# INFLUENCES OF COMPLETION OF GOVERNMENT FUNDED PROJECTS IN POST SECONDARY INSTITUTIONS: THE CASE OF KIRINYAGA COUNTY, KENYA

**BY**

**NYAMU MARY KAWIRA**

**A Research Project Report in Partial Fulfillment for the Award of Master of Arts Degree in Project Planning and Management of the University of Nairobi**

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## DECLARATION

I declare that this research project report is my original work and that it has not been presented in any other university or institution for the award of a degree.

**Signature .....** **Date .....**

**Mary Kawira Nyamu**

**Reg. No. L50/66307/2013**

This research project report has been submitted for examination with our approval as the university supervisors.

**Signature: .....** **Date: ……**

**Dr. Peter N. Keiyoro**

Senior Lecturer, School of Continuing and Distance Education

University of Nairobi

**Signature .....** **Date.....**

**Dr. Chandi John Rugendo**

Lecturer, School of Continuing and Distance Education

University of Nairobi

## DEDICATION

I dedicate this research report to my husband Peter and our children Chris and Loryne for their prayers, encouragement and support.

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## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| **AF** | Administration and Finance |
| **AHITI** | Animal Health Industrial Training Institute |
| **CEO** | Chief Executive Officer |
| **CDF** | Constituency Development Fund |
| **DAC** | Development Assistance Committee |
| **ECDE** | Early Childhood Development Education |
| **ETC** | Et Cetera (and so on/and others) |
| **E-Pro MIS** | Electronic Project Monitoring Information System |
| **ERS** | Economic Recovery Strategy |
| **ESP** | Economic Stimulus Program |
| **EU** | European Union |
| **GDP** | Gross Domestic Product |
| **HR** | Human Resource |
| **ICT** | Information Communication Technology |
| **ISBN** | International Standard Book Number |
| **ISO** | International Standards Organization |
| **IT** | Information Technology |
| **KyUC** | Kirinyaga University College |
| **MA** | Master of Arts |
| **NEMA** | National Environmental Management Authority |
| **OECD** | Organization for Economic Co-operation and Development |
| **STI** | Science, Technology and Innovation |
| **UAE** | United Arab Emirates |

## ABSTRACT

The purpose of this study was to investigate influence of completion of government funded projects in post-secondary institutions in Kirinyaga County, Kenya. The independent variables were multiple projects, procurement process, project relevance and project stakeholders. Objectives were set to determine how the variables influence the completion of projects. Descriptive survey research design was used in conducting this study. The target population included the project players within the institutions who were the project managers, clerk of works, institution management representatives, finance personnel and the project beneficiaries, the students and staff of the institutions. The sample size for the study consisted of randomly selected representatives of all these categories. Questionnaires and interviews were used to collect data. Data was analyzed using descriptive statistics such as percentages, frequency distributions and correlation analysis, as well as narrative description of findings. The study findings showed that institutions were engaged in multiple projects at the time of the research, which were being funded under economic stimulus, Vision 2030 flagship, CDF and partnership funding models. 68.75% of the respondents were of the opinion that this influenced the completion rate as some projects had to be temporarily suspended in order to complete others. The procurement process was found to be long and complicated, causing projects to take a longer duration to complete. 77.27% of the respondents indicated that the process affects the time frame of projects. The study further found that the choice of projects to be carried out was not always based on user preference as indicated by 76.08% of the respondents. This influenced the completion rate in case of beneficiary demand that led to ongoing projects being suspended in order to carry out more urgent projects to meet immediate user demand. There were numerous stakeholders with various roles such as funding, project implementation, monitoring and management. Since stakeholder involvement was mandatory and timelines dictated by regulations, their participation influenced the implementation period of the projects and this was the view of 68.75% of the respondents. Conclusions were drawn to the effect that the independent variables namely multiple projects, procurement process, project relevance and project stakeholders do influence the completion rate of government funded projects. Recommendations were made that institutions carry out a manageable number of projects at a time and practice prudent procurement alternatives which are within the law. Project users should be involved in determining the projects to be carried out and project stakeholders should work in collaboration to curb delays. Suggestions made for further research were identifying ways of managing multiple projects, determining efficient procurement processes, establishing influence of project relevance on completion and effective synchronization of the role of various stakeholders in project implementation.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

Post-secondary institutions in Kenya can be classified as follows: Primary Teacher Training Colleges and Early Childhood Development and Education (ECDE) Colleges, Agricultural and Animal Health Colleges, Medical Training Colleges, Technical Training Institutes/Institutes of Technology and Universities, University Campuses and University Constituent Colleges. In Kenya, the government funds projects in these institutions under two categories: Economic Stimulus Programmes (ESP) and Vision 2030 Flagship Programmes. The Kenya ESP was initiated by the Government of Kenya to boost economic growth and lead the Kenyan economy out of a recession situation brought about by economic slowdown. The Kenyan ESP was introduced in the 2009/2010 Budget Speech in parliament. Its aim was to jumpstart the Kenyan economy towards long term growth and development, after the 2007/2008 post-election violence that affected the Kenyan economy, prolonged drought, a rally in oil and food prices and the effects of the 2008/09 global economic crisis.

Kenya Vision 2030 is the country's development blueprint covering the period 2008 to 2030. It aims at making Kenya a newly industrializing, "middle income country providing high quality life for all its citizens by the year 2030". The Vision was developed through an all-inclusive stakeholder consultative process, involving Kenyans from all parts of the country. The vision is based on three pillars: the economic pillar, the social pillar and the political pillar. This vision's programme plan comes after the successful implementation of the Economic Recovery Strategy for Wealth and Employment Creation (ERS) which saw the country's economy back on the path to rapid growth since 2002, when GDP grew at 0.6% rising to 6.1% in 2006. The economic pillar aims at providing prosperity of all Kenyans through an economic development program aimed at achieving an average Gross Domestic Product (GDP) growth rate of 10 % per annum for the next 25 years. The social pillar seeks to build "a just and cohesive society with social equity in a clean and secure environment".

The political pillar aims at realizing a democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in the Kenyan society. The Kenya Vision 2030 is to be implemented in successive five-year Medium Term plans with the first such plan covering the period 2008 – 2012. Under Vision 2030, the government proposed intensified application of Science, Technology and Innovation (STI) to raise productivity and efficiency levels across the three pillars which are the economic, social and political pillars. More resources would be devoted to scientific research, technical capabilities of the workforce, and in raising the quality of teaching mathematics, science and technology in schools, polytechnics and universities. It is in this regard that the government funds vision 2030 flagship projects in these institutions.

The government funded projects are managed by various parties/agencies who include: The funding agency, in this case the Government of Kenya, the client, in this case the institution in which the project is being implemented, the contractor, who undertakes the actual work of putting up the project, collaborators such as the Ministry of Public Works, NEMA and other stakeholders. In its effort to ensure prudent management of funds released for development projects, the government implemented a system whereby the funds are disbursed direct to the contractors instead of releasing the money to the institutions. This way, the said funds cannot be diverted to other uses or misappropriated.

The government also has a stringent monitoring and evaluation electronic system, the E-Pro MIS, whose purpose is to ensure continuous monitoring and evaluation of the progress of the projects at all stages. To ensure relevance of projects undertaken, the government is a key player in determining the actual projects carried out. To achieve this, at times the government decides which projects to fund and in some instances, the projects could be uniform in institutions of the same category, such as the twin-workshop projects that were funded simultaneously in all the technical training institutions, with the same design and size, among other specifications. Other conditions that the government applies when funding projects in post-secondary institutions include adapting one of the following options: Require the institution to initiate the project to a certain level, then

fund the rest of it or have the institution fund the project then seek reimbursement from the government or the government funds the project from start to finish.

Kirinyaga County is in the former Central Province of Kenya with its capital in Kerugoya, which is also its largest town. The Headquarter has since shifted to Kutus town under the devolved system of government. The county has four constituencies: Mwea Constituency, Gichugu Constituency, Ndia Constituency and Kirinyaga Central Constituency. The county's education sector is well served by over 300 primary schools and over 100 secondary schools. Institutions of higher education in the county include Kirinyaga University College (KyUC) (formerly Kirinyaga Technical institute). Other notable tertiary institutions include Animal Health Industrial Training Institute (AHITI) Ndomba Veterinary Training Institute (Kutus), Kaitheri Youth Polytechnic (Kerugoya) and Kimweas Youth Polytechnic (Kianyaga). The institutions that qualify to be included in this study are KyUC and AHITI Ndomba as they fall under post-secondary institutions. It is with this background information in mind that the researcher sought to find out the factors influencing completion of government funded projects in post-secondary institutions in this county.

### 1.2 Statement of the Problem

The Kenya Government has in the recent past initiated many development projects in educational institutions aimed at boosting delivery of services in these institutions. These projects include construction of tuition blocks, libraries, workshops, laboratories and ICT infrastructure. Once identified, such projects are funded to completion and in some instances even equipped. The major problem affecting implementation of such projects would be expected to be adequate funding. In the case of government funded projects, this problem is not expected to arise. Kilkelly (2011) observed that skill gaps play a critical role in the failure of projects. HR specialists, consultants, management-development specialists and trainers need to identify and close such gaps. Despite the availability and uptake of project- management training courses, fundamental skill gaps still remain. Frodell, Josephson and Lindahl (2008) stated that the factors which appeared to have great effect on construction projects are first, the clients‟ ability to make decisions, second, committed construction and management workforce and, third,

competence within construction management. Vanhouka and Vandevoorde (2007) came up with various methods of forecasting a project's final duration and total project costs. However, studies have not been thoroughly done on how management of time and cost affect adherence to schedule and budget. The studies by Kilkelly (2011), Frodell et al (2008) and Vanhouka and Vandevoorde (2007) did not cover how various critical management issues that affect the completion of projects. This study assessed the factors influencing completion of government funded projects in post-secondary institutions. The study was based in Kirinyaga County.

