FACTORS INFLUENCING IMPLEMENTATION OF PROJECTS IN PUBLIC SECONDARY SCHOOLS IN MATHIRA CONSTITUENCY, NYERI COUNTY, KENYA

BY

FAITH MUTHONI MWANGI

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF ARTS DEGREE IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2015

DECLARATION

This research project report is my original work and has not been presented for an academic award in any other university.

Signature: _____ Date: _____

FAITH M. MWANGI

L50/70304/2011

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

Signature: _____ Date: _____

PROFESSOR DAVID MACHARIA EBS

DEPARTMENT OF DISTANCE STUDIES

UNIVERSITY OF NAIROBI

DEDICATION

I wish to dedicate this work to my parents Mr. Mwangi Kariuki and Mrs. Grace Mwangi; their efforts and love for education are the reasons as to why I have made it this far. Thank you both, you have been a pillar of faith and hope that have seen me through the difficult and weakest moments in my life.

To my siblings Joyce, Simon and my niece Neema, the moral support you have shown me cannot pass unmentioned. May God bless you abundantly.

ACKNOWLEDGMENT

The work has been greatly influenced by the contribution of the entire fraternity of the University of Nairobi for their efforts that enabled me to increase my knowledge in project Planning &Management. I wish to acknowledge the success of this research project to the assistance received from my supervisor Professor David Macharia who helped me refine this work through comments, advice and critique. His words and advice and general direction are what paved way for this project.

I would also like to appreciate my classmates in Masters of Arts (Project Planning and Management) for their support and the entire group 8 members among them Maureen, Steve, Roseline, Sakwa, Doris, Agatha and Terry for their time and effort put towards discussion which made the subject matter of Project Management easy to comprehend. To my friends Anne Mwaura and Edwin Wafula for their moral support.

Thank you and God bless you all.

TABLE OF CONTENTS

Declaration ii
Dedication iii
Acknowledgment iv
List of Tables viii
List of Figures ix
Abbreviations and Acronyms x
Abstract xi
CHAPTER ONE:INTRODUCTION 1
1.1 Background of the Study 1
1.2 Statement of the Problem 4
1.3 Purpose of the Study 6
1.4 Objectives of the Study 6
1.5 Research Questions 6
1.6 Significance of the Study 7
1.7 Delimitation 7
1.8 Limitations of the Study 7
1.9 Basic Assumption of the Study 8
1.10 Definition of Significant Terms 8
1.11 Organization of the Study 9
CHAPTER TWO:LITERATURE REVIEW 10
2.1 Introduction 10
2.2 Implementation of Projects in Public Secondary Schools 10
2.2.1 School projects in developed countries 11
2.2.2 School projects in developing countries 12
2.2.3 School projects in Africa 13
2.2.4 School Projects in Kenya 14
2.3 School Heads' Management Influence and Implementation of Projects 15
2.4 Stakeholders Involvement in the Implementation of Projects in Public Secondary Schools . 18
2.4.1 School Committees 19

2.4.2 Teachers 19
2.4.3 Parents Teachers Association 20
2.5 Availability of Funds for Implementation of Projects in Public Secondary School 20
2.6 Procurement Procedure and Project Implementation in Public Secondary Schools 22
2.7 Theoretical Framework 25
2.8 Conceptual Framework 27
2.9 Summary Literature Review 28
CHAPTER THREE:RESEARCH METHODOLOGY 29
3.1 Introduction 29
3.2 Research Design 29
3.3 Target Population 29
3.4 Sample Size and Sample Selection 30
3.5 Data Collection Instruments 30
3.6 Validity of the Research Instruments 30
3.7 Reliability of the Research Instruments 31
3.8 Data Collection Procedure 31
3.9 Data Analysis 31
3.10 Ethical Considerations 31
3.11 Operationalization of variables 32
3.12 Summary 35
CHAPTER FOUR:DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION 36
4.1 Introduction 36
4.2 Questionnaire response rate 36
4.3 Demographic characteristics of school heads 36
4.4 Influence of management skills among school heads in implementation of school projects . 38
4.5Assessing stakeholders involvement in implementation of school projects in public schools 40
4.6 Stakeholder participation in school projects 42
4.6.1 Discussion 45
4.7 Influence of availability of funds in implementation of school projects 45

4.8 Influence of Procurement procedures in implementation of school projects 47
CHAPTER FIVE:SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS 50
5.1 Introduction..... 50
5.2 Summary of Findings..... 50
5.2.1 Influence of School Head Management Skills..... 50
5.2.2 The influence of Stakeholders involvement in project implementation 50
5.3 Conclusion 51
5.4 Recommendations..... 52
5.4.1 Suggestions for further study 52
REFERENCES 53
APPENDICES 60
APPENDIX I: LETTER OF TRANSMITTAL 60
APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS 61
APPENDIX III: QUESTIONNAIRE FOR STAKEHOLDERS..... 65
APPENDIX IV: INFORMED CONSENT 67
APPENDIX V: AUTHORIZATION LETTER……..68

LIST OF TABLES

Table 3.1 Target Population 30
Table 3.2 Operationalization of Variables 33
Table 4.1 Response rate of the respondents 36
Table 4.2 Distribution of responses on Demographics of the respondents 37
Table 4.3 Distribution of responses on Management skills of the school heads 38
Table 4.4 Extent of adherence by school heads in managing school projects 39
Table 4.5: Rate of participation of stakeholders in project implementation 41
Table 4.6: Factors influencing successful implementation of school projects 41
Table 4.7 Distribution of responses on stakeholder views on project implementation 43
Table 4.8: Distribution responses on availability of funds for project implementation in school 45
Table 4.9: Distribution of responses on how school heads cater for deficit created by lack of enough funds for completion of projects 46
Table 4.10 Distribution of respondents on the level of enforcement and compliance of procurement procedures in school 47
Table 4.11 Distribution of respondents on influence of procurement procedures on the 48

LIST OF FIGURES

Fig. 1 Conceptual Framework 27

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
DFID	Department for International Development
EAC	E-Africa Commission
EU	European Union
FPE	Free Primary Education
FSE	Free Secondary Education
GER	Gross Enrolment Ratio
GOK	Government of Kenya
ICT	Information Communication and Technology
IFC	International Finance Cooperation
InfoDev	Information for Development
KESSP	Kenya Education Sector Support Program
LATIF	Local Authority Transfer Fund
MDGs	Millennium Development Goals
MOE	Ministry of Education
NEPAD	New Partnership for Africa's Development
OSPI	Office of Superintendent of Public Instruction
PTA	Parents Teachers Association
SPIF	School Performance Improvement Framework
SWAP	Sector-Wide Approach
UNCEF	United Nations International Children Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development
WSSP	Washington Sustainable School Protocol

ABSTRACT

Academic performance of pupils in public secondary schools is greatly influenced by facilities available within the school; therefore the purpose of this study is to determine the factors that influence implementation of projects in public secondary schools in Mathira Constituency. The study is guided by the following objectives: to establish the extent schools heads management skills influence implementation of projects, to assess the extent to which stakeholders involvement influence implementation of projects in public secondary schools, to determine the extent to which availability of funds influence implementation of projects in public secondary schools, to establish the extent to which procurement procedure influence implementation of projects in public secondary schools. The study was conducted in Mathira Constituency, Nyeri County and covered all the thirty three (33) schools. The researcher adopted the questionnaire method. The population comprised of thirty three principals (33), 33 BOG members acting on behalf of sponsors and 33 PTA members in all the schools in the study area. A pilot study was conducted in one school to help in improving validity and reliability of questionnaires. The researcher used statistical package for social studies SPSS version 20.0 to analyze the data that was collected for study. The data was then presented in tables, frequencies and percentages. This study will contributed to the already existing literature and also provided a foundation for prospective reader to better understand literature regarding project implementation in public secondary schools. The study establishes that school heads management skills, stakeholders involvement, availability of funds and procurement procedures have significant influence on implementation of projects in public secondary schools in Mathira Constituency in Nyeri County. The findings reveals that school heads are equipped with knowledge of management of projects in schools in spite of the training, most of them continue to encounter challenges as they execute project activities. The study recommends that school heads should continuously and systematically be prepared and be developed through professional training in management immediately after appointment and afterwards.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Project can be defined as a piece of work that is planned and has a specific purpose and that usually consumes a lot of time. It can also be described as a planned set of tasks to be executed over a fixed period and within certain cost and other limitations (Portney & Stanley, 2010).Projects carried out in public secondary schools range from construction of classrooms, laboratories, dormitories to computer and (information and communication technology) ICT programs. All schools want their students to succeed, but schools can only make a lasting difference when they focus on specific goals and strategies for change. School projects implementation is a process through which schools set identify and selects projects for improvement or implementation, allocate funds, and make decisions about how and when these projects will be achieved (Pont, Nusche and Moorman 2008).

School projects can have a direct impact on the quality of education delivered in the schools because education in the world has been shown to rely on implementation of some projects for example introduction of Information Communication Technology, building of laboratories, e-learning, workshops, modern classrooms etc. In the United States of America the last two decades has witnessed numerous national studies and reports documenting both the struggles and failure of public school projects (Lusi, 1997).

A study by Hill, Wicklein, and Daugherty (1996) in Indiana also revealed that 33% of principals, even those whose schools had exemplary performance, believed that school projects implementation need to be readdressed sighting the administrative and management challenges the projects pose. Research suggests that high quality project implementation is one of the greatest determinants of success with school reform (Cooper & Slavin, 1998). Thus, understanding the factors that affect the process of project implementation in public schools has become increasingly important. The Australian Government has also put measures in place to ensure accountability in the implementation of school projects. It funds the School Performance

Improvement Frameworks (SPIF) project as a national collaborative project to support the implementation of the Smarter Schools Projects and National Partnerships. This collaboration enables jurisdictions to share their experiences in developing, implementing, evaluating and improving school projects performance and associated support tools and processes. This program by the government has led to 50% increase in efficiency in managing and implementing school projects in Western Australia, the Northern Territory, Victoria, South Australia, and the Australian Capital Territory (Australian Government, 2012).

In Africa, there have been numerous attempts to regulate the running and implementation of projects in schools to minimize corruption and increase accountability. In 2009/10, almost 18% of total African governments' expenditure was spent on education. This is because of the pressing need for improving physical facilities at the schools (Macro Indicator Report, 2011). The governments through their respective ministries have not helped either. The NEPAD e-Schools Initiative, for example, is a multi-country, multi-stakeholder, continental project that is meant to teach ICT skills to young Africans in primary and secondary schools and improve the provision of education in schools through the use of ICT applications and the Internet. Six schools in each of 16 countries were selected to participate. In Kenya some of the schools that were part of the project included Maranda High School, Menengai High School, Chavakali High School and Isiolo Girls School and Mumbi girls. This project has been faced with many challenges and its impact is yet to be felt in the continent (Shafika, 2007).

For a long time in Kenya financing of education in public schools was based on cost sharing that was implemented from 1989. This policy underlines the partnership between the government, private entrepreneurs, NGOs, parents and other stakeholders in financing education. Within this framework, the government pays expenses for general administration and planning. Parents and communities on the other hand meet the capital costs and some recurrent costs including construction of schools, provision of physical infrastructure, teaching-learning resources, school uniforms, test and examination fees, remuneration for non-teaching staff, security, transport and tuition, among other indirect costs (Aloyo , 2003).

The launch of Free Secondary Education (FSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005). This saw the government start funding most of the expenses in the public schools with the students only required to contribute a small amount of money towards their education. This attracted an increasing number of students and building more schools therefore placing a demand on the addition of classrooms, dormitories, books and other amenities in the schools (Chabari, 2010).

Projects being done in Kenyan public secondary schools range from construction projects, electricity installation, information communication technology, water supply, grants to government schools, development educational funds, government bursaries to vulnerable and needy students in schools and universities and school feeding projects. More than 40% of these projects have been executed amid difficulties or worse even, never preceded beyond paperwork stage. Their disappearance from stage shortly before or after implementation speaks volumes of project imprudence that though widely talked of, have not been documented (Mavyala, 2011).
The International Finance Corporation (IFC) signed a risk-sharing agreement with K-Rep Bank (K-Rep) of up to 120 million Kenyan shillings ($1.7 million equivalent) on loans extended to eligible schools in Kenya. Under this agreement, IFC shares 50 percent of the risk on the pool of loans made to schools after an initial 5 percent first loss taken by K-Rep. The program's target areas are Nyeri (Central), Eldoret and Nakuru (Rift), Mombasa (Coast), and Nairobi (Nairobi).The Schools, mostly private, will use these loans to finance construction projects, purchase educational materials, including computers, and cover other capital expenditures (World Bank,2010).

