastructure upgrading into model schools. This is supported with the Joseph (2010) who asserted that the schools were selected by district education board in consultation with the constituency Development Fund committees in the identification of urban and rural schools in the constituency and rank them based on the following criteria, availability of sufficient land for expansion, proof of ownership a public land (Title deed/ allotment letter), easily accessible and high demand for schooling. The findings show that most school stakeholders are not satisfied with the selection criteria by 79% response. This was in line with political interference from members of parliament regarding the areas where they have a strong support for their political aspirations this was also in line with their strict guidelines on specification for application procedure, evaluating criteria and allocation ceilings.

The findings shows that there is good co-operating between the monitoring committee with the other two school committee that there is good co-operation between the monitoring committee with the other school committee the SIC and SMC .On the implementation of economic stimulus programme in the study schools. This view is supported by the ministry of education (2009/2010) that outlines in their guidelines, the national team that will comprise of officers from the ministry of education, the Treasury and the Public works to monitor projects on infrastructure development in the constituency. The SIC will supervise the work on daily basis as the client under the existing infrastructure guidelines with technical support as required by

the District committee team. The study shows that most projects are of poor standards with 69% responses, this is despite the fact that there are clear guidelines stipulated by the ministry of education in line with model centers' of excellence which was an effort by the MOE (2009/2010) to enhance a proper education system in primary schools, through the government of Kenya introduction of the economic stimulus Activities Account (ESAC).

5.4 Conclusions

The study sought to determine the factors influencing the implementation of ESP funds in primary school, from the study findings; it was found out that the disbursement is on yearly basis, It was also deduced that ESP disbursement funds was inadequate for project completion, the findings also indicate that ESP lacked adequate support from other stakeholders in the county.

From the study findings, it's found that the selection criteria is based on the selection policy guidelines, the findings also shows that majority of the respondents were not satisfied by the selection criteria, It was found that there was good co-operation between the monitoring committee with the other two committee the SIC and SMC. And lastly it was also deduced that majority of ESP projects are of poor standards.

5.5 Recommendations

The government should ensure a steady disbursement of ESP funds on good time to enhance proper infrastructure development in the study schools. The disbursement should be adequate to complete the ear marked projects. Other stakeholders should also be sensitized so that they appreciate and support the implementation committees during project development,

Although the criteria is based on the selection policy guidelines as stipulated by the ministry of education, other educational stakeholders were not satisfied by the selection process hence the need for them to be consulted when the selection is being done. The ministry of education should ensure that all stakeholders are involved in the selection process so that they own the project.

Given the good co-operation between the implementing committees and the SIC and SMC, the project monitoring committee should ensure that proper materials in terms of quality and quantities are acquired, coupled with good workmanship to ensure that the projects are of good quality standards given that most respondents indicated that the projects were of poor quality.

5.6 Suggestion for further study

- A similar study should be done in other counties so that the findings can be compared.
- Effects of physical facilities on performance K.C.P.E Examinations.

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APPENDICES

Appendix 1.Letter of Introduction

Date:.....2012

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: REQUEST FOR COLLECTION OF DATA.

I Muhanda Joseph WaliaulaReg. No L50/64998/2010, am a post-graduate student at the School of Continuing and Distance Education, University of Nairobi. I am conducting a research study titled "Challenges Affecting Implementation of Economic Stimulus Programme on Infrastructure Development in Primary Schools in Kenya".

You have been selected to form part of this study. Kindly assist by filling in the attached questionnaire. The information given will be treated in strict confidence, and will be purely used for academic purposes. Do not indicate your name or unwanted details on the questionnaire.

A copy of the final report will be availed upon your request.

Your assistance and cooperation will be highly appreciated.

Yours Sincerely,

Muhanda Joseph Waliaula

(Student) L50/64998/2010

Appendix 3: Questionnaire for the SMC and SIC

This questionnaire is aimed at inquiring into the existence, nature and service delivery of SMS/SIC in your school you have been chosen to participate in the study. This findings of this study will help to find out the extent to which the services are offered and how this can help in improving the implementation of Economic stimulus projects in primary schools in Bungoma County.

As a participant, you are kindly requested to provides to provide answers to all the items in the questionnaire. Please read the instructions and the items carefully before you respond. The information given will be treated confidentially and will not be used for any other purpose other than for this research . Do not write your name anywhere on this questionnaire.

Section One: Personal Information

1. Indicate you sex male[ ] Female [ ]
2. Are you a member of; SMC[ ] SIC [ ]
3. Indicate your work experience?

   1-3 years [ ]
   3-6 years [ ]
   6-10 years [ ]
   Above 10 years [ ]

4.(i) Have you had any course in course in project management?