### 1.3 Purpose of the Study

The purpose of this study was to find out the factors influencing completion of government funded projects in post-secondary institutions in Kenya. The study was carried out in Kirinyaga County.

### 1.4 Research Objectives

The following were the objectives of this study:

1. To determine the influence of carrying out multiple government funded projects in post-secondary institutions in Kenya on their completion.
2. To establish the influence of the procurement process on the completion of government funded projects in post-secondary institutions in Kenya.
3. To determine the influence of project relevance on timely completion of government funded projects in post-secondary institutions in Kenya.
4. To establish the role and influence of project stakeholders in completion of government funded projects in post-secondary institutions in Kenya.

### 1.5 Research Questions

The following were the research questions for this study:

1. What is the influence of carrying out multiple government funded projects in post-secondary institutions in Kenya on their completion?
2. What is the influence of the procurement process on the completion of government funded projects in post-secondary institutions in Kenya?

3. What is the influence of project relevance on completion of government funded projects in post-secondary institutions in Kenya?
4. How does the role of project stakeholders influence completion of government funded projects in post-secondary institutions in Kenya?

## 1.6 Significance of the Study

This study is significant in that: It will aid the national government in as far as funding of and tracking of progress of projects in post-secondary institutions is concerned. The study findings may also be generalized to other institutions in the country. The study findings will assist the management of institutions to adopt ways of implementing the projects that will lead to timely completion while retaining the intended quality and purpose of the projects. Other funding agencies may benefit from the research findings and apply the recommendations to their own situation.

## 1.7 Scope of the Study

This study covered government funded projects that were being implemented in post-secondary institutions in Kirinyaga County, Kenya.

## 1.8 Limitations of the Study

The following were the limitations of this study: That the project players were likely not to release all the required information. That the study would be mistaken as an audit exercise thus resistance. The time frame was also expected to be short thus the researcher would not get adequate time to carry out the research as desired.

## 1.9 Delimitations of the Study

The following were the mitigation factors to counter the limitations of the study: The researcher put all required effort to convince the project players to release all the required information. The researcher was able to explain the purpose of this study to clear any doubts of the intention and thus curbed any form of resistance and the researcher drew an organized schedule to make best use of the little time available and carried out the study to completion.

## 1.10 Assumptions of the Study

The following were the assumptions of this study: The government funding is adequate for the earmarked projects in the institutions. It was also assumed that government processes are fool proof thus misappropriation of project funds is not possible.

## 1.11 Definitions of Terms Used in the Study

**Economic Stimulus:** The use of monetary or fiscal policy changes to kick start a lagging or struggling economy.

**Contractor:** Any individual or group that enters into a binding agreement to build a specified project for an agreed price and within an agreed timescale.

**Clerk of Works:** A person who oversees the quality and safety of work on a construction site and ensures that the building plans, specification and schedule are being followed correctly.

**Government Funded Projects:** Projects that the government facilitates for the cost of all the services and material used.

**Post-secondary Institutions:** Entities that provide instructional/educational services to individuals who have successfully undergone secondary education.

**Procurement:** The method whereby a contract to provide goods or services is established.

**Project:** The specified construction works, including goods and services that are the subject of a contract between a project sponsor and a contractor.

**Project Beneficiaries:** The direct users of the completed projects.

**Project Completion:** Project implementation to the final usable state.

**Project Manager:** he individual responsible for delivering a project within the cost and time scale agreed in the contract.

**Project Performance:** Accomplishment of a project measured against present known standards of accuracy and completeness.

## 1.12 Organization of the Study

Chapter one contains 11 sub sections namely: background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two has six sections namely: introduction, project implementation and completion, management of multiple projects, procurement, project relevance, project stakeholders and the conceptual framework. Chapter three has the following sections: introduction, research design, target population, sampling procedure, methods of data collection, validity and reliability, methods of data analysis, operational definition of variables and ethical issues. Chapter four has the following sections: Introduction, return rate, profile of the respondents, influence of carrying out multiple government funded projects, effect of the procurement process on the completion of government funded projects, influence of project relevance on completion of government funded projects, influence of project stakeholders on their completion and other findings. Chapter five contains introduction of the chapter, summary of findings, discussion of the findings, conclusions and suggestions for further research.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This section consists of review of related literature. The section contains: Introduction, project implementation and completion, management of multiple projects, procurement, project relevance and parties to projects. A conceptual framework has been appended to show the relationship between the various variables in this study.

## 2.2 Project Implementation and Completion

According to ISO 1006 (2003), a project is a unique process consisting of a set of coordinated and controlled activities with start and finish dates undertaken to achieve set objectives which conform to specified requirements including the constraints of time, cost, and resources. A project is a complex set of activities where resources are used in expectations of returns which lead to planning, financial and implementation as a unit. A project usually has a stated starting point and ending points in order to accomplish specific objectives. "Project Management is the skills, tools and management processes required to undertake a project successfully". Project Management comprises: A set of skills, specialist knowledge, skills and experience are required to reduce the level of risk within a project and thereby enhance its likelihood of success; A suite of tools, various types of tools are used by project managers to improve their chances of success. Examples include document templates, registers, planning software, modeling software, audit checklists and review forms; A series of processes, various management techniques and processes are required to monitor and control time, cost, quality and scope on projects. Examples include time management, cost management, quality management, change management, risk management and issue management.

Delay in construction projects is a situation where the project cannot be completed under the planned time. It is a common issue faced in the construction industry all over the world especially in developing countries (Azlan Shah et al, 2010). Aibinu and Jagboro

(2002) defined delay as a situation where a contractor and the project owner jointly or severally contribute to the non-completion of the project within the original or the stipulated or agreed contract period. Besides that, Stump (2000) stated that delay is an act or event that extends the time required to perform the tasks under a contract. Delay is actually a postponement of time from the original estimated completion time which might be caused by contractor, owner or consultant as well as by external factors. Many studies have been conducted to identify the causes of delay in construction projects.

Chan et al. (1997) indicated that the five principal causes of delays in Hong Kong construction projects are: poor site management and supervision, unforeseen ground conditions, low speed of decision making involving all project teams, client-initiated variations and necessary variations of works. In many countries the construction industry has, however, attracted criticism for inefficiencies in outcomes such as time and cost overruns, low productivity, poor quality and inadequate customer satisfaction (Latham, 1994, Egan, 1998, Ericsson, 2002 and Chan et al., 2003). Practitioners, researchers and society at large have, therefore, called for a change in attitudes, behaviour and procedures in order to increase the chances for construction projects to be successful and result in improved end products (Love et al., 2000, Dubois and Gadde, 2002).

Completing projects in a predictable manner on time is an important indicator of project success and the construction industry is frequently criticized for project delays (Chan and Kumaraswamy, 1997, Odeh and Battaineh, 2002, Faridi and El-Sayegh, 2006, Swan and Khalfan, 2007). Schedule overruns (sometimes labeled time growth) are often very negative since they hinder the client to start using the end product as planned.

### 2.3 Factors Affecting Completion of Projects

Project Execution involves the implementation of each activity and task listed in the project plan. While the activities and tasks are being executed, a series of management processes are undertaken to monitor and control the deliverables being output by the project. This includes the identification of changes, risks and issues, the review of deliverable quality and the measurement of each deliverable being produced against the

acceptance criteria. Once all of the deliverables have been produced and the customer has accepted the final solution, the project is ready for closure. The Execution phase is typically the longest phase of the project (in terms of duration). It is the phase within which the deliverables are physically constructed and presented to the customer for acceptance. To ensure that the customer's requirements are met, the Project Manager monitors and controls the activities, resources and expenditure required to build each deliverable throughout the execution phase. A number of management processes are also undertaken to ensure that the project proceeds as planned. Azlan Shah et al (2010) concluded that there were four broad categories of factors of delay, namely contractor-related factors, consultant-related factors, client-related factors and external factors. These include contractor's financial difficulties, material shortages, labour shortages, poor site management, equipment and tool shortage, coordination problems as well as construction mistakes and defective works.

Satterthwaite et al.(2002), state that unclear project goals and objectives can result in project failures. Time Management is the process within which time spent by staff undertaking project tasks is recorded against the project. As time is a scarce resource on projects, it is important to record the time spent by each member of the team on a Timesheet to enable the Project Manager to control the level of resource allocated to a particular activity. A Timesheet Register provides a summary of the time currently spent on the project and enables the Project Plan to be kept fully up to date. In a survey of the West Bank in Palestine, Mahamid I (2011) indicated that the most severe factors affecting time delay in road construction projects from the owners' perspective were: poor communication between construction parties, poor resource management, delays in commencement, insufficient inspectors, and rework.

Similarly, Al-Najjar (2008) concluded that the most important factors causing time overruns in building construction projects in the Gaza Strip as perceived by contractors were: strikes, Israeli attacks and border closures, lack of materials in the markets, shortage of construction materials at site, delays of material deliveries to site, cash shortages during construction, poor site management, poor economic conditions

(currency, inflation rate, etc), shortage of equipment and tools on site, and owner delay in freeing the contractors payments for completed work. The final activity undertaken on any project is a review of its overall success by an independent resource. Success is determined by how well it performed against the defined objectives and conformed to the management processes outlined in the planning phase. Examining the factors that cause delay in construction projects in Malaysia, Alghbari et al. (2007) tested 31 variables. The main finding of the study was that financial factors are the most common cause of delays in construction projects in Malaysia. Coordination problems are considered the second most important factor causing delays, followed by materials problems.