There are several NGOs (Non-Governmental Organizations) such as (United States Agency for International Development) USAID, Jhpiego, United Nations International Children Emergency Fund (UNICEF) in Nyeri county working with the local government in assisting schools in projects such as classrooms ,dormitories etc. The Local Authority Transfer Fund (LATF) has in the past funded a number of projects in Nyeri County, for example, purchasing Principal's office furniture, building dormitories etc. A report done on the use of the fund allocated by LATF to

some schools in the county rates the performance to only 73% on the usage of the allocated funds in Tetu, Nyeri Town & Mukurweini Constituencies (Citizen's Local Authority Transfer Fund Report Card (CRC) report 2008). Studies also indicate that a lot of public schools still have uncompleted projects or shoddy jobs have been done on some of the projects therefore enlisting probe into whether all the allocated funds have been fully utilized (Mugo,2010).

A study by Wamunyu on challenges facing public secondary school heads in the management of school projects in Mathira constituency revealed that most schools have been undertaking multi-million school development projects. However, the undertaking of these projects has not been smooth due to project management challenges. The research found out that although most of the school principals had been trained in project management, they still experienced challenges related to project management skills, financial management, management of project constraints, stakeholder involvement and project monitoring and evaluation. In addition, negotiating for project resources was deemed to be the most challenging as this was attributed to the fact that in a school there were many undertakings competing for the same resources and that these resources are limited. The key indicators of these project management challenges were - delayed project completion, existence of many stalled projects, escalating of the project costs and lack of stakeholder satisfaction with project output (Wamunyu, 2010).

1.2 Statement of the Problem

Physical facilities are an important aspect in public schools meeting their basic role of delivering education to the students. These amenities also assist in facilitating the teaching and learning process. This is the reason why the government of Kenya allocates some funds for the implementation of school projects. The Constituency Development Fund also contributes towards these projects .The schools also raise money through collection of fees to ensure the projects are implemented as per the priority and need basis (Ngasura, 2010). The school heads together with the members of the Board of management usually work together in selection and overseeing the projects. The performance of projects in public schools is key to their overall performance including the student's performance.

Introduction of Free Primary Education (FPE) escalated enrolment in primary schools from 6.1 million in 2002 to 7.6 million in 2007.The Government of Kenya waved tuition fee in secondary schools therefore increasing the transition rate from primary to secondary schools. This led to overstretching of the existing facilities. The situation has forced the government and the community to increase physical facilities such as classrooms, dormitories, libraries and sanitary facilities (World Bank, 2008). Lack of these physical facilities in many secondary schools across the country has hampered the learning process. In 2005, the government through the Ministry of Education started an approach known as 'Sector - Wide Approach (SWAP)'. This approach was meant to bring all the stakeholders on board for the purposes of coordination in provision of education. The government also developed Kenya Education Sector Support Program (KESSP) to give every Kenyan the right to quality education and training. Free Primary Education (FPE) and Free Secondary Education (FSE) have increased enrollment in secondary schools thereby calling for more physical facilities to cater for the swelling numbers. Many public secondary schools have undertaken many development projects in order to accommodate the increased number of students (Ohba, 2009).

However, the implementation of these projects has been affected by various factors. Implementation of projects in public secondary schools in Nyeri County has stalled despite efforts from stakeholders to fund the same projects hence contributing further to shortage of classes. Even with the funding and support from the governments, a lot of schools do not have adequate classrooms, laboratories, dining halls, computer rooms or decent toilets (Wamunyu, 2010). There could be several reasons leading to failure or difficulty in implementing these projects. At times, parents might not be able to adequately finance the school projects. Others could include poor planning and lack of accountability, laxity in monitoring of school projects as well as disputes between different stakeholders in schools, lack of knowledge skills, poor decisions and level of experience of school management leading to project failure despite huge investments in terms of money. This study seeks to find out the factors influencing implementation of projects in public schools in public secondary schools in Mathira Constituency.

1.3 Purpose of the Study

To investigate on the factors that influence implementation of projects in public secondary schools in Mathira Constituency in Nyeri County Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives

1. To determine the influence of school heads management skills in implementation of projects in public secondary schools in Mathira Constituency.
2. To assess the influence of stakeholders involvement in implementation of projects in public secondary schools in Mathira Constituency.
3. To examine the influence of availability of funds in implementation of projects in public secondary schools in Mathira Constituency.
4. To establish the influence of procurement procedure on implementation of projects in public secondary schools in Mathira Constituency.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent does school heads management skills influence implementation of projects in public secondary schools in Mathira Constituency?
2. To what extent does stakeholder's involvement influence the implementation of projects in public secondary schools in Mathira Constituency?
3. To what extent does the availability of funds influence implementation of projects in public secondary schools in Mathira Constituency?
4. To what extent does procurement procedure influence the implementation of projects in public secondary schools in Mathira Constituency?

1.6 Significance of the Study

This study seeks to investigate the factors influencing implementation of projects in public secondary schools in Mathira Constituency Kenya. The study is therefore aimed at determining the actual performance of projects and head teachers involvement in the implementation of projects. The findings of this study will further assist relevant stakeholders in the education sector to formulate a modern, comprehensive and realistic project implementation guideline for secondary school projects in Kenya. The findings will also serve to enrich the already existing literature in this area in relation to other regions in the country especially on implementation of projects in public secondary schools.

1.7 Delimitation

In this study, the researcher will focus on the factors influencing implementation of projects in public secondary schools in Mathira Constituency Kenya. The researcher will also seek to know the opinions of all the head teachers on the implementation of projects in their schools. Further the researcher will engage one PTA member and one BOG member (Board of Management) in each school on their role in implementation of projects in the public secondary schools. This study will cover the head teachers as the key unit of study.

1.8 Limitations of the Study

The study will be limited to the following factors;

Financial limitation is a major limitation. Due to the expensive nature of research the researcher incurred costs to facilitate travelling from one place to another, stationary expenses, typing and printing expenses and binding expenses. To overcome this limitation, the researcher financed the research study through her own personal savings. Time factor was also another limitation that the researcher faced. Due to the demanding nature of research, collecting, interpreting and analyzing data is a time consuming affair. To handle this challenge the researcher requested for a time off from her employer during which I comfortably collected interpreted and analyzed data.

1.9 Basic Assumption of the Study

The study assumed that all the respondents provided correct and truthful information to questions and explanations sought by research instruments. It also assumed the views of the respondents to be representative of the entire population.

1.10 Definition of Significant Terms

The following are the significant terms of the study;

Project implementation in public secondary schools

Projects implementation in public secondary schools in Mathira Constituency refers to execution of various projects that involve construction of facilities that will enable learning to take place; they includes construction of classes, dining halls dormitories, toilets and, laboratories.

School heads management skills

These are skills that school heads possess that enable then to manage school developmental projects and include planning, monitoring and evaluation, leading control and staff motivation.

Stakeholders' involvement

This is participation of people who have a stake in various public secondary schools. They play an active role in, monitoring and evaluation and strategizing on mobilization and proper utilization of resources for developmental project that the school is drawn in. They are the following PTA and BOM.

Availability of funds

This is the accessibility of financial support needed in the schools for project implementation.

Procurement procedure

This is a transparent process followed when government institutions such as schools award contracts for the development projects they undertake this include transparency in awarding contract and enforcement and compliance with policies.

1.11 Organization of the Study

This study is captured in five chapters. Chapter One provides information that generally introduces the study. In chapter one, the following are discussed; the background information to the study; statement of the problem; purpose of the study; objectives of the study; research questions; scope of the study; significance/ importance of the study; assumptions to the study; limitations and delimitations to the study; and definitions to terms used in the study.

Chapter Two discusses the literature from previous studies and some empirical evidence based on the concerns and objectives of the study. This chapter provides literature gaps and the conceptual model to the study.

Chapter Three provides a description to the methodology that will be used in this study. These descriptions involve information on; research design; target population; sample size and sampling procedures; data collection instruments; data collection procedure; validity and reliability of the data collection instruments; data analysis techniques; ethical considerations; and operational definitions of variables.

Chapter Four will provide description of to the findings and the results and discussions of the study while Chapter Five will give information on the conclusions and recommendations based on their findings of the study.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the factors influencing implementation of projects in public secondary schools from global, African and local perspectives. It also presents both theoretical and conceptual frameworks on which the study is based. Finally, it identifies the research gap that the study will fill.

2.2 Implementation of Projects in Public Secondary Schools

Improvement of quality of education in schools has started receiving the highest priority in almost all countries throughout the world. Earlier, greater emphasis was being placed on ensuring access to complete and free primary education for all the children and now free secondary education is being provided in many countries in Africa (UNESCO 2003, UNESCO 2005). To equip young people with skills that will empower them to become active citizens, to find employment in constantly changing work environments, is one of the biggest challenges that the world is facing today. There is a dire need for Countries to respond to these challenges with approaches that are appropriate to their capacities and long-term development objectives.

In this context, projects in secondary schools have an impact on the delivery of education to the students because it includes important infrastructure e.g. adequate classrooms, laboratories, workshops, ICT or computer labs which facilitate learning in these schools. Water projects are also crucial because they provide safe drinking water and improve on hygiene and sanitation in the schools thereby improving the health of students. In the developed countries secondary education was subsidiary to higher education, and this relationship has influenced policy, choice of providers, development of infrastructure, creating capacities, curriculum decisions and initiation of school projects aimed at improving learning (World Bank, 2005).

World population will reach 9 billion by 2050, to address these evolving challenges, schools must continue to push beyond the academic realm and strive for a wider, socially positive

impact. The school of the future should provide an education that is relevant to the child's cultural experience, the environmental context and the state of world events. Schools will serve as epicenters for community improvement by providing adequate and healthy learning spaces. This is the time to implement projects to assist in building schools in our society, with sustainable construction systems and educational tools that will enable people to minimize or even end dependency on external aid (Castaldi and Basil, 2002).

School buildings in majority of developed countries projects are taken seriously because they not only provide quality and luxury for learning spaces for children but are crucial determinants of education outcomes. In a context where the usual priority is simply to provide basic schooling, schools ought to be concerned with how buildings look their function and size because it is where students and teachers spend a lot of time in the learning and teaching process. Child-friendly schools are leading the way in innovative implementation of school programs that provide best education outcomes. By making strides in developing structurally sound school facilities that are conducive to learning, as part of development initiative as well as assessing existing educational facilities and building new learning spaces for the 69 million children who are need to be enrolled in school is a overwhelming task but one that could culminate into a big milestone in development (Brubaker and William, 2003).

2.2.1 School projects in developed countries

In the United States of America (USA) construction of most buildings in public schools dates back to the 1950's and not only has the facilities aged considerably since then, but student demographics and educational mandates have changed as well (National Centre, 2008).Resources continue to be a challenge particularly in the face of current economic situations, there are districts that were scheduled to begin capital improvement projects and have put this on hold because of fiscal challenges the districts are facing. In this current context, educational leaders, planners and designers are challenged to direct their school communities in articulating the educational goals they have for their children and demonstrating that informed facility planning and designs assists in meeting these goals (Uline, 2007).

In developed countries, projects in schools are usually financed in part and sometimes wholly by the state. In Britain, education up to secondary school level was fully financed by the government. Parents were only required to ensure that children attend school. In Britain, Education Authority and Central Government were required by Section 7 of the 1944 Act to make education facilities available in all public schools. This enabled parents to carry out their legal duty. Parents were seen as the school's prime legal clients until the child is 16 years of age. Section 36 of the Act stated that it shall be the duty of the parent of every child of compulsory school going age to cause him to receive full-time education suitable to his age, ability, and aptitude, either by regular attendance at school or otherwise (Moon and Mayes, 2004).

2.2.2 School projects in developing countries

In Pakistan majority of schools had problems such as shortage of furniture, lack of science laboratories, inadequate IT facilities, inadequate building, and shortage of classrooms, inadequate light, and drinking water and toilet facilities. Consequently, urgent need for school improvement in terms of missing physical facilities to meet actual needs. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among children can be partly attributed to poor or inadequate facilities of the schools. Research demonstrated that availability of physical facilities including drinking water electricity, boundary wall, toilets, furniture, playgrounds, libraries, and dispensaries had a positive influence on the performance of students and their achievements (Shami &Hussain, 2005).