Yes [ ] No [ ]

(ii) If yes in 4(i) above, in which institution did you achieve?

.....

(iii) What level of training did you attain?

Certificate [ ] Diploma [ ] Degree [ ]

5. For how long have you been as SMC/SIC?

.....years

6. What is your present responsibility in this school?

Member [ ]
Sponsor [ ]

Class Rep [ ]

D.E.B [ ]

Others (specify).....

SECTION TWO: Disbursement Challenges

7. (i)How often do the school receive for economic stimulus project?

Yearly [ ]

Monthly [ ]

Weekly [ ]

(ii)Is the fund adequate for proper project implementation?

Yes [ ] No [ ]

(iii) If NO in (ii) above, how do you source for additional funds? (Please explain)

.....

8.(i) Does the committee receive adequate support from the stake holders?

Yes [ ] No [ ]

(ii) If NO in 8(i) above (please specify the challenges your committee members meets during implementation of the funds) .....

.....

.....

9.(i) Does the government release funds promptly?

Yes [ ] No [ ]

(ii) If NO, what are some of the disbursement challenges experienced by the committee?

10. Does parents cooperate with the implementing committee while implementing the project?

Yes [ ] No [ ]

SECTION THREE: Selection Criteria

11. What criteria was used to select your school for economic stimulus programme funding (please explain) .....

.....

12.(i) Was the criteria well applied?

Yes [ ] No[ ]

(ii) If NO in 12(i) above (please explain how we can improve on it)

.....

Class Rep [ ]

D.E.B [ ]

Others (specify).....

SECTION TWO: Disbursement Challenges

7. (i)How often do the school receive for economic stimulus project?

Yearly [ ]

Monthly [ ]

Weekly [ ]

(ii)Is the fund adequate for proper project implementation?

Yes [ ] No [ ]

(iii) If NO in (ii) above, how do you source for additional funds? (Please explain)

.....

8.(i) Does the committee receive adequate support from the stake holders?

Yes [ ] No [ ]

(ii) If NO in 8(i) above (please specify the challenges your committee members meets during implementation of the funds) .....

.....

.....

9.(i) Does the government release funds promptly?

Yes [ ] No [ ]

(ii) If NO, what are some of the disbursement challenges experienced by the committee?

10. Does parents cooperate with the implementing committee while implementing the project?

Yes [ ] No [ ]

SECTION THREE: Selection Criteria

11. What criteria was used to select your school for economic stimulus programme funding (please explain) .....

.....

12.(i) Was the criteria well applied?

Yes [ ] No[ ]

(ii) If NO in 12(i) above (please explain how we can improve on it)

.....

13.(i) Does the criteria has the support of all school stakeholders in the county?

(ii) If NO in 13(i) above (please explain the short comings)

.....

(iii) If YES in 13(i) above (please explain the strengths)

SECTION FOUR: Payment challenges.

14.(i) Does the school experience any challenges during expenditure?

Yes [ ] No [ ]

(ii) If YES in 14 (i) above please outline some of the challenges experienced

.....

(iii) Does the school make expenditure payments on time?

Yes [ ] No [ ]

(iv) If NO in (iii) above, please indicate the shortcomings?

.....

15.(i) Does the committee have the support of all stakeholders during expenditure Payment?

Yes [ ] No [ ]

(ii) If NO in 15 (i) what are some of the challenges (please specify)

.....

SECTOIN FIVE: Monitoring of economic stimulus projects

16 (i) Does the monitoring committee complete their work on time?

Yes [ ] No [ ]

(ii) Does the school committee cooperate well with the monitoring committee?

Yes [ ] No [ ]

17(a) Are the materials used in the project of good quality?

Yes [ ] No [ ]

(b) If yes in 17(a) above where do you source them from? (Please specify)

Yes [ ] No [ ]

Thank you

Appendix 4: Interview Schedule for H/T, D.E.O, P.W.O

I Muhanda Joseph Waliaula a student of University of Nairobi doing masters in Project Planning and Management request your esteemed office to allow me have certain in pertaining my research. Thank you in advance

1. Does the school receive enough economic stimulus funds quality work?
2. How often is the disbursement?
3. Is the selection criteria appropriate?
4. What are some of the shortcomings of the selection criteria?
5. Does the programme have the blessing of the stakeholders in the county?
6. How effective is the expenditure payment?
7. Is monitoring done adequately and on time?
8. Briefly explain some of the shortcomings of the project?
9. In your own words how can we improve this programme so that it's acceptable to all and for it to meet the stated objectives?