### 2.4 Project Life Cycle

The development of infrastructure projects is a complex and resource-intensive process. It is possible, however, to analyze all projects in terms of a common life-cycle which comprises a series of stages. These stages are illustrated in Figure 1 and explained below. The European Union (EU) 2004 Project Cycle model comprises six stages or phases, i.e. Programme, identification, appraisal, financing, implementation and evaluation. These stages are outlined in figure 1:

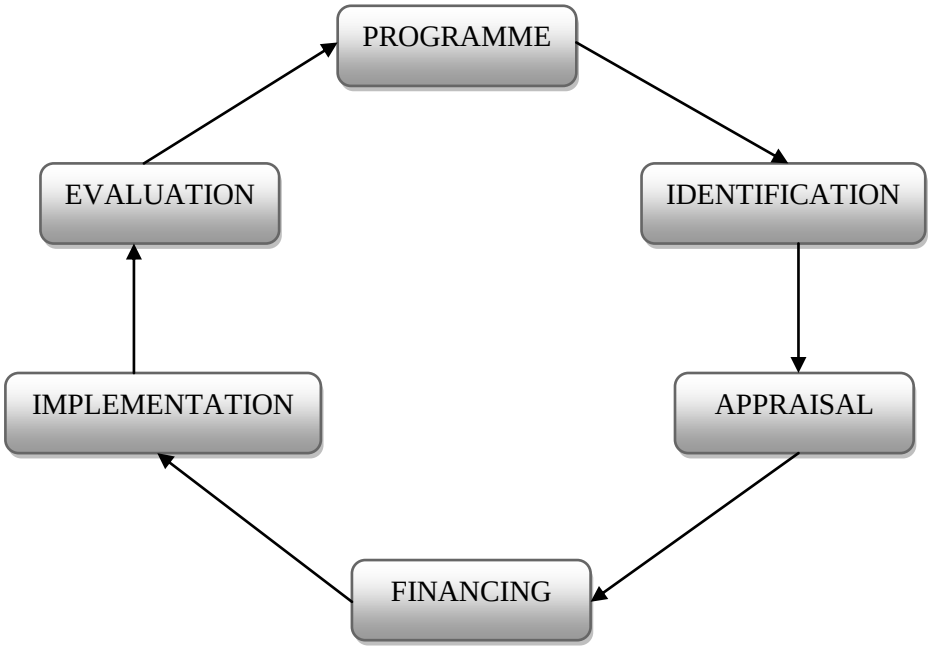


**Figure 1: EU Model of a Project Life Cycle (Source: EU, 2002)**

The stages in the EU model may be discussed as follows: Programming: this stage involves having the main activities being geared towards establishment of general guidelines and principles for cooperation, agreement of sectoral and thematic focus and outlining of broad ideas for projects and programmes. Identification: it involves need analysis and baseline surveys to ascertain the problems, needs and interests of possible stakeholders. Appraisal: all significant aspects of the project idea are studied, taking into account the stakeholders' views, relevance to problems, feasibility and other issues. Logical or results-based management frameworks and activity and implementation schedules are developed and the required inputs are calculated, after which the green light is given for the project to continue. Financing: at this stage decision is made by the relevant parties on whether or not to fund the project, based on the appraisal financial decisions may be taken at different points in the cycle, such as at the end of the identification or appraisal phases, depending on the particular procedures being followed. Implementation: the agreed upon resources are used to carry out the planned project activities and achieve desired objectives. Progress is assessed through monitoring to enable adjustment to changing circumstances and at the end, a decision is made about whether to close or extend the project. Evaluation: this entails the assessment of achievement and impact, examination of the relevance and fulfillment of the objectives, efficiency, effectiveness, impact and sustainability of the project. Its conclusions are taken into account when planning and implementing similar projects.

Following the completion of all project deliverables and acceptance by the customer, a successful project will have met its objectives and be ready for formal closure. Project Closure is the last phase in the project and must be conducted formally so that the business benefits delivered by the project are fully realized by the customer. According to the Open government Licence for public Sector Information (2010), a project can only be certified as complete if the following is ascertained: Whether all project deliverables have been created, quality controlled, accepted and handed over to those who will operate and maintain them; If information about known errors has been submitted to those who will use/operate/maintain the deliverables, if responsibility for ongoing operation, training and maintenance of the deliverables has been accepted by appropriate parts of

the organization; Whether those who provided resources have been informed of impending project closure; If all outstanding requests for change have been passed to appropriate 'owners'; Whether all risks that might affect the achievement of benefits have been communicated to an appropriate 'owner' in the organization; Whether information about any errors in the deliverables has been communicated to those with operation and maintenance responsibilities; If a plan is in place for a Post Implementation Review to measure the actual achievement of benefits after the project (terms of reference, timing and responsibilities should be defined); whether lessons learned have been recorded and disseminated to interested parties and if project management documentation has been filed/archived for future reference. A Project Closure Report is submitted to the Customer and/or Project Sponsor for approval. The Project Manager is then responsible for undertaking each of the activities identified within the Project Closure Report on time and according to budget. The project is closed only when all activities identified in the Project Closure Report have been completed.

### 2.5 Management of Multiple Projects

In a study carried out By Jason Charvat, (2003), he stated that managing multiple IT projects within the enterprise could be a daunting task. It's stressful and takes someone special to even begin managing a project portfolio. Jason suggested that in order to manage multiple projects effectively, project implementers must employ the following techniques: time management, checklist for managing multiple projects, prioritization of projects, categorizing work, sequence work tasks an creating a digital dashboard to effectively capture and report on all the projects within the portfolio. He further suggested following of the schedule illustrated in figure 2:

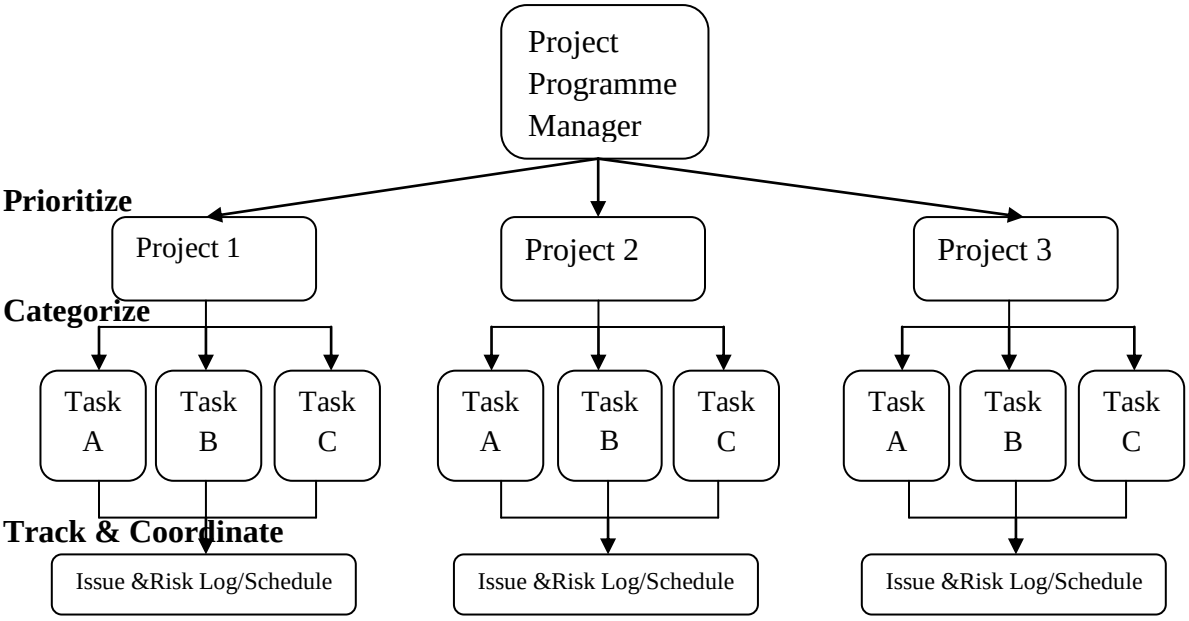


**Figure 2: Multiple Project Schedule (Source: Jason Charvat, 2003).**

The process begins by prioritizing the various projects to be carried out. This is followed by categorizing the tasks involved in each project and grouping them accordingly. The process of each project is tracked and coordinated while taking into account any risks involved so as to mitigate them before they lead to the project failure.

### 2.6 Procurement

Weele, Arjan J. Van, (2010) indicated that procurement is the acquisition of goods, services or works from an outside external source. It is favourable that the goods, services or works are appropriate and that they are procured at the best possible cost to meet the needs of the purchaser in terms of quality and quantity, time, and location. According to the article 'Empowering Mangers to Succeed, ISBN 0-473-10445-8), the last planning activity within the project planning phase is to identify the elements of the Project which will be acquired from external suppliers to the project. The Procurement Plan provides a detailed description of the Products (i.e. goods and services) to be procured from suppliers, the justification for procuring each product externally, as opposed to from within the business, and the schedule for procurement.

It also references the process for the selection of a preferred supplier ("Tender Process") and the process for the actual order and delivery of the procured products ("Procurement Process"). The Public Procurement and Disposal Act 2005 defines procurement as the acquisition by purchase, rental, lease, hire, license, tenancy, franchise or by any other contractual means of any type of works, assets, services or gods including livestock or any combination. Weele (2010) further contends that procurement may involve bidding process known as tendering. The competitive process aims to get the best value for consumers while enhancing access, competition and fairness. The majority of contracts awarded to small and medium enterprises are done on a competitive basis, making it the most common process used by the government. The non-competitive (or sole source) approach is only used in certain special circumstances; i.e. The need is one of pressing emergency in which delay would be injurious to the public interest; The estimated expenditure does not exceed a minimum amount as required from country to country; in a case where by only one person is capable of performing the work, such as when a supplier owns a copyright or a license; or where the nature of the work is such that it would not be in the public interest to solicit bids (for example, requirements dealing with national security, such as some military projects).