Research further showed that it was evident that physical facilities in public sector schools of Punjab province in Pakistan were unsatisfactory. All schools faced almost similar problems in terms of lack of physical infrastructure and also the basic necessity such as drinking water, toilets, building and classrooms (Bruce, 2006).

In Latin America countries, education needs have shifted from construction of new facilities to maintenance of the existing facilities, which is also important. In 2005, Colombia determined that 70% of rural schools required infrastructure upgrading, half of these needing classroom

replacement. However, construction of new classrooms is still needed: with net enrollment of 98% in 1991, Mexico still had 300,000 out-of-school children because of a classroom shortage of 29,000 primary classrooms and the two government financed projects of 1991-98 and 1994-99, in the 14 poorest states, provided funds for only 9,000 classrooms (Magee and Gregory, 2005).

2.2.3 School projects in Africa

According to Obasi and Asodike (2007), the growing student population in Africa will require unprecedented numbers of classrooms to be built in many countries. Fortunately, some approaches have already succeeded in bringing down project implementation costs across most African countries. These include community-driven approaches, NGOs, contract management delegation, and social funds. Some efforts have failed, such as the use of local materials or a combination of community building and centralized material procurement. Several issues still need to be resolved, such as capacity for planning, maintenance of facilities, and urban construction. Studies have confirmed that demand-driven approaches are efficient, community-based approaches are cost effective, a simplified and participation of the communities is crucial in implementing school projects in developing countries.

The last few decades more emphasis have been placed on increasing enrollment to secondary schools by providing free education in African countries. This has led to the demand for more physical amenities including classrooms, workshops, laboratories, dormitories etc. Secondary schools therefore have started implementing various projects to cope up with the ever swelling number of students in the institutions. According to the World Bank's report on Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa, international trends in secondary education have been driving much of the need for reform in secondary education throughout the Sub-Saharan Africa (SSA) region (World Bank, 2008). Infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that most of the nation's schools, teaching and learning take place under unconducive environment, lacking the basic materials and hence hindering the fulfillment of educational objectives. Other studies done in Nigeria also reveal that seven out of ten projects surveyed in Nigeria suffered delays in their execution (Odeyinka and Yusuf, 1997).

2.2.4 School Projects in Kenya

In Kenya both the government and the community participate in the schools project implementation. School fees are an integral part of education system. Parents are asked to contribute to their children's education through payment of fees. However, the government at times does not recognize that some parents are sincerely not in a position to pay and so the government fails to make provisions to ensure that a child is not denied access to education because of an honest inability to pay fees. The ministry of education in Kenya works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the counties and that money is allocated for various projects in schools in all parts of the nation (Nyaga, 2005).

Poverty has been a major barrier to education access for many children in Kenya, and this led to the government introducing free secondary education (FPE). However, it was not clear whether the funds allocated by the government for FSE was adequate to meet the cost of implementing projects meant for creating facilities to accommodate all the students and enhance learning. One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of secondary schools compared to the number of primary schools. The current gap mismatch between the capacities at these levels is approximated by comparing the number of primary and secondary schools. To bridge this gap, a lot of project implementation needs to be carried out to expand our education facilities and upgrade or build more secondary schools. Huge support is also expected from the National and the county governments (Okumbe, 2001).

A study has revealed that lack of physical facilities especially classrooms, dormitories and laboratories were among the major problems that school head teachers are faced with in Kenya. The study also found out that in most schools classes had over 50 children. Implementation of projects that were meant to build more classes and other facilities faced cash constraints and the head teachers lamented little allocation of funds by the government. High corruption levels were also reported among the principals as the biggest contributor to non completion of the projects leading to lack of physical facilities and poor learning environments (Mbaabu, 2003).

2.3 School Heads' Management Influence and Implementation of Projects

The role of head teachers in many countries is prescribed by the government however it is never done in details. For instance in Bangladesh the Directorate of secondary schools has to define what head teachers should do, however, there are no detailed documents rules and regulations in this regard. In the republic of Korea article 20 of the elementary and secondary school law states that principals should supervise overall school operations, direct and see the faculty and educate the students. The principals therefore have responsibility for and authority over general school education while having no obligation to teach (UNESCO, 2009).

In Pakistan head teacher's role is to establish climate for the supervisory programme of the school, building staff confidence and stimulating staff confidence as well as teacher's supervision (Pakistan Ministry of Education, 2000). In Korea for instance it is the responsibility of head teachers to maintain schools building with the help of parent's teachers association the head teacher depend on community for funding for minor repairs for school infrastructure.

According to Achoka (2007), the principal should be in a position to advice parent's teachers and community. He should also be able to identify possible threats against retention rates and reverse the situation. He should also be able to act a counselor to student's parents and teachers because this could help all the parties interested in the education life of the learner to appreciate the need to be educated. Directing is a vital function for school heads. Staff members need to be told what to do. Directing consists of all those activities through which school principal heads the action of staff members in the department to ensure that they perform their tasks according to laid down plans. Directing is the final action that teachers and project staff working under the head teacher act after all plans have been made. Directing is a part of supervision concerned directly with influencing and motivating staff members in the department to work more efficiently and achieve desired work outcomes. Directing is all about moving into actions and thus concerns the total manner in which school heads influence people working under them to perform as per expectations (Ndiku, 2009).

Setting directions developing people and redesigning institution are the three sets of practice that constitute basics of successful leadership practice as recommended by Hammond (2007).He further asserts that extrinsic financial incentives for achieving school performance targeted under certain conditions can interfere in teachers' commitment to the well being of the students.

According to Shashkin (2003), a leader should ensure that activities of the school are geared towards the achievements of a shared vision. Cole (2002) defines leadership as inspiring people to perform. He asserts that if an institution has all the financial resources to excel, it may fail if leadership does not motivate others to accomplish their tasks effectively.

Effective communication is a key factor in the daily duties of school heads. It maintains a wide open and progressive work environment as well as project goals well aligned and co-ordinate with those of the larger school. A key objective of effective communication is to develop a motivated and loyal workforce. As such project communication efforts should not only focus on project related information instead they should be focused on all issues affecting the school as a whole (Message and Media Services 2004).

Principal's role encompass more diverse duties and expectations, ranging from instructional leaders to financial manager, policy developer, decision maker staff mediator and negotiator and marketer (Scott and Webber,2008).In addition principals are required to be good teachers, change agents evaluators, effective disciplinarians and lovers of progress(Ojo and Olaniyan,2000).

Leithwood and Jantzi (2004) asserts that school heads need to create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance and develop and implement strategic school improvement plans. Leithwood and Jantzi further argument highlights the place for the organization context which is characterized by geographical location, size, of the school and the level of the school. All this determine what constitute effective leadership. For a school head to be effective in his or her work it is important to master the basis of school management and also be willing to respond to the unique circumstances they may occasionally find themselves in. It is evident that individual school

heads normally behave differently depending on the circumstances they are faced with.

Onyango (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. Therefore school heads should be well trained on management of project resources which entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. It also involves planning how to use the available human resource in an effective and productive manner.

School principals should prioritize for important school facilities which include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, dormitories, staff houses, water projects and the school grounds. In order for a school to advance the learning opportunities offered to the students, it has to have all these facilities in place. It is therefore important to utilize the funds available well to ensure the projects are implemented and finished on time to allow students an easy time in learning. Incorporation of good planning is essential to provide modest yet safe, attractive, accessible and durable learning facilities or environments that meet local needs (Osei, 2006). School heads require good communication skills and public relations training because they are the most important facilitators of school improvement and a bridge between the school, community and education authorities. New skills are required to manage school projects in a context in which an increasing amount of responsibility is delegated (Gatheru, 2008). Training should aim at providing necessary skills for head teachers to use their new responsibilities as well as providing skills and knowledge in schools change and sustainable development.

The head teachers can also learn about effective leadership so as to know one's own strengths and weaknesses with an aim of improving one's management capacities. This will assist head teachers discover which aspects of their leadership role need improvement as well as how to relate with the community and stakeholders. In addition they can also explore how to guide change and overcome resistance and obstacles present in their own school therefore making

wide-ranging and comprehensive changes throughout the school which are supported by teachers, children and parents (Otiende, 2002).

2.4 Stakeholders Involvement in the Implementation of Projects in Public Secondary Schools

The role of stakeholders has been emphasized by the government of Bolivia by bringing on board the community in secondary school activities not necessarily on matters of finances but in raising consciousness and awareness that school building must be kept in good order and also that parents must know and be involved in the functioning of the school (World Bank, 2002).

In Ghana the ministry of education has actively community in construction of education activities in public secondary schools in order to improve the community. The government has introduced a system of matching grants for communities ready to undertake the school development projects. The cost is then estimated on the basis of the project. The government provides two thirds matching grant in two installments to the communities that first completed the buildings foundation. This gives ownership of the project to the community (World Bank 2004).

In Cambodia parents and teachers contribute to school construction and renovation. Parents Teachers Association play a vital role in ensuring that children are enrolled in school and following up to make sure that they do no drop out of school. Schools in Cambodia are organized in clusters which are a grouping of 6-9 secondary schools for administrative purposes. Its objective is for schools to benefit from the available resources such as teaching and learning materials, facilities and staff. Cluster school committee form construction committee which mobilizes the money, supplies, labour, and land from the community in order to repair or build schools. They decide if the schools will be build with community skill and lab our or through contracted help. Whatever the choice is made they oversee maintenance and construction. Approximately 15% of total construction excluding land is donated by citizens (Dykstra & Kucita, 2003)

The high rise of student enrolment Kenya in both secondary and primary schools in the recent years, coupled with inadequate resources has made school project management a much more complex than a few years ago. To ensure effective and successful management, there is need to involve the people both within and outside the school. They include staff and students, parents and, members of the community. All these need to be brought on board when it comes to decision making and project management process for them to remain supportive of what the school heads are doing (Wamunyu, 2010).

2.4.1 School Committees

School heads in public secondary schools come up with committees to be in charge of various departments in the school such as administration, cleanliness, academic and co-curriculum activities (Hillman and Stoll, 2004).When a school is involved in a development project it is important to set up a committee that directly relates to the development of the school. School committee might be set up to deal with developmental projects and the academic part of the school. It is also important for schools to have improvement plans (SIP) which identifies areas of improvement and plans for implementation of strategies for development. Parents and teachers can play a major role in decision making for SIP but also assist in monitoring progress and identifying strengths and weakness in the system. The day to day running of the school projects depends to a large extent upon effective system of committees, communication, consultation and full participation of all the stakeholders (Fleming, 2007).

2.4.2 Teachers

Teacher's professional involvement is very necessary for effective management of the school and improvement projects (Kanji, 2001).Nevertheless, teachers are not aware of their professional responsibilities. The present situation of the school is due to lack of awareness regarding the role of teachers who play a major role in school improvement.

According to Fullan (2001) education change depends on what teachers do and think. In addition, lack of confidence to bringing change is a major factor affecting school improvement. The more opportunities are given to members of staff to be actively involved in school projects

management, the greater is likely to be their sense of commitment and ownership of school development projects. Studies by Dema (2011) reveal that a good vision is that which is collective rather than imposed. Other studies by Dream and Cacioppe, (1997) have observed that transformational leadership has potential to influence the subordinates to adopt as organizational vision as their own inspirations.

2.4.3 Parents Teachers Association

In Kenya Parents Teachers Association (PTA) was created as a result of the 1980 presidential directive. Today, PTA members are elected on yearly basis by parents during school Annual General Meeting (A.G.M) and they are charged with the responsibility of ensuring quality of education offered in the schools. In addition, PTA is also responsible for development of school projects on behalf of parents and also overseeing academic performance of students (World Bank, 2007). Cooperation between teachers, parents and the school heads is not only beneficial to the school but also essential to the welfare of the students. In bringing the school and home together, PTA assists in identifying pupils needs and finding solutions. The PTA may provide a forum where the head and staff may explain school programmes, gain the support of parents hence ensure their success. Often the PTA is an important source of financial and material support essential for development of school projects. Recently, PTA has been more formally involved in school development. PTA representatives are required to form part of the committee to formulate the school improvement program and approve it. This is called school improvement committee (SIAC); parents in the school operate individually, collectively and formally. Each of these roles can be quite different; each can also have a positive or negative impact on the school if not managed properly.