Mokaya Joseph M. (2014) defines Public Procurement as the main process through which the government operates and spends public money. The Public Procurement system in Kenya has grown from a rudimentary stage during the colonial and post-colonial period to a vibrant regulated system that compares well with the international standards. The Kenya Constitution, 2010 outlines principles for Public Procurement and Disposal i.e.: Fair, Equitable, Transparent, Competitive and Cost-effective. The Public Procurement and Disposal (Preference and Reservations) Regulations 2011 cover groups or regions that have been disadvantaged over time and cannot be able to compete favorably with more established firms and hence must be given preference. The target groups include: Small enterprises, Micro enterprises, Disadvantaged groups, Citizen contractors, Local contractors and Citizen contractors in joint venture with foreign forms. The objective of the Regulations is to promote local firms/industries and disadvantaged groups or individuals.

Mokaya (2014) contends that the Kenya Procurement Regulations, 2013 focus on Procurement and disposal within the newly established County Governments. The purpose of the Regulations is to operationalize the application of the Public Procurement and Disposal Act, 2005 in County Governments and promote local industries.

The procurement process as illustrated in Figure 3 is a cycle which involves; Identification of requirements, procurement planning, definition of requirements, determination of source, evaluation and selection of vendor, contract award, contract implementation/delivery, storage, payment and disposal.

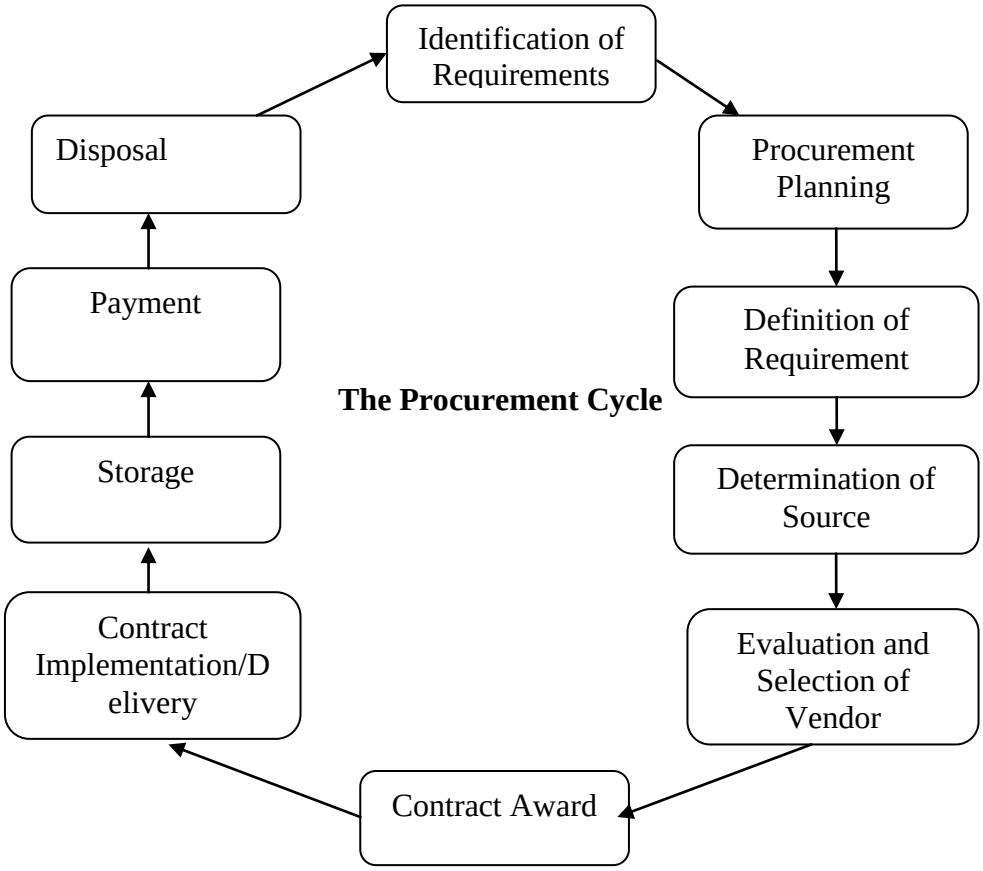


**Figure 3: Procurement Process: Source Public Procurement Oversight Authority (2009)**

The process begins with identifying requirements of products or services to be procured. This is followed by a descriptive procurement plan that will guide the acquisition of the required items. After requirements have been defined, the sources are determined and an evaluation is carried out to determine the credibility of the selected source.

This is followed by award of contract to the selected source after which delivery of the items is expected to be executed. The items are stored and issued to the requisiting department and the due payments are made to the supplier. The cycle usually ends with disposal of items that can no longer be used or those that are deemed to be idle assets. The choice of the procurement method is vital in determining the duration taken which may affect the entire project duration. Among the available methods open tendering is the most preferred, though it involves a tedious procedure. Therefore when certain parameters such as value, time and unforeseen emergencies are taken into account, the open tender method may not be feasible and this leads to the necessity to adopt other methods for prudence and expediency of duty. The alternative procurement methods include: request for quotations, request for proposal, restrictive tendering, direct procurement, low value procurement and specially permitted procurement procedure.

Masterman (1996) classified project procurement systems into several categories based on the relationship and critical interaction between design and construction responsibilities. Due to its linear or sequential approach, the traditional procurement system has been identified as the slowest project delivery approach. However, this approach is more preferable because it provides clear accountability and better design and construction control by the client. Cost, time and quality are the three most important parameters of project performance. Different procurement method will have different effect on the cost, time and quality of the project. Each project procurement system has its own peculiarity in term of the pre-tender and post tender activities and processes, division of risks between client and contractors, and the effectiveness of project monitoring and control.

Hashim (1999), suggest different procurement related factors that can affect project performance. Traditional competitive procurement procedures cause adversarial relationships and many problems in all stages of the buying process (Cheung et al., 2003, Eriksson and Laan, 2007). Although procurement procedures need to be tailored to enhance the fulfillment of different project objectives (Cox and Thompson, 1997, Wardani et al., 2006), clients tend to choose those procurement procedures they have a

habit of using, regardless of any differences between projects (Laedre et al., 2006, Eriksson, 2008a). According to Hashim (1999) preconstruction time, control of project design and cost and client's control of construction projects are procurement related factors whose influences were found on procurement methods in Malaysia construction industry. Studies of Rasid (2006) also in Malaysia concentrated on allocation of responsibilities, activities sequencing, process and procedure and organizational approach as procurement related factors that affect project performance. Eriksson and Westerberg (2012) indicates important procurement related factors considered at the design stage as bid invitation, bid evaluation, sub-subcontracting selection, compensation factors and performance evaluation which were termed collaborative procurement procedures were found to have effects on project performance. Eriksson and Vennstrom (2012) also postulate that cooperative procurement procedures of joint specification, limited bid invitation, soft evaluation parameters, joint sub-contractor selection, incentives, collaborative tools, contractor self-control and collaboration on project all have various effects on project performance. Therefore, In order to achieve successful governance of construction projects a holistic and systemic approach to procurement procedures is crucial (Cox and Thompson, 1997, Eriksson, 2008).

### 2.7 Project Relevance

Project Evaluation is the systematic and objective assessment of an on-going or completed project or programme, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability (OECD DAC Glossary). Chua et al. (1999) developed a hierarchical model for construction project success for different project objectives. For quality objectives they found that it was influenced by four main project aspects, namely, project characteristics, contractual arrangements, project participants, and interactive processes. Evaluations are generally conducted by independent, external experts. In general, an evaluation analyses complex issues and captures intended and unintended effects. Evaluations investigate the reasons why certain aspects of a project or programme have or have not been implemented as planned.

Evaluations are carried out either during the project cycle (Mid-term Evaluation, Formative Evaluation) or at the end of a project or programme (Ex-post Evaluation, Final Evaluation, Impact Evaluation or Summative Evaluation). Evaluating for relevance seeks to determine whether the implementing team is doing the right thing, and the importance and significance of the project regarding local and national requirements and priorities. In evaluating the relevance of a programme or a project, it is useful to consider the following questions: To what extent are the objectives of the programme still valid? Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives? Are the activities and outputs of the programme consistent with the intended impacts and effects?

### 2.8 Project Stakeholders

The key players in the infrastructure development process will vary depending on the institutional structures. They include but are not limited to: The Project Sponsor/Programme Manager, Project Manager, Architect, Costing/Quantity Surveyor, Engineer and Contractor. The project sponsor may be an individual, a private company or a public authority. The project sponsor (or programme manager in some cases), has ultimate responsibility for defining the characteristics of the project that is being procured. It is very important for desk officers to know exactly who the project sponsor is. The project manager is responsible to a project sponsor for the overall planning, control and coordination of a project and for ensuring that a project is completed within time, on budget and that it satisfies the project sponsor's specifications. The project manager may also be responsible for assembling the project team, assessing the project's viability and securing the funds to implement the project. The architect is responsible for designing buildings, public spaces and landscapes. In some Member States the architect also undertakes certain consents duties. The architect may also act as the project manager. The costing or quantity surveyor (QS) is the person/s responsible for calculating the costs of a project, preparing tender documentation and also monitoring the value of the work undertaken during the construction phase. The "QS" (or equivalent) may also be responsible for monitoring the project's cash flow.

The QS is usually appointed at the beginning of any construction project to advise on costs and alternative forms and methods of construction which may be more cost effective. Engineers are the main professionals involved in the technical design of projects. There are many different types of engineer but the most commonly used are civil/structural, and mechanical and electrical. The contractor is responsible for implementing – actually building – the project. With some forms of contract, however, the contractor can also be responsible for designing the project as well. The contractor may be a single company but in some larger projects, two or more contractors may work together in a consortium. Most contractors usually employ smaller sub-contractors to undertake discrete and specialized work.

Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards (Mattessich, Paul, W. et al – 2001). Advantages of Collaboration include: the coming together of diverse stakeholders, the pooling of both tangible and information-based resources, the sharing of ideas and information, the diversification of talents and capabilities of individuals between agencies, The limiting of overlap in services and the coordination of existing services, Gaining access to skill sets of a person or group of people that may only be required for a certain project, Research and analyses that are broader in scope and more expansive in detail than those done by a single organization in isolation and a unique chance to gain a better understanding of other organizations.

Project stakeholders are individuals and organizations that are actively involved in the project, or whose interests may be affected as a result of project execution or project completion. Stakeholders have varying levels of responsibility and authority when participating on a project and these can change over the course of the project's life cycle. Their responsibility and authority range from occasional contributions in surveys and focus groups to full project sponsorship, which includes providing financial and political support.

In order to manage stakeholder relationships it is important to: Identify the stakeholders, analyze their attitudes to, and potential need for involvement in, the project, establish stakeholder management strategy to ensure a consistent, appropriate and cost-effective approach is adopted across the project, identify potential approaches to engage, manage relationships and communicate with each stakeholder, select the approaches that are likely to be effective cost-effective, proportionate and build them in to the Project Plan as appropriately resourced and scheduled activities and finally execute the plan, monitor its effectiveness and revise as necessary.

## 2.9 Conceptual Framework

The conceptual framework shows the relationship between the independent, moderating, intervening and the dependent variables as shown in Figure 4.

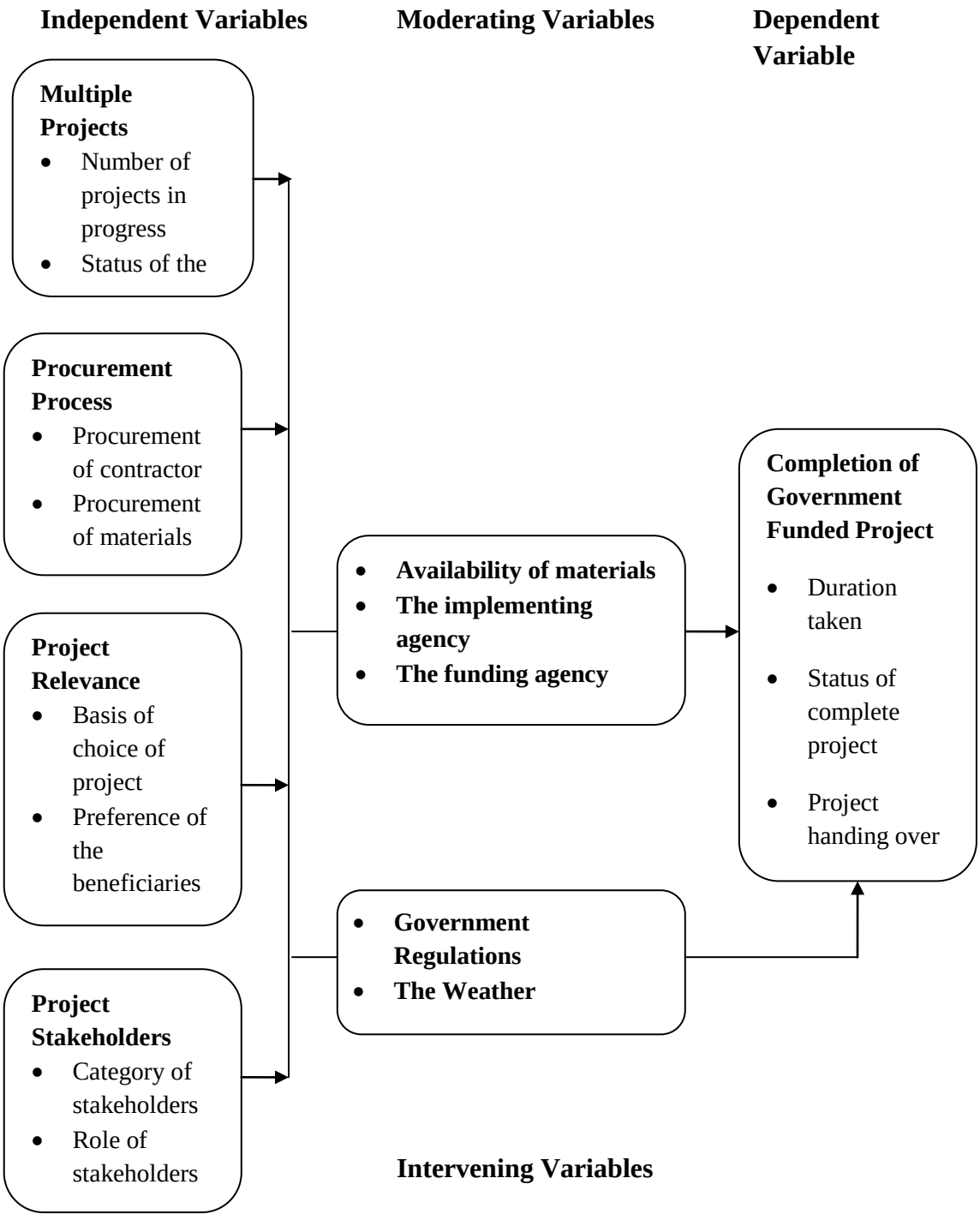


**Figure 4: Conceptual Framework (Source: Author, 2015)**

The dependent variable for this study was project completion. The study sought to establish how this is influenced by the independent variables. At inception, a project's work schedule indicates the expected completion date. The project time frame is indicated in weeks. In many instances, project completion delays.

The Independent variables were: multiple projects, procurement process, project relevance and project stakeholders. Multiple projects refer to the act of carrying out many projects at the same time. Management of the projects was assumed to have possible influence on their completion. The procurement process for public institutions in Kenya is governed by the Public Procurement and Disposal Act 2005. The regulations include timelines of the various activities, which could cause delays. Judgment of project relevance is usually different according to the user and the institution administration. The institutions and at times the funding agencies decide which projects to undertake while user demand may vary at the same time. This could affect the implementing process of the selected projects due to aggressive user demand. There are various project stakeholders involved in a project life cycle. Some are mandatory and activities may not proceed without their consent, which could cause unnecessary delays.

Unavailability of materials and withdrawal of the implementing agency were the moderating variables. In the event of shortage of critical materials, a project could stall for the period that the materials are not available, leading to delays. In the case that a contractor withdraws his services, the process of engaging an alternative one would delay the project.

Government regulations and the weather were the intervening variables. In case the government regulations governing construction projects are revised, the institutions may take time to comply, thus delaying the project implementation. Harsh weather such as heavy rainfall, cold and humid conditions may delay the implementation process of projects, depending on their construction stage at the time of the weather change.

## 2.10 Summary and Research Gaps

Although many studies have been carried out in the areas featured in this study as attested in the literature studied and quoted in this chapter, no study has been carried out on the factors influencing completion of government funded projects. Although studies have been carried out on management of multiple projects, they only major on how to prioritize and implement the projects simultaneously. None of the studies sought to establish how the practice influences the completion rates of the projects. A lot of literature has been written on procurement practices as practiced all over the world. A number of authors and researchers have analyzed the Kenya public procurement and disposal regulations but none of them has tackled the issue of the influence of the process on completion rate of projects. Project relevance has been addressed by past researchers in relation to project evaluation in terms of national requirements and priorities. However, none of them sought to determine the influence of project relevance on their completion. Previously, researchers and authors have discussed the various stakeholders involved in the project development and implementation cycle. The various roles played by the stakeholders and their importance have also been discussed. The critical issue of the influence of stakeholder involvement on completion of projects has not been addressed. This therefore leaves a research gap which this study aimed to fill by establishing the factors influencing completion of government funded projects with the mentioned items as the key variables under study.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter describes the research methodology to be used in this study. In general, the chapter on research methodology includes the research design, the study area, the target population, the sample and the sampling technique, the research instrument used for data collection, the validity of the research instruments, the reliability of the research instruments, the data collection procedure, the operationalization of the variables and the data analysis technique that the researcher used.

## 3.2 Research Design

Descriptive study method was used in this study. The purpose of a descriptive research is to describe behaviors and characteristics. For the purposes of obtaining adequate and relevant information in a short time, the survey method was used to collect the data. Quantitative study design using questionnaires and data analysis is deemed appropriate for this study because it will facilitate the gathering of opinions of the management of the institutions and project managers on issues of project completion. Therefore, this study used the design in order to analyze the factors affecting completion of government funded development projects in post-secondary institutions on Kenya.

### 3.3 Target Population

The population in each of the institutions for these categories is as shown in Figure 3.1.

**Table 3.1: Population**

| Category | Population |
|---|---|
| Project Manager | 2 |
| Clerk of Works | 2 |
| Institutions Management | 12 |
| Finance Personnel | 6 |
| Project Beneficiaries | 1305 |
| Total Population | 1327 |

**Source: Office of the Registrar, AF (2015)**

This study targeted post-secondary institutions in Kenya, and was based in Kirinyaga County. There were two institutions that fell under this category in the county and these were Kirinyaga University College (KyUC) and AHITI Ndomba. The study was conducted in these institutions and focused on the development projects that were funded by the Government of Kenya which were either ongoing or already completed. Respondents were composed of the Project Managers, Clerk of Works, Institution Management, Finance Personnel and Project Beneficiaries who were the institutions' staff members and students.