2.5 Availability of Funds for Implementation of Projects in Public Secondary School

In the United States of America, school construction and renovation have been traditionally considered to be the state responsibility. However the federal government has established a role in financing school construction and renovation. Federal government provides both indirect support for school construction by exempting from federal income taxation the interest on state and local government bonds used to finance school construction and renovation and direct

support via grants and loans (Cornman, 2012). In Jamaica substantial private investment in education from institution particularly the church is evident. Education budget is supplemented by other government's expenditure such as deferred financing for school building and funding from the Jamaica Social Investment Fund (JSIF).In addition the government is fostering new private and public sector partnership using deferred financing to create new school places at all levels (Jamaica National Development Plan,2009).

In Kenya, money for projects in public secondary schools is obtained through various sources such as fees, funding from the community development fund (CDF), allocation through the Ministry of Education etc. Secondary schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees. Funding for projects in secondary schools is also at times unavailable unless through a local Harambee (Ngethe, 2004). Another source of funds is the school fees that is paid by all the students either through their own parents or through sponsorship or bursary from the government or other sponsors. The government is supposed to issue guidelines on how much fees is supposed to be paid by the students. The principals are supposed to abide by these guidelines. Sometimes a special school development fee will be added to the fee structure to help the school fund existing and new projects in the schools. Parents and guardians are expected to bear the cost of education with assistance from the government which funds part of the fees (Onuka, Arowojolu, 2008).

The CDF fund was designed to support constituency-level, grass-root development projects. It was aimed at achieving equitable distribution of development resources across regions and to control imbalances in regional development brought about by partisan politics. It targeted all constituency-level development projects, particularly those aiming to combat poverty at the grassroots. The CDF program has facilitated the putting up of new water, health and education facilities in all parts of the country, including public secondary schools in remote areas that were usually overlooked during funds allocation in national budgets. The funds are allocated to schools in the constituencies depending on need basis and decisions by the local legislators and leaders (Okungu, 2006).

Schools can also get funding for projects from local and international NGOs, churches, donors and philanthropists within and without the community. Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. Financial management determines the way the school is managed and whether or not the school will meet its objectives and development agendas which also include the projects implementation in the school. 'Harambees' or fundraising by the community and leaders has also been a source of funding for many school projects. The head teacher identifies the project and enlists the support of the B.O.G, P.T.A, school committees and local leaders in organizing a funds drive for a specific project in the school (Orosky, 2004).

Effective funds management in schools is determined by parameters which govern funds control such as auditing, board of management, training level and good financial governance (kurgan, 2006). According to the community development act 2003 section 25 (2) funds for school projects should be adequate and disbursed in time for successful implementation of school projects. Community development fund allocates project fund as grants and is allocated through a process every financial year and the board of management is mandated to prudently manage allocated project funds. Government avails funds to National Management Committee which allocates the available funds to school projects which may not be as per board of management project management budget. The school management then cost the project with available funds from the community development fund which in many cases it is never enough to complete school project (Clarkson, 2004). According to Bennet and Sayid (2002) countries in sub-Saharan Africa such as Zambia disburses funds to three categories of schools, national, provincial and district levels through secondary school education board (SSED) although the funds are inadequate and never reach school in time.

2.6 Procurement Procedure and Project Implementation in Public Secondary Schools

Public procurement has been defined as purchasing hiring or obtaining by any contractual means of goods, construction works and services by public sector (World Bank, 1995). A well organized procurement system contributes to good governance by increasing confidence that public funds are well spent (Hunja, 2001). A school being a public entity draws its funds from government,

donations, bursaries and contributions from parents in form of school fees. Therefore effective procurement systems would enhance proper utilization of public funds (Republic of Kenya, 2006).

A good number of developing countries have taken steps to reform their public procurement systems however, the process is shrouded by secrecy, inefficiency and corruption in all this cases resources are wasted (Odhiambo and Kamau).Public procurement in developing countries is recognized as essential in service delivery Basheka and Bisangabasija (2010).and accounts for high proportion of total expenditure. Public procurement accounts for sixty percent in Kenya (Aketch 2005), fifty eight percent in Angola, forty percent in Malawi and seventy percent in Uganda (Government of Uganda, 2006) as cited in Basheka and Bisangabasaija (2010).In Uganda procurement reforms begun in 1997 that culminated into the enactment of public procurement and disposal of public assets (PPDA) act of 2003 many central government ministries have not followed the prescribed practices (Agaba and Shipman, 2007).

Procurement in public secondary schools in England is currently going through some reforms with the aim of reducing procurement spending in future (Perry, 2011).Secondary schools in England receive funding from the government and are therefore able to decide how to spend the budget spend. Organization for Economic Cooperation and Development (OECD) report ranks English secondary schools as the second most autonomous of the countries that form the European Union (EU) in terms of decision making. Procurement has been identified by the British Government as a key area for making efficiency savings and it has been suggested that schools could save up to one billion starling pounds through smarter procurements and back office spending (Perry, 2011).

In Wales, schools can procure goods and services directly with suppliers or through regional or national frameworks. Procurement services provided for schools in Wales can trade electronically with registered suppliers through the National exchange Wales e-procurement program. Schools may also use the Welsh Purchasing Card; a business payment card used by public sector organizations across Wales (Perry, 2011).

In Ireland schools are autonomous in procurement of goods and services, even so specific grants are sometimes made to schools with prescribed rules on how they are to be spent. Frameworks have been kept in place that schools can avail from in order to achieve best value for money. Major capital works are procured and managed centrally. The Department of Education often uses Public Private Partnerships (PPPs) for large capital schemes Department of (Education and Science Smart schools, 2009). The government of South Africa through the ministry of education has developed a basic financial manual for schools. This provides the regulations that should be followed by schools in their procurement process (Bolton, 2006).Uganda uses the Public Procurement and Disposal of Assets Authority (PPDAA), it provides guidelines and regulations in public procurement of all public entities including schools and colleges (Eya & Oluka, 2011).

Education budget in Kenya accounts for about 60% of the national budget. For effective procurement of goods and services which is fair, transparent and that which gives value for the money, good procurement procedures should be followed by all schools (Embeli, 2005). Procurement in Public Secondary Schools in Kenya secondary schools have a tender committee that is headed by the Deputy Principal of the school that is consulted on matters of procurement. The Education Act and the Secondary Schools Heads Manual recognizes school heads as the financial controllers and accounting officers responsible for all the school revenue and expenditure management (Embeli, 2005).

A lot of times project implementation in schools and other government institutions are delayed by long procurement procedure. Lack of transparency and accountability in procurement procedures also lead to corruption and loss of funds meant for the implementation of school projects. Procurement strategy will have a significant impact on unit costs, delivery times and quality of the project. While every situation needs to be assessed on its own merits: Paris Declaration principles mean that where possible projects should use government procurement systems, and in many countries decentralization requires an increased role for county administrations, and for school and community committees and associations (Maduagwu, 2004).

The primary purpose of public accountability is to prevent abuse of tax payer's money (Bailey, Farmer, Jessop and Jones, 1988). In addition, purpose of public procurement in schools is to establish procedures for public procurement and for disposal of unserviceable, obsolete or surplus assets and equipment to provide for other related matters (Republic of Kenya, 2005). The implementation of public procurement structure could determine implementation or non-implementation or of public procurement regulations. Absence of implementation of regulation could result to single sourcing of goods and services in public secondary schools in Kenya. Procurement structure charged with procurement roles include; a procurement unit and a committee, procurement committee, inspection and acceptance committee (Republic of Kenya, 2007).Public procurement involves confirming availability of funds and ensuring that all estimates are realistic. Technical advice should be sought where required and estimates should be based on up to date information (Republic of Kenya, 2006).

Management training of school head teachers in public secondary schools determines how public procurement regulations are implemented. Morubasi (1992) asserts that head teachers need self renewal and sound managerial skills to enable them to be more effective in their duties. Provision of relevant skills such as training in procurement would ensure adherence to procurement procedures (Wambui, 2013) hence a realization of a proper implementation of public procurement regulations. Lack of training can lead to malpractices in implementation of public procurement regulations in public secondary schools.

2.7 Theoretical Framework

The study is guided by general system theory which was proposed in the 1940's by the biologist Ludwig Von Bertalanffy (General Systems Theory,1968) and furthered by Ross Ashby (Introduction to Cybernetics,1956).They both argue that a system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. Systems share feedback among each of the aspects of the systems. On the other hand there is an infinitely complex 'environment', and on the other hand there are self-replicating systems. Systems also model the environment and can respond adaptively to environmental changes. Management systems (where they occur) are a form of social

organizational system which is engaged in modeling the organization it manages. For a system of management everything other than itself is ‘environment’ but the organization that is being managed constitutes the most immediate environment. System theory focuses on relations between the parts. Rather than reducing an entity such as the human body into its parts or elements (e.g. organs or cells). System theory focuses on the arrangement of and relations between the parts how they work together as a whole. The way the parts are organized and how they interact with each other determines the properties of that system. This theory is therefore applicable to the study because management of schools is viewed as a system comprising of parts such as parents, teachers, board of management and the community who play interactive roles for success of public secondary schools. If one part does not cooperate management fails especially when it’s of participatory nature.

2.8 Conceptual Framework

Fig. 1 presents the conceptual on which the study is based.

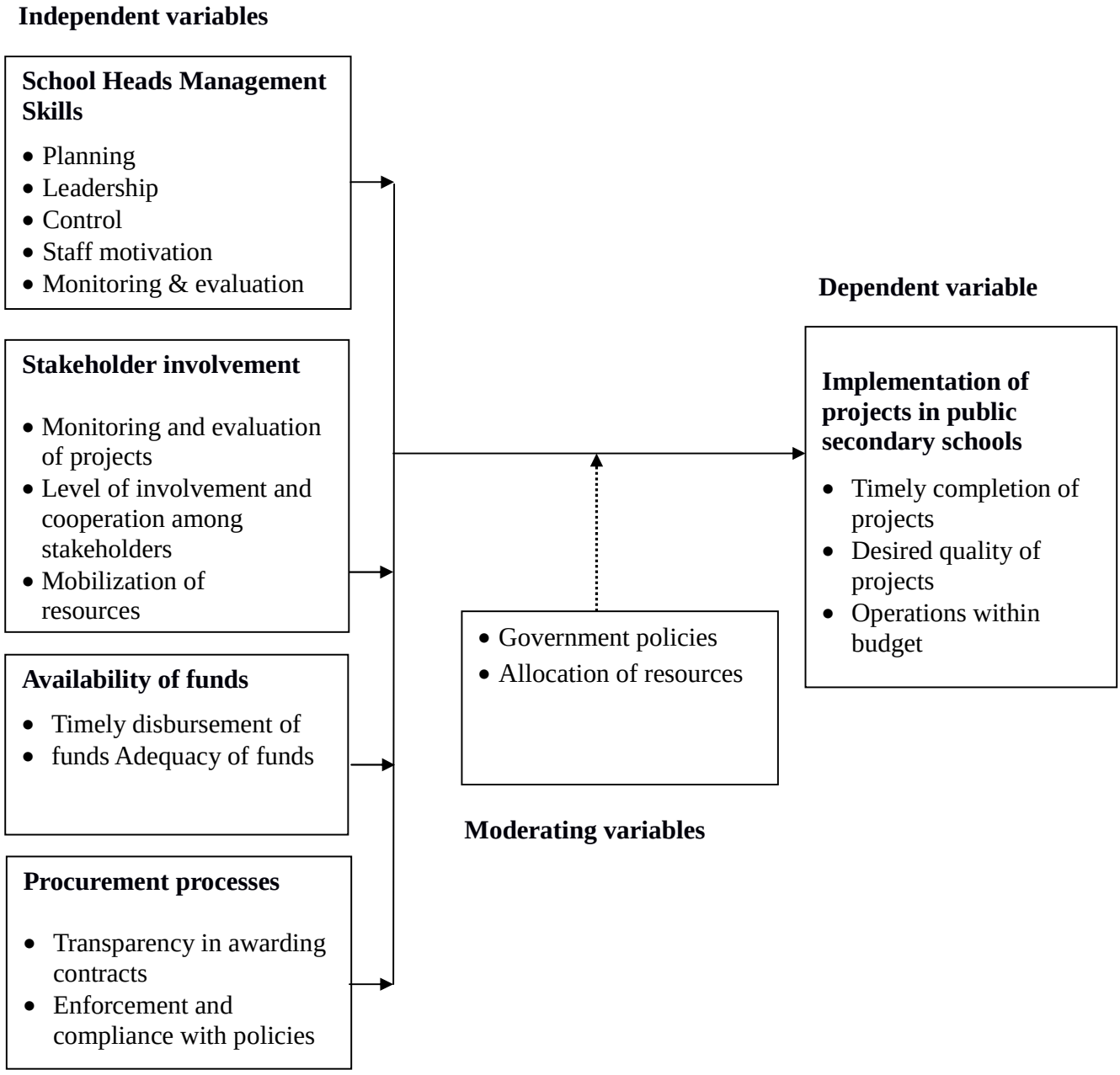

Fig. 1 Conceptual Framework

In the conceptual framework depicted in Figure 1, the factors influencing implementation of projects in public secondary schools are outlined as school heads management skills, process of procurement, stakeholder's involvement and sources of funds and their availability. This research intends to establish how these factors operate as far as schools in Mathira Constituency in Nyeri County are concerned.