### 3.4 Sampling Procedure

The study consisted of a total of 217 respondents representing the project manager, clerk of works, institute management, finance personnel and project beneficiaries. These are classified into five categories. Data of the respondents is as indicated in Table 3.2.

**Table 3.2: Sample Frame**

| Category | Project Player | Description | Kirinyaga University College | | AHITI Ndomba | |
|---|---|---|---|---|---|---|
| | | | **Population (for the Semester)** | **Sample Size** | **Population (for the Semester)** | **Sample Size** |
| 1. | Project Manager | Internal in- charge of projects | 1 | 1 | 1 | 1 |
| 2. | Clerk of Works | Projects overseer | 1 | 1 | 1 | 1 |
| 3. | Institution Management | CEO down three levels in the hierarchy | 5 | 5 | 7 | 7 |
| 4 | Finance Personnel | Coordination of financial disbursements and records | 3 | 3 | 3 | 3 |
| 5 | Project Beneficiaries | Academic Staff members | 70 | 10 | 35 | 5 |
| | | Students | 800 | 120 | 400 | 60 |
| **Total** | | | **880** | **140** | **447** | **77** |

**Source: Author (2015)**

Due to the small population in category 1 – 4, they were all interviewed. For Category 5, a sample from among the staff members and the students was selected to participate in the study. For descriptive studies, 10% of the accessible population is adequate for a sample. The researcher sampled 15% of Category 5. The respondents were selected using simple random sampling method.

### 3.5 Methods of Data Collection

The main research instrument in this study was the questionnaire. Interviews were also used. The questionnaire had two sections. The first section related to personal details of the respondents and, the second section had items aimed at assessing the main subject of the study, factors affecting completion of government funded projects. Primary data was collected by use of both structured and open-ended questions to ensure that all the

information needed from the respondents was captured. The questionnaires were prepared and structured to meet the information needs. They were delivered to the respondents personally by the researcher. Interviews schedules were used to clarify issues that were not expressed very clearly in the questionnaires and in instances where it was necessary to engage the respondents in order to capture all information that was relevant to this study.

### 3.6 Validity and Reliability

Data gathered to measure the variables must be directly relevant and meaningful to those variables. This study ensured that valid and reliable measures were adopted, in order to ensure validity and reliability of the results that were obtained and in effect, the conclusions that were drawn from those results.

#### 3.6.1 Instrument Validity

Pilot testing of the instruments was applied by issuing the instruments to fellow scholars to check if the information on the questionnaire was clear and well understood.

#### 3.6.2 Instrument Reliability

Reliability is the extent to which whatever an instrument measures, it measures it consistently. The instrument yields the same results over repeated measures and subjects. The test-retest method was used to ensure reliability of the instruments by issuing the instruments to ten individuals selected from the population but who were not included in the study. They were administered on two occasions at an interval of fourteen days. The two sets of scores were compared and the reliability coefficient index was 0.9119. Test-retest reliabilities are considered to be excellent if they are 0.90 or better and thus the instruments had acceptable test-retest reliability.

### 3.7 Methods of Data Analysis

The data was analyzed using both the quantitative and qualitative methods. According to Semakula (2000), quantitative data analysis entails numbers about a situation which are selected by choosing specific aspects of the situation under study. Data for this study was analyzed using frequencies and percentages. Quantitative data was analyzed by generating totals for the various respondent figures, calculating percentages and

correlation analysis in others. Qualitative data was analyzed through interpretation of the findings, mainly generated from questions that were presented through the open ended questions and oral interviews. These were presented in tables and narrative presentation. The data collected was edited for accuracy, uniformity, consistency and completeness.

### 3.8 Operational Definition of Variables

Table 3.3 presents the various variables and the corresponding indicators. It shows what was measured and what was used to get the results. It also describes which method was used to analyze the data.

**Table 3.3 Operational Definition of Variables**

| Objectives of the Study | Variables | Indicator | Data Collection Tools | Measurement Scale | Data Analysis |
|---|---|---|---|---|---|
| To determine the influence of carrying out multiple government funded projects in post-secondary institutions in Kenya on their completion. | **Independent**<br><br>Management of multiple projects<br><br>**Dependent**<br><br>Completion of government funded projects | Number of development projects carried out by institutions at a given time | • Questionnaires<br>• Inter-views<br>• Observations | Ordinal | Percentages and frequencies |
| To establish the effect of the procurement process on the completion of government funded projects in post-secondary institutions in Kenya. | **Independent**<br><br>Procurement Process<br><br>**Dependent**<br><br>Completion of government funded projects | The procurement process and how it impacts on completion of projects in the institutions | • Questionnaires<br>• Inter-views<br>• Observations | Ordinal | Percentages and frequencies |

| Objectives of the Study | Variables | Indicator | Data Collection Tools | Measurement Scale | Data Analysis |
|---|---|---|---|---|---|
| To determine the influence of project relevance on timely completion of government funded projects in post-secondary institutions in Kenya. | **Independent**<br><br>Project Relevance<br><br>**Dependent**<br><br>Completion of government funded projects | The relevance of the development projects | • Questionnaires<br>• Inter-views<br>• Observations | Ordinal | Percentages and frequencies |
| To find out how the role of project stakeholders affects completion of government funded projects in post-secondary institutions in Kenya. | **Independent**<br><br>Parties to projects<br><br>**Dependent**<br><br>Completion of government funded projects | Role of project players/ collaborators | • Questionnaires<br>• Inter-views<br>• Observations | Ordinal | Percentages and frequencies |

### 3.9 Ethical Issues

Utmost caution was exercised while administering questionnaires and conducting interviews to avoid any mistrust between the respondents and the researcher. Permission was sought from the respondents and they were assured of confidentiality.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION AND INTERPRETATION

## 4.1 Introduction

This chapter presents data analysis, presentation and interpretation of the study.

## 4.2 Return Rate

A total of 217 respondents were sampled. Questionnaires were administered to them. However, out of the targeted respondents, only 209 were able to participate in the exercise representing 96.31%.

### 4.2.1 Return Rate of Project Managers, Clerk of Works and institution Management

Table 4.1 shows the number of questionnaires that were filled and returned by the respondents in this category.

**Table 4.1 Return Rate of Questionnaires for Project Managers, Clerk of Works and Institution Management**

| Description | Frequency | Percentage |
|---|---|---|
| Returned | 16 | 100 |
| Not Returned | 0 | 100 |
| Total | 16 | 100 |

Table 4.1 shows that 100% of the questionnaires for Project Managers, clerk of works and Institution Management were filled and returned.

### 4.2.2 Return Rate of Questionnaires for Finance Personnel

Table 4.2 shows the return rate of questionnaires for the finance staff in the institutions.

**Table 4.2 Return Rate of Questionnaires for Finance Personnel**

| Description | Frequency | Percentage |
|---|---|---|
| Returned | 6 | 100 |
| Not Returned | 0 | 100 |
| Total | 6 | 100 |

### 4.2.3 Return Rate of Questionnaires for staff Members

Table 4.3 shows the rate of return of questionnaires for staff members as users of the completed projects.

**Table 4.3 Return Rate of Questionnaires for Staff Members**

| Description | Frequency | Percentage |
|---|---|---|
| Returned | 15 | 100 |
| Not Returned | 0 | 100 |
| Total | 15 | 100 |

Table 4.3 shows that all the questionnaires that were issued to the staff members of the institutions under study were filled and returned, indicating 100% return rate.

### 4.2.4 Return rate of Questionnaires for Students

Table 4.4 shows the return rate of the questionnaires issued to the students in their capacity as users/beneficiaries of the completed projects.

**Table 4.4 Return Rate of Questionnaires for Students**

| Description | Frequency | Percentage |
|---|---|---|
| Returned | 172 | 95 |
| Not Returned | 8 | 5 |
| Total | 180 | 100 |

Table 4.4 shows that 95% of the questionnaires issued to the students were filled and returned. This rate was found to be adequate.

### 4.2.5 Average Return Rate of Questionnaires

Table 4.5 shows the average return rate of all questionnaires issued to respondents in the various categories that participated in this study.

**Table 4.5 Average Return Rate of Questionnaires for all Respondents**

| Description | Frequency | Percentage |
|---|---|---|
| Returned | 209 | 96.31 |
| Not Returned | 8 | 3.69 |
| Total | 217 | 100.00 |

Table 4.5 shows that the number of questionnaires not returned was eight representing 3.69% of the total administered which was insignificant and therefore the 96.31% of the questionnaires were returned and they were deemed adequate for the study.

## 4.3 Profile of the Respondents

Profile of the respondents is presented in terms of their gender and the duration they have worked in the institutions studied.

### 4.3.1 Gender Representation

Table 4.6 presents the gender distribution of the respondents.

**Table 4.6 Gender Presentation**

| Variables | Category | Frequency | Cumulative Frequency | Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Gender | Male | 124 | 124 | 59.33 | 59.33 |
| | Female | 85 | 209 | 40.67 | 100.00 |
| | Total | 209 | | 100.00 | |

Table 4.6 shows that 59.33% of the respondents were of the male gender while 40.67% were of the female gender. The representation of the respondents was well balanced as it was within the 30% threshold for either gender and the duration that respondents had worked in the institutions under study.

### 4.3.2 Work Duration of Respondents

Table 4.7 shows the duration the employees interviewed had worked in the institutions. The employees were in the category of beneficiaries of the completed projects.