2.9 Chapter Summary

This chapter has reviewed literature related to factors influencing implementation of projects in public secondary schools from global, African and local perspective. It also presents both theoretical and conceptual framework on which the study is based. Finally, it identifies the gap that the study will fill.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This paper presents the research methodology of the study. It highlights research design, study population, sampling techniques, sample size, research instruments, instrument validity, reliability of the instruments, ethical consideration, data collection procedures and data analysis techniques.

3.2 Research Design

Research design is described as the plan, structure and strategy of investigation conceived to obtain answers to research questions. It is the researcher's plan for the study, which includes the methods to be used, what data to be gathered, where, how and from whom. Qualitative researchers maintain that once the research has been designed, it must be followed throughout the study (Ary, 2006).The research design therefore provides a framework for planning and conducting a study. The study will adopt survey research design. Sapsford (2007) defined survey research as the collection of quantified data from a population for purposes of description or to identify co variation between variables that may point on casual relationship.

Survey research design was be appropriate for the study because it was used to ask questions about people's beliefs, opinions, attitudes, characteristics and behaviors' in order to generalize to the population. The study intended to describe the characteristics, attitudes, and opinion of the respondents in Mathira Constituency. The dependent and independent variables are implementation of projects and the factors influencing implementation of projects' respectively.

3.3 Target Population

Target population is defined by Best and Khan (2006) as group of individuals or items from which samples are taken for measurement It also refers to all members of the population to which research findings can be generalized and is an accurate record of the sampling from which the samples were drawn. The researcher to targeted all the principals, 1 PTA member in charge

of project implementation and 1 BOG member acting on behalf of the sponsor in all the 33 secondary schools in Mathira Constituency to a total of ninety nine (99) respondents, as shown on Table 3.1.

Table 3.1 Target Population

Schools in Mathira	**Key respondents in each school**			**Total**
	Principals	**BOG(SPONSOR)**	**PTA member**	
33	33	33	33	99

3.4 Sample Size and Sample Selection

According to Mugenda and Mugenda (2003), a sample is a set of a particular population selected for the purpose of the study to make conclusions about the population. Mugenda (2003) however stresses that if the population size is small, then it is advisable that the researcher does a complete census of the population. This study intends to take census to the entire population of 99 as advocated by Mugenda and Mugenda.

3.5 Data Collection Instruments

The study used questionnaires, to collect data from the sampled schools. Kumar (2005) defines a questionnaire as a written list of questions, the answers to which are recorded by respondents. The questionnaires contained questions related to the objectives of the study.

3.6 Validity of the Research Instruments

According to Sunders (2000) a research is valid only if it actually studies what is set out to study and if studies are verifiable. Orodho (2009) further focused on the degree on which results from analysis of data actually represents the phenomenon under investigation. To ascertain content validity the instruments was thoroughly discussed with experts in the subject matter but especially with my supervisor.

3.7 Reliability of the Research Instruments

According to Eshiwani (1996), pilot testing is important in the research process because it reveals vague questions and unclear instructions in the instrument. It also captures important comments and suggestions from the respondents that will enable the researcher to improve efficiency of the instrument, adjust strategies and approaches to maximize the response rate. Pretesting was conducted by administering ten instruments in Kimandi Secondary School in the adjacent Kirinyaga District. The researcher then used this information to adjust the instrument as found necessary.

3.8 Data Collection Procedure

A letter of identification from the University of Nairobi was obtained from Extra-Mural Centre which was used to obtain a research permit from the National Council of Science and Technology prior to the commencement of the study. A letter of transmittal was written which introduced the researcher to the respondents and assured them of total confidentiality of their responses. In this study, data was collected through administering questionnaires to the respondents. The whole process of data collection was administered personally by the researcher.

3.9 Data Analysis

According to Kothari (2009), after collection of data it has to be processed and analyzed in accordance with the outline laid down for that purpose at that time of developing research plan. Data collected was coded with regard to the type and source. Data was analyzed and interpreted both qualitative and quantitative in light of research objectives. Analysis of data was conducted with the aid of Statistical Package for Social Sciences (SPSS).Qualitative statistical technique was used to summarize data. The results were presented and interpreted in the form of descriptive Statistics; frequencies, percentages, means, mode and correlation. The findings were presented in tables.

3.10 Ethical Considerations

In carrying out this study the researcher made sure that all the ethical issues were considered. An informed consent procedure was followed. Every questionnaire was introduced with a statement

assuring respondents that data is meant for academic purposes and would be regarded with high confidentiality.

3.11 Operationalization of variables

Table 3.2 presents the operati**o**nalization of variables on which the study was based.

Table 3.2 Operationalization of Variables

Objectives	Independent Variables	Indicators	Measurement of indicators	Measuring scale	Tools for data collection	Types of analysis
To establish how school heads management skills influence implementation of projects in public secondary schools in Mathira Constituency	School heads management skills	• Planning • Leadership • Control • Staff motivation • Monitoring & evaluation	• Evidence of staff promoted • Evidence of Leadership course attended • Evidence Involvement of staff in projects • Evidence of planning skills	Nominal/ordinal	Questionnaire	Descriptive means
To assess how stakeholders involvement influence the implementation of projects in public secondary schools in Mathira Constituency	Stakeholders Involvement	• Monitoring and evaluation of projects • Cooperation among stakeholders Mobilization of funds	• Number of • Number of time stakeholders are consulted • Communication strategy in place Evidence of grants lobbied from the ministry	Nominal /ordinal	Questionnaire	Descriptive means

To determine how availability of funds influence implementation of projects in public secondary schools in Mathira Constituency	Availability of funds	• Timely disbursement of funds • Adequacy of funds	• Fair allocation of financial resources • Evidence of Timely completion of projects	Nominal/ordinal	Questionnaire	Descriptive means
To assess the procedure of procurement in public secondary schools in Mathira Constituency	Procurement procedure	• Transparency in awarding contracts • Enforcement and compliance with policies	• Number of completed projects • Evidence Clear guideline of procurement • Number of time procurement is done on time	Nominal/ordinal	Questionnaire	Descriptive means
Implementation of projects in public secondary schools	Project implementation	• Construction of classes, dining halls, toilets and • laboratories	• Evidence of various projects in progress	Nominal/ordinal	Questionnaire	Descriptive means

3.12 Summary

In this chapter, the research has discussed methodology that includes research design, sampling techniques, methods of data collection and analysis. The chapter also discusses the research instruments; their validity as well as reliability. It finally presents the operationalization of variables on which the study is based.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

Presented in this chapter is the return rate of the questionnaire, the demographic characteristic of respondents and the analysis, presentation and interpretation of the findings from the field data. The chapter also offers a brief discussion of the key findings per variable

4.2 Questionnaire response rate

Table 4.1 shows the variations in the response rate per each targeted cluster. Target respondents were all the principals, 1 PTA member and 1 BOG member acting on behalf of the sponsor in all the 33 secondary schools in Mathira Constituency.

Table 4.1 show response rate of the respondents

Questionnaires	**Frequency**	**Percentage**
Questionnaires filled correctly	82	82.8
Questionnaires rejected	17	17.2
Totals	**99**	**100**

An overall response rate of 82.8% was realized which is higher than 70% that is recommended by Mugenda and Mugenda (2003) who asserts that a more than 70% response rate is very good.

4.3 Demographic characteristics of school heads

Personal information of the respondents was based on gender of the respondents, length of service at school, and highest academic qualification of the respondents.

Table 4.2 shows results of analyzed data from respondents.

Table 4.2 Distribution of responses on Demographics of the respondents

Gender	**Frequency**	**Percent**
Male	15	55.6
Female	12	44.4
Length of service		
0-1 year	3	11.1
2-4years	3	11.1
5-8 years	9	33.3
over 9 years	12	44.4
Total	27	100
Academic qualification		
Bachelor's degree	12	44.4
Masters degree	15	55.6
Total	**27**	**100**

Majority of the respondents were male (55.6%) while the remaining were females.

For the length of service at the schools was concerned over 77.7% of the principals were well experienced, having served for five years and above in their schools. Also and as required by TSC regulations, all the principals were qualified for the tasks. While all of them had at least a first degree, a majority of 55.6% were Masters holders. This is important as it could give a pointer to whether education levels have any influence on implementation of schools' projects.

4.4 Influence of management skills among school heads in implementation of school projects

The researcher sought to investigate the influence of management skills among school heads. Table 4.3 shows results obtained from respondents.

Table 4.3 Distribution of responses on Management skills of the school heads

Statement		Frequency	Percent
Trained in project management			
	Trained	18	66.7
	Not trained	9	33.3
Frequency of project review meetings			
	Annually	3	11.1
	Quarterly	21	77.8
	Monthly	3	11.1
Frequency of project progress report			
	Quarterly	24	88.9
	Monthly	3	11.1
Current status of projects			
	Complete	15	55.6
	Incomplete	12	44.4

Results as presented on Table 4.3 indicate that two thirds (66.7%) of the school heads in the study area had attended training in project management. Due to this training, majority of the heads (88.9%) found it essential to hold review meetings on project progress and also present project reports at least on a quarterly basis (that is, at least every term). Results also reveal that most of the recent projects (55.6%) in the study area had been completed.

The study also sought to establish extent of application of project management skills among the heads in implementing various projects in their schools. Table 4.4 shows results obtained from the respondents.

Table 4.4 Level of skill utilization among school heads in managing school projects

Statement	**Very low extent**		**Low extent**		**Moderate extent**		**Large extent**		**Very large extent**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Leadership of the project team	6	22.2	9	33.3	6	22.2	3	11.1	3	11.1
Directing all the activities of the project	3	11.1	12	44.4	9	33.3	3	11.1	-	-
Negotiating for project resources	9	33.3	6	22.2	6	22.2	6	22.2	-	-
Communicating the details of the project to the stakeholders	-	-	9	33.3	6	22.2	9	33.3	3	11.1
Writing project proposal	11	40.7	4	14.8	5	18.5	2	7.4	5	18.5
Presenting project reports to the stakeholders	-	-	9	33.3	12	44.4	3	11.1	3	11.1
Sourcing of project funds	6	22.2	3	11.1	-	-	12	44.4	6	22.2
Budgeting	3	11.1	15	55.6	-	-	6	22.2	3	11.1
Procurement process	12	44.4	3	11.1	-	-	9	33.3	3	11.1
Financial reporting	7	25.9	7	25.9	-	-	13	48.1	-	-

All in all and to a large extent the heads had the necessary skills for executing the tasks of their responsibilities. But had some challenges in budgeting and sourcing funds Results obtained indicate that there were challenges and from the opinions of the respondents, a challenge in sourcing for project funds was thought to be the main challenge at (22.2%) Writing project proposal was also highlighted as an impediment towards accessing support for funding. Financial

reporting was agreed by 48.1% of the respondents that it posed a challenge during implementation process which may have been a result of tedious monitoring procedures involved. Challenges in procurement process and in communicating the details of the project to the stakeholders also stood in the way of project implementation. However, there seems to be less challenges in leadership of the project team and negotiating for project resources ,this may have been as a result of clearly laid down procedures in the selection of the leadership in addition to funding that comes directly from the government which required no negotiations.

Discussion

Results of findings revealed that the majority of school heads were trained in project management skills that equipped them with knowledge of management of projects in schools. The skills they were trained on include the following; leading, controlling, fundraising and monitoring and evaluation of projects. However, in spite of this training, most of them faced various challenges as they executed their managerial responsibilities key of these being sourcing of funds and proposal writing. These findings resonate with Gatheru (2008) who points out the need for heads to have proper training which aims at providing necessary skills for head teachers to use their new responsibilities as well as providing skills and knowledge. Training would enable head teachers learn more on effective leadership so as to know one's own strengths and weaknesses with an aim of improving one's management capacities. In addition they can also explore how to guide change and overcome resistance and obstacles present in their own school therefore making wide-ranging and comprehensive changes throughout the school which are supported by teachers, children and parents Otiende (2002).

4.5Assessing stakeholders involvement in implementation of school projects in public schools

This section examines the school heads' opinion on the involvement of various stakeholders in implementation of school projects. It also looks at the opinions of stakeholders (PTA and BOM) and their level of involvement in school development projects. The responses appear in Tables 4.5 and 4.6.

Table 4.5: Rate of participation of stakeholders in project implementation

Characteristics	Frequency	Percent
Very good	18	66.7
Good	6	22.2
Average	3	11.1
Total	**27**	**100**

From Table 4.5, the majority of the school heads at (88.9%) felt that the stakeholders were fully involved in the management of school projects.

Table 4.7 shows results of respondents on factors influencing implementation of projects.

Table 4.6: Factors influencing successful implementation of school projects

Statement	Very High		High		Moderate		Low	
	F	%	F	%	F	%	F	%
Level of education influences successful implementation of school projects	19	70.3	8	29.6	-	-	-	-
Project management experience influence successful implementation of school projects	11	40.7	9	33.3	7	25.9	-	-
Skills in fundraising influences successful implementation of projects	6	22.2	4	14.8	12	44.4	5	18.5
Influence of Skills in monitoring and evaluation in successful implementation of school projects	16	59.3	7	25.9	4	14.8		
Coordination in the choice of project influences successful implementation of school projects	18	66.6	6	22.2	3	11.1		

As shown on Table 4.7, the school heads, at almost 100%, thought that a high level of various skills by the stakeholders was necessary in the implementation of projects. Level of education of stakeholders was a major success factor followed by coordination skills (88.8%). They also felt that skills in monitoring and evaluation (85.0%) were instrumental in ensuring project success, however, skills in fundraising was weak. This is a clear indication that the stakeholders were well equipped for project implementation in public secondary schools.

4.6 Stakeholder participation in school projects

Since schools are run by different stakeholders and have various interest groups, the researcher sought to gauge their level of participation and to ascertain their specific roles towards implementation of various school projects.

Table 4.7 presents responses obtained from members of Board of Management (BOM) and Parents Teachers Association (PTA).

Table 4.7 Distribution of responses on stakeholder views on project implementation

		RESPONSE FREQUENCY OF STAKEHOLDERS			
		BOG		**PTA**	
statement	**Characteristics**	Frequency	**%**	**Frequency**	**%**
Gender	Male	24	92	20	69
	Female	2	8	9	31
Education qualification	Secondary	5	19	15	52
	Diploma	3	12	8	28
	Graduates	12	46	6	21
	Post graduates	6	23	0	0
Duration as a stakeholder in the school	< 5 years	8	31	13	45
	5-10 years	17	65	14	48
	11-15 years	1	4	2	7
Frequency of involvement in school projects	Occasional	4	15	5	17
	almost every time	20	77	18	62
	every time	2	8	6	21
Role played in school projects	Advisory	2	8	5	17
	Management	17	65	11	38
	Monitoring	3	12	9	31
	Resource mobilization	4	15	4	14
Level of satisfaction on project leadership team	Extremely satisfied	8	31	6	21
	very satisfied	18	69	23	79
Level of satisfaction in planning of school projects	Extremely satisfied	7	27	9	31
	very satisfied	19	73	20	69
Level of satisfaction in projects control	Extremely satisfied	12	46	12	41
	very satisfied	14	54	14	48
Level of satisfaction on competence of project staff	Extremely satisfied	5	19	2	7
	very satisfied	21	81	27	93
Level of satisfaction in project monitoring	Extremely satisfied	13	50	5	17
	very satisfied	13	50	24	83
Main Challenge in implementation of school projects	Sourcing of funds	8	31	14	48
	Budgeting	7	27	2	7
		2	8	1	3
	Financial reporting	4	15	3	10
	Fund allocation	4	15	3	10
	Embezzlement & Misappropriation of funds	1	4	6	21

Regarding the level of education, majority of the BOG respondents were found to be graduates (46%) while 52% of PTA members had secondary level of education. This shows that majority of the respondents in this study were in a position to contribute effective in implementation of school projects.

Determining duration the respondents have been a stakeholder in the school was also necessary for the researcher to establish the level of their involvement in school projects. The obtained results showed that both stakeholders had been there for a period of between 5-10 years (65% for BOG and 48% for PTA). On their frequency of involvement in school projects, 77% of the BOG stakeholders reported to involve themselves almost every time and 15% got themselves engaged themselves occasionally. Similarly, majority of the PTA stakeholders (62%) got themselves engaged in school project almost every time as well. 21% involved themselves every time. The researcher further sought to establish the nature of duties the stakeholders' involvement themselves with in these projects. Results obtained showed that majority of both BOM (65%) and PTA (38%) respondents performed management and monitoring roles. Both the BOM and PTA actively participated in project implementation in the schools and played both monitoring and management roles. They were also knowledgeable of the projects that were on going in the schools because most of them had been in the schools for at least five years.

Regarding the satisfaction of the respondents who participated in the study on the various elements of the projects, 79% of the PTA members reported to be very satisfied with the project leadership team compared to 69% of the BOG members. This may be an indication of stakeholders' confidence on the competence of the school projects leadership teams and a possible good working relationships. Furthermore, 73%, 54%, 81% and 50% of BOG stakeholders responded to be very satisfied with planning, control, and competence of project staff and monitoring of school projects respectively. When questioned on the main challenges experienced during implementation of school projects, results showed that financial allocation and reporting was a major problem among the stakeholders, followed by compliance to procurement processes and misappropriation funds in that order.

4.6.1 Discussion

The findings of the study reveal that stakeholders participated actively in monitoring and evaluation, fund raising and also generally cooperated in all the activities to do with the implementation of school projects in Mathira Constituency. This cooperation has been crucial in ensuring supporting the school heads in the management of school projects.

These findings concur with those of Spencer, Nolan and Rochester (2000) who asserts that for effective and successful management, there is need to involve the people both within and outside the school. They include staff and students, parents and, members of the community. All of them need to be brought on board when it comes to decision making and project management process for them to remain supportive of what the school heads are doing. The findings also support Fleming, (2007) who notes that the day to day running of the school projects depends to a large extent upon effective system of committees, communication, consultation and full participation of all the stakeholders.

4.7 Influence of availability of funds in implementation of school projects

Availability of funds is usually a major determinant in the success of any project. It is with this that the researcher sought to establish on its availability.

Table 4.8 presents results obtained from the respondents in regard to availability of funds for project implementation.

Table 4.8: Distribution responses on availability of funds for project implementation in school

Characteristic	Frequency	Percent
Good	16	59.3
Average	8	29.6
Poor	3	11.1
Total	**27**	**100**

Results obtained indicate that majority of the respondents thought that availability of funds was average and above while (11.1%) thought that availability of funds was below average. The rating of good could have been as a result of the government allocation. Those who felt the availability of funds was poor may have had more projects which the allocation could not cater for.

To further investigate on how school heads cater for lack of enough funds for projects, the researcher obtained the following results from multiple response analysis as shown in Table 4.9

Table 4.9: Distribution of responses on how school heads cater for deficit created by lack of enough funds for completion of projects

	Response		**Percent of cases**
Statement	**Frequency**	**Percent**	
We encourage the parent to meet the deficit	21	43.8%	77.8%
We use profits from income generating activities	15	31.2%	55.6%
Fundraising to cater for the deficit	12	25%	44.4%
Total	**48**		**177.8%**

As shown in Table 4.9 schools use a variety of initiatives that included extra funds from parents, profits from income generating activities and community fund raising (harambee) to raise extra funds to meet their deficits. The findings above clearly indicate that the allocated funds by the government are not always adequate to implement the various projects in public secondary schools. To cater for the deficit the schools heads play a proactive role of coming up with other means of raising more funds.

Discussion

These findings were in line with those of Ngethe (2004) which established that extra money for projects in public secondary schools is obtained through various sources such as fees, funding from the community development fund (CDF), allocation through the Ministry of Education etc. The government issues guidelines on how much fees is supposed to be paid by the students. The principals are supposed to abide by these guidelines. These findings in this study also concurs with those of Onuka & Arowojolu, (2008), which noted that sometimes a special school development fee will be added to the fee structure to help the school fund existing and new projects in the schools. Parents and guardians are expected to bear the cost of education with assistance from the government which funds part of the fees.

4.8 Influence of Procurement procedures in implementation of school projects

To be able to gauge the influence of procurement procedures in implementation of school projects, the researcher investigated on the rate of compliance of procurement procedures and their influence on the outcome of school projects.

Table 4.10 shows results of analyzed data obtained from respondents on the influence of procurement procedures.

Table 4.10 Distribution of respondents on the level of enforcement and compliance of procurement procedures in school

Characteristic	Frequency	Percent
very good	9	33.3
Good	18	66.7
Total	**27**	**100**

Results obtained indicate 66.7% of the respondents thought that compliance and level of enforcement of procurement procedures was good whereas 33.3% thought that it was very good. These results reveal that school heads in the study area are aware of procurement procedures which are necessary in the implementation of school projects.

In an attempt to establish the influence of procurement procedures on the outcome of projects, the researcher asked the extent to which they thought they played. Table 4.11 presents results of analyzed data from respondents.

Table 4.11 Distribution of respondents on influence of procurement procedures on the outcome of school projects

Statement	Very great extent		Great extent		Moderate extent		Little extent		Not at all	
	F	%	F	%	F	%	F	%	F	%
Transparency and accountability of stakeholders influence project outcomes	22	81.4	4	14.8	1	-	-	-	-	-
Efficiency of stakeholders	12	44.4	12	44.4	3	11.1	-	-	-	-
Overseeing contract management influence project outcomes	9	33.3	15	55.6	3	11.1	-	-	-	-
Participation of stakeholders	15	55.6	9	33.3	3	11.1	-	-	-	-

As to whether procurement procedures influences the outcomes of implementation of school projects, (96.2)% of the respondent thought that it ensures transparency and accountability of stakeholders and (88.8%) thought that it enhances efficiency of stakeholders while (88.9) thought that it influences participation of stakeholders and oversees contract management . It can be concluded therefore that procurement procedures influences to a great extent on the delivery of school projects as it promotes accountability and efficiency.

Discussions

As for procurement procedures, the study established that compliance and level of enforcement of procurement procedures was good and that procurement procedures influences to a great

extent on the delivery of school projects as it promotes accountability and efficiency. This was in line findings by Hunja (2001) who asserts that a well-organized procurement system contributes to good governance by increasing confidence that public funds are well spent which enhance proper utilization of public funds . The need to have proper procurement guidelines echoed those of Eya & Oluka, (2011) which provides for the regulations that should be followed by schools in their procurement process for transparency and that which gives value for the money, good procurement procedures should be followed by all schools.

CHAPTER FIVE
SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, discussions, conclusions from the study and recommendations of the study.

5.2 Summary of Findings

The following are the key findings of the study.

5.2.1 Influence of School Head Management Skills

Results of findings revealed that the majority of school heads were trained in project management skills, including leading, controlling, fundraising and monitoring and evaluation of projects. However, and in spite of this training, most of them faced various challenges as they executed their managerial responsibilities key of these being sourcing of funds and proposal writing.

5.2.2 The influence of Stakeholders involvement in project implementation

As to whether stakeholders were equipped with skills in managing projects, results obtained indicate that they had the necessary skills however, sourcing for project funds was thought to be the main challenge and writing project proposal was also highlighted as an impediment towards accessing support for funding

The findings of the study reveal that stakeholders participated actively in monitoring and evaluation, fund raising and also generally cooperated in all the activities to do with the implementation of school projects in Mathira Constituency. This cooperation has been crucial in ensuring supporting the school heads in the management of school projects. As to whether stakeholders posed any challenges in management of school projects, results obtained indicate that although stakeholders were thought to be in support of school heads in project implementation, Ministry of education officials and PTA members pose challenges to school

heads while managing projects whereas teachers and Board of governors were viewed as not posing any challenge towards implementation of school projects.