**Table 4.7 Work Duration of Respondents**

| Variables | Category | Frequency | Cumulative Frequency | Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Duration of Working in the Institutions (Years) | 0 – 5 | 11 | 11 | 29.73 | 29.73 |
| | 6 – 10 | 15 | 26 | 40.54 | 70.27 |
| | 11 – 15 | 8 | 34 | 21.62 | 91.89 |
| | Over 15 | 3 | 37 | 08.11 | 100 |
| | Total | 37 | | 100.00 | |

Table 4.7 shows that 70.27% of the staff members interviewed had worked in the institutions for over five years and therefore, they were privy to many of the projects in the institutions. They knew of the history of projects in the institutions, deeming their response very reliable.

## 4.4 Influence of Carrying out Multiple Government Funded Projects in Post-Secondary Institutions in Kenya on their Completion

The data that would facilitate response to the question on whether carrying out multiple government funded projects affected their completion was collected from the Project Managers, Clerk of Works and Institutional Management.

### 4.4.1 Funding Models of the Projects

Table 4.8 represents the funding models of the various projects that were found in the institutions studied.

**Table 4.8 Funding Models of Projects in the Institutions**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| Funding Models of the Projects | Economic Stimulus | 2 | 28.57 |
| | Vision 2030 Flagship | 2 | 28.57 |
| | CDF | 2 | 28.57 |
| | Other Funding Models | 1 | 14.29 |
| | Total | 7 | 100.0 |

Data in Table 4.8 shows that the projects in the institutions were funded under various government funding models. These projects were therefore relevant to the category of projects that the research aimed to study.

### 4.4.2 Status of the Projects

The study sought to find out the implementation status of the various projects that were in the institutions being studied and this data is presented in Table 4.9.

**Table 4.9 Implementation Status of Projects**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| Status of the Projects | Awaiting Commencement | 2 | 28.57 |
| | Ongoing | 2 | 28.57 |
| | Completed | 2 | 28.57 |
| | Stalled | 1 | 14.29 |
| | Total | 7 | 100.0 |

Data in Table 4.9 indicates that an equal percentage of 28.57 of the projects were either awaiting commencement, ongoing or were already completed while 14.29% of the projects had stalled.

### 4.4.3 Completion Rate of projects

Table 4.10 shows the opinion of the respondents concerning the completion rate of the projects in the institution.

**Table 4.10 Projects Completion Rate**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| Projects Completion Rate | 71 – 100 | 9 | 56.25 |
| | 51 - 70 | 4 | 25.00 |
| | 40 - 50 | 3 | 18.75 |
| | Below 40 | 0 | 00.00 |
| | Total | 16 | 100.0 |

Data in Table 4.10 indicates that 56.25% of the respondents which represents the majority, rated the completion rate of projects in their institution at between seventy to a hundred percent while 25% rated it at between fifty to seventy percent and 18.75% rating at between forty to fifty percent. None of the respondents rated the completion rate at below forty percent.

### 4.4.4 Influence of Carrying out Multiple Projects on Completion

Information in Table 4.11 presents the opinion of the respondents on whether carrying out multiple projects at a go influences their completion.

**Table 4.11 Influence of Carrying out Multiple Projects**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| Whether Carrying out of Multiple Projects Affects Rate of Completion | Yes | 11 | 68.75 |
| | No | 5 | 31.25 |
| | **Total** | **16** | **100.0** |

Table 4.11 shows that 68.75% of the respondents believed that carrying out multiple projects affected the rate of their completion. These represented majority of the

respondents, while the remaining 31.25% had the opinion that this does not affect the completion rate of the projects.

### 4.4.5 Correlation between Status of Projects and their Completion Rates

Correlation analysis was done to determine the relationship between the status of the projects in the institution and their completion rates. The analysis is presented in Table 4.12.

**Table 4.12 Correlation between Status of Projects and their Completion Rates**

| Status of Projects | Project Completion Rates |
|---|---|
| 28.57 | 56.25 |
| 28.57 | 25.00 |
| 28.57 | 18.75 |
| 14.29 | 00.00 |
| **Correlation (r) = 0.712697** | |

From the Table 4.12, it can be seen that the correlation coefficient (r) equals 0.712697. A correlation coefficient of +1 indicates a perfect positive correlation while 0 indicates no correlation at all and -1 means a perfect negative correlation. r = 0.712697 thus indicates a strong relationship, between the status of the projects and their completion rates.

## 4.5 Effect of the Procurement Process on the Completion of Government Funded Projects in Post-Secondary Institutions in Kenya

Data to answer the question on whether the procurement process influenced the completion rate of the government funded projects was obtained from the project managers, clerk of works, institutional management and finance personnel, totaling to twenty two (22) respondents.

**Table 4.13 Influence of Procurement Process on Project Completion**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| On Whether the Procurement | Yes | 17 | 77.27 |
| Process affects the Time frame of | No | 5 | 22.73 |
| Projects | Total | 22 | 100.0 |

Table 4.13 shows that, 77.27% of the respondents indicated that the procurement process influenced the completion of the government funded projects, while 22.73 had the perception that the process does not necessarily influence the project completion rate. Based on the category of respondents interviewed for this variable, 77.27% presents a large majority and therefore indicates that the procurement process does influence the completion rate of the government funded projects. The procurement process was said to be long, complicated and limiting in terms of choice of service providers and material suppliers. The time frames that required to be complied with were long, thus making the projects take a longer duration than they would take if some of the regulations were not there.

## 4.6 Influence of Project Relevance on Completion of Government Funded Projects in Post-Secondary Institutions in Kenya

Data was sought to establish whether the relevance of the projects being undertaken affected their completion. This question was put to all categories of the respondents.

**Table 4.14 Analysis of Choice of Projects Undertaken**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| What Determines | Need | 85 | 40.67 |
| Choice of Projects | Performance Contract | 30 | 14.36 |
| | Strategic Plan | 38 | 18.18 |
| | Beneficiary Demand | 50 | 23.92 |
| | Other | 06 | 2.87 |
| | **Total** | **209** | **100.0** |

Table 4.14 shows that majority of the respondents interviewed for this item (40.67%) indicated that the choice of the projects undertaken was determined by the need for that particular project. The next significant group represented 23.92% of the respondents indicated that the choice was determined by the demand of the beneficiaries. In particular, the students indicated that they were usually not consulted on choice of projects. This feeling was projected in the feelings of majority of the respondents that the projects undertaken were not very relevant to their needs, as indicated in Table 4.15.

### 4.7 Project Relevance

Table 4.15 shows the opinion of the respondents concerning the relevance of the projects to their needs.

**Table 4.15 Analysis of Project Relevance**

| Variables | Level of Relevance | Frequency | Percentage |
|---|---|---|---|
| Whether Projects were Relevant to the Respondents Needs | Absolutely Relevant | 36 | 17.22 |
| | Fairly Relevant | 120 | 57.42 |
| | Slightly Relevant | 48 | 22.97 |
| | Not Relevant | 5 | 02.39 |
| | **Total** | **209** | **100.0** |

On the respondents opinion concerning the relevance of the projects to their areas of operation or studies, Table 4.15 shows that majority of the respondents constituting 57.42% indicated that the projects were only fairly relevant to their needs while17.22% agreed that the projects carried out were absolutely relevant to their. The study findings show that the general indication of the respondents was that they should be involved in determining which projects to be implemented all the time since majority of the projects such as construction of tuition facilities were meant for their use. The study determined that beneficiary discontent could affect the completion rate of the projects in this regard since ongoing projects could be suspended in order to meet immediate user demand.

### 4.8 Correlation Analysis between Choice of Projects Undertaken and their Relevance

Table 4.16 shows the correlation coefficient between the choice of projects undertaken in the institutions under study and their relevance to the beneficiaries.

**Table 4.16 Correlation between Choice of Projects Undertaken and their Relevance**

| Choice of Projects Undertaken | Project Relevance |
|---|---|
| 40.67 | 17.22 |
| 14.36 | 57.42 |
| 18.18 | 22.97 |
| 23.92 | 2.39 |
| **Correlation (r) = -0.52841** | |

According to Table 4.16, a moderate degree of negative correlation (r = -0.52841) was observed between the choice of projects undertaken and their relevance to the users. Through this it was established that when beneficiaries were not involved in the choice of the projects, those carried out were not relevant to their needs.

### 4.7 Influence of Project Stakeholders on Completion of Government Funded Projects in Post-Secondary Institutions in Kenya

Information was sought to answer the question on whether involvement of project stakeholders affected completion of the government funded projects. The respondents identified the following stakeholders and their subsequent roles in project implementation:

| Stake Holder | Role |
|---|---|
| Government of Kenya | Funding Agency |
| Ministry of Water | Monitoring |
| Students | Beneficiaries |
| Staff | Beneficiaries |
| Ministry of Education, Science and Technology | Funding Agency/Monitoring |
| Ministry of Works | Management |
| Community Development Fund | Financier |
| National Environmental Management Authority | Monitoring Environmental Issues |
| Contractor | Implementing Agent |

### 4.7.1 Influence of Stakeholders on Project Completion

Table 4.1 shoes the opinion of the respondents concerning the likelihood of the role of stakeholders to influence completion of the projects.

**Table 4.17 Stakeholder Influence on Project Completion**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| On whether the role of stakeholders affects project completion | Yes | 11 | 68.75 |
| | No | 5 | 31.25 |
| | **Total** | **16** | **100.0** |

From the data in Table 4.17, majority of the respondents, i.e. 68.75% reiterated that stakeholders do affect the completion rate of government funded projects while the remaining 31.25% did not agree.

## 4.8 Other Findings

Open ended questions posed to the respondents yielded the following findings:

### 4.8.1 Other Factors that Influence Completion of Projects

It was the opinion of the respondents that there are other factors that influence completion of government funded projects apart from those studied. They include inadequate

funding, delayed funding, lack of proper planning, contractor operational procedures, poor supervision and diversion of funds. This suggestion was common among 47 respondents, representing 21.66% of the respondents.