As far as stakeholders is concerned, Men formed the majority of the stakeholder respondents in this study with secondary and graduate levels of education who had served as a BOG or PTA member for a period of between 5-10 years in the schools at the time of study. The study also established that the stakeholders involved themselves in management and monitoring roles of the school projects almost all the time and were very satisfied in the leadership, planning, and control, competence of project staff and monitoring aspects of the projects. Financial reporting and allocations to various project activities was however identified to be the most experienced challenge faced by the respondents during implementation of school projects.

Availability of funds

Results obtained indicate that majority of the of the respondents thought that availability of funds was good and that majority of those with deficits encouraged parents to meet through raising extra funds, while others generated from their own activities and others still raised the money through fundraising.

Procurement procedures

Results obtained indicate that compliance and level of enforcement of procurement procedures was very important and that procurement procedures influences to a great extent on the delivery of school projects as it promotes accountability and efficiency.

5.3 Conclusion

The study establishes that school heads were trained in project management skills that enables them to manage school projects. However, the training they receive does not equip them fully to manage school projects appropriately. Sourcing of funds and proposal writing is one of the main challenges that this study has identified that has continued to face school heads. Money given by the ministry of education is inadequate and therefore school heads are forced to look for other ways of raising more funds to cater for the deficit. Stakeholders were equipped for their role in

project implementation because they had all attained high school education. They actively involved in the school development projects however; difficulties were encountered when it came to raising funds in support of the ongoing projects. Majority of the school heads had complied with procurement regulations and were aware of procurement procedures that would be undertaken during project implementation. The study also revealed that that the school heads need specific professional training in areas of project management, financial management and programme monitoring and evaluation.

5.4 Recommendations

In light of the research findings, the following are the recommendations of the study

I. The government through the Ministry of Education (MoE) should organize training programs on project management, financial management and monitoring and evaluation for school heads.
II. Ministry of education should encourage principals to take personal responsibility and initiatives in equipping themselves with general management and project management skills through self-study, reading literature, attending seminars and workshops out of their own personal volition.

5.4.1 Suggestions for further study

Following are the recommendation for further study.

I. A study on evaluation of project implementation for construction and non construction projects in public secondary schools in all the counties in Kenya
II. A study should also be done on constraints to effective implementation of projects in public secondary schools in Kenya at large.

REFERENCES

Achoka J. (2007).Kenya's Management of secondary School Education in the 21 century: New Model for Excekebe

Ahmed, T.M. (2003). Education and National Development in Nigeria. *Journal of Studies in Education.*

Aloyo, F.S. (2003). Financing Development Projects in Secondary Schools: A Case Study of Khwisero Division Butere Mumias District. Ary, D. (2006). Introduction to Research in Education (7th ed.) Beltont: Vicki.

Asyago, B. (2005). An Investigation into the Challenges Facing the Free Primary Education Management: The Case of Machakos District. Kenya. Unpublished MEd Thesis, Nairobi: Kenyatta University.

Australian Government Funding for Schools Explained (2012). Australia: Parliamentary library.

Baily P, Farmer D, Jessop D, Jones M (1998). Purchasing Principles and Management (8th Ed). Great Britain; Pitman.

Bertalanffy, L. V. (1968).General System Theory and Psychiatry. American Handbook of Psychiatry, vol.3.New York.

Best. J.W. & Khan, J.V. (2006).Research in education, (10th ed.).New Jersey, Pearson Education Inc.

Bittle, A. Edgar, H., ed. (1996). Planning and Financing School Improvement and Construction Projects. Topeka, KS: National Organization on Legal Problems in Education.

Bolton. (2006).Government Procurement as a policy tool in South Africa journal of public procurement:

Brubaker, C. William, S. (2002). Planning and Designing Schools. New York: McGraw Hill. Bruce, T.(2006). Early Childhood Education: A guide for students. London: Sage Publications. Castaldi, B. (2003). Educational Facilities: Planning, Modernization and Management. Boston: Allyn and Bacon.

Chabari, E.B. (2010). Challenges Facing Effective Implementation of Free Secondary Education in Public Secondary Schools in Kangundo District, Kenya. Unpublished Med Project Report, Nairobi: Nairobi University Kenya.

Citizen's Local Authority Transfer Fund Report Card for Tetu, Nyeri Town & Mukurwe-ini Constituencies (2008), National Taxpayers Association. Nyeri South District.

Clarkson, D.K., (2004).Shared vision in the management of high schools in selected states in the U.S.A *Journal of Education.*

Cooper, P. and Donald, R. (2007). Business Research Methods. Mc Graw-Hill Higher Education.

Cooper, R., & Slavin, R. E (1998). Socio-Cultural and Within School Factors that Affect the Quality Education.

Cornman, S.Q. (2010).Revenue and Expenditure for Public Elementary and Public

Department of Education and Science (2009).Smart schools Report on procurement in public secondary schools in Ireland.

Dykrstra H. & Kucita .P. (2003). School Based Management through Cluster Schools A case study from Cambodia.

Education: School year 2010 United States Department of Education Washington D.C: National Central for Education Statistics

Embeli, (2006), factors influencing use of public procurement and disposal act of 2005 in public secondary schools a survey of Trans- Nzoia County in Kenya

Eshiwani,G.S (1996).Education in Kenya since independence. Nairobi East Africa Publishers.

Eyaa, S. & Oluka, P. N. (2011).Explaining noncompliance in public procurement in Uganda. I*nternational Journal of Business.*

Fleming, G. (2007).*Construction Project Management* Handbook. Federal Transit administration (retrieval from http://www.fta.dot.gov) retrieved on 5/26/2014.

Fraenkel, J. & Wallen, D. (2006).How to Design and Evaluate Research Education (6th ed). Boston: Mc Graw Hill.

Gatheru, K. (2008). Challenges Facing Head teachers in the Implementation of Free Primary Education: A Case of Narok District. Kenya: Unpublished Med Project Report, Nairobi: Kenyatta University.

Government of Kenya (2003).Constituency Development Fund Act (2003), Nairobi: Government Printer.

Hammond, L. (2007). Educational Leadership: A Bridge to School Reform. A Paper Presented at the Wallace Foundation Conference.

Hill, R. B., Wicklein R. C. & Daugherty, M. K. (1996). Technology education in transition perceptions of technology education teacher's administrators, guidance and counselors. *Journal of Industrial Teacher Education.*

Holcomb, C., John, H. (1995). A Guide to the Planning of Educational Facilities. New York: University Press of America.

Hunja, R. (2001). Obstacles to Public Procurement Reforms in Developing Countries. Washington: World Bank.

Hillman, J, & Stoll, L. (2004). Understanding School Improvement. School Improvement Network Research mattes

Jamaican National Development plan education draft sector plan (2009).

Jensen K, Walker S (1989). Towards Democratic Schooling. Philadelphia: Open University Press;

Kennedy (2002). Introducing new school designs. Retrieved from http://portal/design/education.University Press. Retrieved on 3/1/2015.

Kenya Vision 2030 (ROK, 2007) Sessional Paper No. 1 of 2005 – A Policy Framework for Education, Training and Research (ROK, 2005) Kenya Education Sector Support Programme 2005-2010 (ROK, 2005).

Kipnusu, S. (2001). Proposals for Training Secondary School Guidance and Counseling Teachers in Kenya: A Case of Uasin Gishu District. M.Phil Thesis, Eldoret: Moi University.

Kogan M. (Ed), (2006) School Governing Bodies London: Heinmann Educational books.

Kothari, C. R. (2009).Research Methodology, Methods and Techniques, (2nd rev. ed.)New Delhi, New Age.

Kowalski, Theodore J. (1989). Planning and Managing School Facilities. New York: Praeger. Leithwood, K. and Jantzi, D. (2004). A Review of Transformational School Leadership London: Routledge.

Kumar, R. (2005). Research Methodology (2nd ed).London: Sage Publications.

Lusi, S. F. (1997). The Role of State Departments of Education in Complex School Reform. New York: Teachers College Press.

Macro Indicator Trends in Schooling Summary Report Summary Report, 2011, South, South Africa: Department of basic.

Maduagwu, S.N. (2004). Proliferation of Private Primary and Secondary School Institutions in Japan and Nigeria. Educational studies, international Christian University.

Magee, R.S. Gregory H. (2005). Facilities Maintenance Management. Kingston, Means company, Inc.

Mavyala, K.C. (2011): Impact of Project Evaluation Tools as used in Project Planning and Decision Making in Kenya by Educational Institutions.

Mbaabu, L. N. (2003). A Study of Administrative Problems Experienced by Primary School Headteachers. Unpublished M.Ed. Nairobi: Thesis Kenyatta University.

Moon, B. & Mayes, A. S. (2004). Teaching and Learning in Secondary Schools, London: Routledge.

Morubasu MC (1992). A Study of Kenya Secondary schools Principals' perception of the Effectiveness of Kesi in-service programs. A proposal submitted in partial fulfillment for the degree of Master of Education. Ontario: School of Education Lake head University Thunder Bay.

Mugenda, A. and Mugenda, O. (1999). Research Methods: Quantitative and Qualitative Approaches. African Centre for Technology Studies (ACTS), Nairobi, Kenya.

Mugenda, O. M. & Mugenda, A.G. (2003).*Research Methods:* Quantitative and Qualitative Approaches. Africa centre for Technological Studies (ACTS), .Nairobi, Kenya.258pp.

Mugo N.J. (2010), Factors Affecting Project Implementation of School Projects in Private Secondary Schools in the larger Murang'a District University of Nairobi: Unpublished Med Thesis, Kenyatta University.

Nabwire, O. (2012).Factors influencing completion of parent's teachers association funded projects in public secondary schools in Migori County Unpublished M.Ed. Nairobi: Thesis Nairobi University.

National Center for Educational Statistics. (2000). Condition of America's Public School Facilities: *1999.* Washington, DC: National Center for Educational Statistics.

Ngasura, E. 2010). An Assessment of the Implementation of Procurement Policy on School Financial Management: A Case of Public Secondary Schools in Eldoret South Constituency, Kenya. Unpublished Thesis, Kenyatta University.

Ngethe, J. M. (2004). Investigations into Challenges Faced by Primary Schools Head teachers in the Implementation of Free Primary Education. A Case of Ruiru Division of Thika District, Kenya; Unpublished MEd Thesis, Nairobi: Kenyatta University.

Nyaga, B. M. (2005). Effects of Delayed Fees Payments on the Teaching and Learning Process in Public Secondary Schools in Mbeere District, Kenya; Unpublished MEd Thesis, Nairobi: Kenyatta University.

Odeyinka, H.A, Yusuf, A. The Causes and Effects of Construction Delays on Completion of Housing in Nigeria. J Financial management Property Construction 1997, International Journal of Project Management 1997.

Odhiambo, G.O. (2005) "Teacher Appraisal: The Experiences of Kenyan Secondary School Teachers", *Journal of Educational Administration,* Vol. 43 Iss: 4, pp.402 – 416 of implementation of school-wide programs: Center for Research on the Education of Students.

Ogembo, P.O. (2005). Training Needs of Heads of Department Of Secondary Schools for Effective Curriculum Implementation in Kenya: A Case of Eldoret Municipality. Unpublished M.Phil Thesis: Moi University.

Ohba, A. (2009) Does Free Secondary Education enables the poor to gain access? A study from rural Kenya. CREATE Pathways to Access Monograph No. 21. Brighton: University of Sussex.

Ojo, L.B, and Olaniyan D.A. (2008).Leadership roles of School Administrators and challenges ahead in Post Primary Institutions in Nigeria. *European Journal of Scientific Research.*

Onuka, A. U. and Arowojolu, A.F. (2008). An Evaluation of Parents' Patronage of Private and Primary Schools in Abeokuta, Nigeria. International Journal of African & African American Studies Vol. VII, No. 2, Jul 2008.

Onyango, G. A. (2001). Competencies Needed by Secondary School Head teachers and Implications on Pre-service Education. Unpublished PhD Thesis. Nairobi: Kenyatta University.

Organizational, Effectiveness. Armidale (Australia): A.C.A. E. Publication.

Orlosky, D. E. (2004). Educational Administration Today. Ohio: Charles E. Merrill

Osei, G. M. (2006). Teachers in Ghana: Issues of Training, Remuneration and Effectiveness; *International Journal of Educational Development*: Volume 26 pg 38-51.

Otiende, T. E. (2002). Education and Development in Kenya*:* Nairobi. University of Nairobi Press.

Pakistan, (2000). Job Manual for District Education office of the education department government Management unit for study and Training Peshawar

Perry. (2011).Mergers and Acquisitions Reducing Risk through improve due diligence strategy and leadership.

Pont, B., D. Nusche and H. Moorman (2008), Improving School Leadership: Volume 1*:* Policies and Practices, OECD, Paris.

Pont, B., D. Nusche and H. Moorman, (2008). Improving School Leadership on Projects: Volume 1: Policies and Practices, OECD, Paris. Presented at the Wallace Foundation Conference.

Republic of Kenya, (2006). Public Procurement and Disposal Regulations 2006. Legal Notice No. 174. Nairobi: Government printer.

Republic of Kenya, (2007). Financial Management process in schools. Nairobi: KESI.

Republic of Kenya, (2005). Public Procurement and Disposal Act, 2005(No 3 of 2007) Legal Notice No 174.Nairobi: Government Printer.

Sapsford, R. (2007). Survey Research (2nd ed). London*:* Sage Publishers Ltd.

Scott, S. and Weber C.F. (2008).Evidence based leadership development. *Journal of Education Administration.*

Shafika, F.M., (2007), The NEPAD e-Schools Demonstration Project: A Work in Progress Public Report, Washington DC (retrieved from www.infodev.org) retrieved on 3/14/2014.

Shami, P. A. & Hussain, K.S. (2005).Quality of Education. Islamabad: Ministry of Education, Academy of Education Planning and Management.

Shaughnessy, J. J. Zechmeister, E.B. and Zechmeisteer J.S. (2003).Research Method in Psychology, McGraw Hill, New York.

Stanley Portney (2010), Project Management for Dummies 3rd Edition: Incorporated, New York: Wiley, John & Sons.

Uline, C. L.(2007).Planning and Designing Learner Centred Facilities [Online].Retrieved May 19,2014,from http://edweb.sdsu.edu/school house/21C_Plan_model.htm.

UNESCO, (2005). EFA. Global Monitoring Report: The Role of the Organization and Social Context of Schools. http://portal.org/education. University Press.

UNESCO. (2009).Role of Secondary School Teachers Paris, France.

Wambui, E. N. (2013). *Role of Procurement on Organization Performance*; A survey study of public secondary schools in Imenti North District, Kenya. Int. J. Soc. Sci. Entrepreneurship, 1(3): pp.289-302

Wamunyu, J. K. (2010).Challenges facing Public Secondary School Heads in the Management of School Projects in Nyeri County. Unpublished Master's Thesis. Nairobi: Kenyatta University, Kenya.

Wayne, W. & Terrel C. (1995). Business Statistics for Management Economics Publisher: Cengage Learning; 7th Edition.

World Bank, (1995). Public Procurement Reforms. Washington, DC: World Bank.

World Bank (2002).Staff Appraisal Report, "Dominican republic secondary education development project"

World Bank (2003).World Bank Development Report 2003.Equality and Development Oxford University Press, New York

World Bank (2004). Implementation Completion Report, "Republic of Ghana Community Secondary Schools Construction Project"

World Bank, (2005). Expanding Opportunities and Building Competencies for Young.

World Bank, (2007). Recruiting, Retaining, and Retraining Secondary School.

World Bank, (2008). Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa. Washington, D.C.: World Bank.

World Bank, (2008). Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa. Washington, D.C.: World Bank.

APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Faith Mwangi
P.O BOX 63726- 00619
Nairobi
Date……..

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: DATA COLLECTION

My name is Faith Muthoni Mwangi a student pursuing a Masters of Arts in project planning and management at the school of Continuing and Distance Education of the University of Nairobi.

I am undertaking a study to establish factors influencing implementation of projects in public secondary schools in Mathira constituency Kenya.

This is part of requirement of the fulfillment of the course. The findings of this study will be useful in helping to the Ministry of Education in helping improve the status of projects in public secondary schools.

The attached questionnaire is therefore intended to seek your views on the various aspects of projects. Kindly fill it with all sincerity and honesty. The information you provide will be utilized purely for academic purposes and will be treated with outmost confidentiality.

Thank you for your cooperation.

Yours faithfully,

Faith Mwangi
Student (M.A PPM)-L50/70304/2011
University of Nairobi (SCDE)
Nairobi.

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This research study aims at investigating the factors influencing implementation of projects in public secondary schools in Mathira Constituency in Nyeri County. In order to conduct this research study the questionnaire attached below has been developed as the main instrument of data collection. It is the researcher's request that the respondents answer all the questions freely and honestly. Your responses will be kept strictly confidential and your names are not required. Please tick (√) in the appropriate box.

Section A. Demographic Data

1. Indicate by ticking (√) your gender.

Male ( ) b) Female ( )

2. How long have you served in this school?

a) 0-1 year ( ) b) 2-4years ( ) c) 5-8 years ( ) d) over 9 years ( )

3. Tick against the category that matches with the highest academic qualification

A level ( ) b) Diploma ( ) c) Bachelors degree ( ) d) Masters Degree ( )

Section B: management skills

1. Have you been trained in project management?

Yes ( ) No ( )

2. How frequent do you have project review meetings?

Annually ( ), Quarterly ( ), Monthly ( ), Weekly ( )

3. How often do you provide project progress report?

Never ( ) Annually ( ) Quarterly ( ) Monthly ( ) Weekly ( )

4. Which school project have you undertaken in your school in the recent past? (Please Tick appropriately)

	project	**complete**	**incomplete**

5. Indicate the extents to which you agree or disagree that as a school head you utilized the following project management skills while managing school projects

(1- Strongly Disagree, 2– Disagree 3 – uncertain 4 – Agree 5- Strongly Agree)

S no.	management Skill	1	2	3	4	5
1	Leadership of the project team					
2	Directing all the activities of the project					
3	Negotiating for project resources					
4	Communicating the details of the project to the stake holders					
5	Writing project proposal					
6	Presenting project reports to the stakeholders					

6**.** Indicate the extent to which you agree or disagree that as a school head you faced financial management challenges in the management of school projects in the following areas.

(1- Strongly Disagree, 2– Disagree 3 – uncertain 4 – Agree 5- Strongly Agree)

S no.	Project area	1	2	3	4	5
1	Sourcing of project funds					
2	Budgeting					
3	Procurement process					
4	Financial reporting					

Section C: Stakeholders' Involvement in Implementation of Projects

1. How would you rate participation of stakeholders in this school?

Level of stakeholder involvement	1	2	3	4	5
Very good					
Good					
Poor					
Very poor					
Unable to tell					

2. Indicate the extent to which you agree or disagree that as a school head you faced a challenge of stakeholder involvement while managing school projects in your school.

(1- Strongly Disagree, 2– Disagree 3 – uncertain 4 – Agree 5- Strongly Agree)

S no.	stakeholders	1	2	3	4	5
1	BOG members					
2	PTA members					
3	Ministry of education officials					
4	Teachers					

3. To what extent do you think the following affect successful implementation of school projects?

(1- Very high 2- High 3-Moderate 4- Low 5 - insignificant)

attributes	1	2	3	4	5
lack of previous experience					
lack of management skills					
low level of Education					
lack of coordination in the choice of the project					
lack of Monitoring and Evaluating the project					

4. How often do you schedule stakeholders meetings in your school?

Beginning of a new project ONLY [ ]
Monthly [ ]
Once a year [ ]
Never [ ]

Section D: Availability of Funds for Implementation of Projects

1. Who monitors the usage of the funds?

School head [ ] committee [ ] project manager [ ]

2. Please indicate how you would rate availability of funds for project implementation in this school?

Very good [ ] Good [ ] Poor [ ] Very Poor [ ] don’t know [ ]

3. What do you do to provide for the deficit created by lack of enough funds for completion of projects?

We encourage parents to meet deficit [ ]

We use profits from income generating activities [ ]

fund organize Harambee to cater for deficit [ ]

We seek credit from financial institutions [ ]

Any other (specify)……. [ ]

Section D: Procurement procedures for project implementation

1. Who is in charge of procurement activities in your school?

Head teacher ( ) Bursar ( ) Appointed member ( ) other ( ) specify……..

2. How would you rate the enforcement and compliance of procurement procedures in this school?

Very good [ ] Good [ ] Poor [ ] Very Poor [ ] don't know [ ]

3. In your own opinion, how do the following aspects of procurement procedure influence the outcome of projects in this school?

	Very great extent	Great extent	Moderate extent	Little extent	Not at all
Accountability of stakeholders					
Efficiency of stakeholders					
Transparency of stakeholders					
contract management					
Participation of stakeholders					

4. How is transparency ensured in procurement process?

By bringing on board all the stakeholders [ ]

By updating frequently on project progress [ ]

By planning together [ ]

By having control measures in place [ ]

By having clear procedures in place [ ]

APPENDIX III: QUESTIONNAIRE FOR STAKEHOLDERS

This research study aims at investigating the factors influencing implementation of projects in public secondary schools in Mathira Constituency in Nyeri County. In order to conduct this research study the questionnaire attached below has been developed as the main instrument of data collection. It is the researcher's request that the respondents answer all the questions freely and honestly. Your responses will be kept strictly confidential and your names are not required.

Please tick (√) in the appropriate box.

1. Please indicate your stakeholder membership

   PTA [ ] BOG [ ]

2. What is your gender? Male

   Male [ ] Female [ ]

3. What is your education qualification?

   Secondary [ ] Diploma [ ] Graduate [ ] Post Graduate [ ]

4. How long have you been a stakeholder in this school?

   <5 years [ ] 5-10 years [ ] 11-15 years [ ] 16 – 20 years [ ]

5. What is the frequency of your involvement in various school projects?

   Never [ ] Almost never [ ] occasionally [ ]

   Almost every time [ ] Every time [ ]

6. What role do you play?

   Advisory [ ] Management [ ] Monitoring [ ] Resource mobilization [ ]

7. Gauge the level of application of the following management skills in implementation of school projects

   1 – Not at all satisfied 2 – slightly satisfied 3 – moderately satisfied

   4 – Very satisfied 5 – Extremely satisfied

Management skills	**5**	**4**	**3**	**2**	**1**
Leadership of the project team					
Planning of project activities					
Project control					
Competence of project staff					
Project monitoring					

7. Indicate the challenges faced during implementation of school projects

Sourcing of project funds	[ ]
Budgeting	[ ]
Enforcement & compliance of Procurement process	[ ]
Financial reporting	[ ]
Fund allocation	[ ]
Embezzlement & misappropriation of funds	[ ]

8. Indicate the level of cooperation among the following stakeholders in various school projects

stakeholders	**Very high**	**High**	**Fair**	**Poor**	**Very poor**
PTA members					
BOG members					
Parents					
Teachers					

APPENDIX IV: INFORMED CONSENT

Dear Sir/Madam,

You are being invited to voluntarily take part in this research study conducted by Ms Faith Mwangi, a Masters student at the University of Nairobi. The purpose of the research is to explore the factors influencing implementation of projects in public secondary schools in Mathira Constituency. I would like to assure you that the information that you will supply will be treated with absolute confidentiality and will be used only for this academic work. It is expected that the results of this project will be of value in improving implementation of projects not only in Mathira Constituency but also across the country. To ensure total confidentiality, you do not need to indicate your name. If you need more information, please do not hesitate to contact the researcher using the address provided below.

Please sign in the space provided below to confirm your willingness to participate

Respondent:

Signature……...Date…….

Research Assistant:

Signature…… Date……..

Researcher:

Faith Muthoni Mwangi-

Student (MA.PPM)-

Reg. No. L50/70304/2011

University of Nairobi

Mobile No. 0729591231

Email:mwangi.m.faith@gmail.com

APPENDIX V: AUTHORIZATON LETTER

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
NAIROBI EXTRA-MURAL CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
N A I R O B I

25th May, 2015

REF: UON/CEES//NEMC/21/162

TO WHOM IT MAY CONCERN

RE: FAITH MUTHONI MWANGI – L50/70304/2011

This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra- Mural Studies pursuing Master of Arts in Project Planning and Management.

She is proceeding for research project entitled **"factors influencing implementation of projects in pubic secondary schools in Mathira Constituency, Nyeri County, Kenya."**

Any assistance given to her will be appreciated.

UNIVERSITY OF NAIROBI P O Box 30197 25 MAY 2015 NAIROBI NAIROBI EXTRA MURAL CENTRE CEES

CAREN AWILLY
CENTRE ORGANIZER
NAIROBI EXTRA MURAL CENTRE