### 4.8.2 Priority Projects

Respondents listed projects they feel should be given priority which included lecture theatres, additional classrooms and hostels. This view was expressed by 90.3% of the respondents.

### 4.8.3 Improvement of Existing Facilities

31.30% of the respondents recommended improvement of the libraries, water supply for irrigation purposes and improved sports facilities.

### 4.8.4 New Facilities

16.13 of the respondents suggested construction of a modern administration block, more offices and equipping laboratories and workshops with modern machines and equipment.

### 4.8.5 Research Facilities

42.40% of the respondents recommended establishment of innovation/incubation centers and improvement of internet connectivity within the institutions.

# CHAPTER FIVE
# SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the summary of findings, discussion, conclusions and recommendations.

## 5.2 Summary of Findings

**Objective 1:** To determine the influence of carrying out multiple government funded projects in post-secondary institutions in Kenya on their completion.

**Findings:** The study found that a total of seven (7) government funded projects were going on in the institutions at the time of the study. The projects were funded under various funding models i.e. economic stimulus, vision 2030 flagship, CDF and partnerships. The projects were at various stages, either awaiting commencement, ongoing, completed or stalled. Study findings indicated that carrying out of multiple government funded projects affects the rate of completion for some of them. In the event that the projects become overwhelming, some have to be put on hold in order to complete others, thus delay the postponed ones. There was a strong correlation (0.712697) between the status of the various projects and their completion rates which further revealed that management of multiple projects does influence their completion. 68.75% of the projects indicated that carrying out of multiple projects influenced the rate of completion of the projects. This was a positive response in relation to the research question.

**Objective 2:** To establish the influence of the procurement process on the completion of government funded projects in post-secondary institutions in Kenya.

**Findings:** Findings from respondents indicated that the procurement process influenced the completion of the projects. Qualitative data gathered from the respondents mainly in the finance and management components in the project implementation process pointed out that complicated government procurement procedures influence the completion of the projects, causing extension of completion dates. 77.27% of the respondents indicated

that the procurement process affects the time frame of the projects, which was a positive response.

**Objective 3:** To determine the influence of project relevance on timely completion of government funded projects in post-secondary institutions in Kenya.

**Findings:** Only a small number of the respondents (23.92%) believed that choice of the projects was based on beneficiary demand with the majority of respondents (57.42%) indicating that the projects were only fairly relevant to their needs. This affected the time frame as often project funds were diverted to other projects when a critical need arose. It is important that beneficiaries are always consulted when selecting the projects to undertake. In the event that user demand escalates to unrests, the institutions are forced to abandon ongoing projects in order to urgently undertake what the users are demanding. This in effect delays the completion of the ongoing projects. The same may cause diversion of funds from the intended purpose to the arising and more urgent need. There was a high negative correlation (-0.52841) between the choice of projects undertaken and their relevance to the user needs and expectations. The response by majority of the respondents was positive in relation to the influence of project relevance on their timely completion.

**Objective 4:** To find out how the role of project stakeholders influences completion of government funded projects in post-secondary institutions in Kenya.

**Findings:** Generally government funded projects attract quite a big number of stakeholders, among them collaborators with various roles as indicated in chapter four. This partly influences the completion rate of the projects. In particular, it emerged that contractor operations and procedures affected the completion rate. At times, progress is delayed waiting clearance from stakeholders thus their involvement does affect completion of the projects. 68.75% of the respondents indicated that the role of stakeholders influenced the project completion rate, which was a positive response.

### 5.3 Discussion

Delay in completion of construction projects is a situation where the project cannot be completed under the planned time. It is a common issue faced in the construction industry all over the world especially in developing countries (Azlan Shah Et Al, 2010). The completion rates of government funded projects in post-secondary institutions are

affected by a lot of conditions before and during implementation. According to Latham, 1994, Egan, 1998, Ericsson, 2002 and Chan et al., 2003, low speed of decision making involving all project teams and client-initiated variations are among the factors that cause delays to projects. According to the OECD DAC Glossary, the aim of project evaluation is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. The relevance of a project makes it necessary to be completed within the shortest time as stipulated in the initial plan.

### 5.3.1 Influence of Carrying out Multiple Government Funded Projects on their Completion

Jason Charvat, (2003), stated that managing multiple IT projects within the enterprise could be a daunting task. It is stressful and takes someone special to even begin managing a project portfolio. The findings of this study confirmed this statement. The institutions under study undertook multiple projects and the feeling of majority of the respondents (68.75%) was that this affected management of, and in extension, the completion rate of the said projects. Some of the projects were delayed if they had to be put on hold in order to complete others first. This was due to the implementing agency being overwhelmed by the number of the projects. The ongoing projects could also necessitate the need to prioritize their completion if adequate funds were not available to complete them at the same time.

### 5.3.2 Influence of Procurement Process on the Completion of Government Funded Projects

Previous studies of Hashim (1999), among others, suggest different procurement related factors that can affect project performance. Traditional competitive procurement procedures cause adversarial relationships and many problems in all stages of the buying process (Cheung et al., 2003, Eriksson and Laan, 2007). Studies of Rasidet al. (2006) also in Malaysia concentrated on allocation of responsibilities, activities sequencing, process and procedure and organizational approach as procurement related factors that affect project performance. Likewise this study revealed that the procurement process influences the completion rate of the projects. This was attested to by the findings that majority of the respondents (77.27%) indicated that the procurement process affected the

completion of the projects. From the open ended questions, respondents pointed out that complicated government procurement procedures delayed the completion of the projects. Probably the government of Kenya could borrow a leaf from Cox and Thompson (1997) and Eriksson (2008) who concluded that "Therefore, In order to achieve successful governance of construction projects a holistic and systemic approach to procurement procedures is crucial".

### 5.3.3 Influence of Project Relevance on their Timely Completion

Project Evaluation is the systematic and objective assessment of an on-going or completed project or program, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability (OECD DAC Glossary). Evaluations are generally conducted by independent, external experts. In general, an evaluation analyses complex issues and captures intended and unintended effects. Evaluations investigate the reasons why certain aspects of a project or program have or have not been implemented as planned. In the case of this study, the users/beneficiaries were rarely consulted when prioritizing the projects to implement. Findings indicated that most of the projects carried out in the institutions were of limited significance to the users. This was an indication of the likelihood of failure to push for funding in order to be able to complete the projects in time, since the beneficiaries were not pushing the institutions management. This in effect led to diversion of funds to more critical projects when need arose. Judgment on whether projects are relevant or not was at the discretion of the users and it was assumed that the institutions' management initiated them because they were deemed necessary.

### 5.3.4 Influence of the Role of Project Stakeholders on Completion

Chua et al. (1999) developed a hierarchical model for construction project success for different project objectives. For quality objectives they found that it was influenced by four main project aspects, namely, project characteristics, contractual arrangements, project participants, and interactive processes. Project stakeholders are individuals and organizations that are actively involved in the project, or whose interests may be affected as a result of project execution or project completion. The relationship with stakeholders

includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards (Mattessich, Paul, W. et al – 2001). Depending on the nature of the relationship, stakeholders expectations may affect the completion of the projects. Azlan Shah Et Al (2010) concluded that there were 4 factors of delay namely contractor-related factors, consultant-related factors, client-related factors and external factors. As far as this study is concerned, it emerged that contractor operations and procedures caused delays of the completion rate. 68.75% of the respondents indicated that stakeholder involvement affected completion of the government funded projects. It can therefore be concluded that the projects under study were affected by contractor related and external factors.

### 5.4 Conclusions

Al-Momani (2000) investigated causes of delay in 130 public building projects constructed in Jordan during the period of 1990-1997. He concluded that the main causes of delay are related to designer or user changes, weather, site conditions, late deliveries, economic conditions and increases in quantities. Also in Malaysia, Sambasivan and Soon (2007) concluded that the ten most important causes of delays the construction industry were: contractor's improper planning, contractor's poor site management, inadequate contractor experience, inadequate client's finance and payments for completed work, problems with subcontractors, shortage in material, labor shortages, equipment availability and failure, lack of communication between parties, and mistakes during the construction stage. An interview survey of 450 randomly selected private residential project owners and developers by Koushki et al (2005) found that the main causes of delays in Kuwait were changing orders, owners' financial constraints and owners' lack of experience. Faridi and El-sayegh (2006) studied the delay in construction projects in UAE and concluded that 50% of the construction projects encounter delays and are not completed on time. The most significant causes of construction delays are approval of drawings, inadequate early planning and delays in the owners' decision-making process. The purpose of this study was to investigate factors influencing completion of government funded projects in post-secondary institutions in Kenya. The following

conclusions of the study were drawn in regard to the four independent variables under investigation on their influence on completion of the projects:

### 5.4.1 Influence of Carrying out Multiple Government Funded Projects on their Completion

There was a strong correlation (0.712697) between the status of the projects being carried out in the institutions under study and their completion. The institutions sampled carried out multiple projects. This influenced their completion rate due to the logistics of handling them at a go. In the event that it became overwhelming to carry out all the projects, some were set aside to allow for completion of some after which the abandoned ones continue. In such a case, abandoned projects cannot meet the projected completion date. Therefore carrying out multiple projects does influence their completion.

### 5.4.2 Influence of the Procurement Process on the Completion of Government Funded Projects

The procurement process influenced the project completion rate due to duration taken to complete the procurement process. Lack of materials from the prequalified suppliers cause further delay since depending on the amount, the procurement process does not allow for single sourcing or direct purchase. The project implementers in such a scenario are forced to wait until the supplier is able to deliver the materials. This in effect influences the completion of the projects.

### 5.4.3 Influence of Project Relevance on Completion of Government Funded Projects

A negative correlation of -0.52841 existed between the choice of projects and their relevance to the needs of the users. All projects being carried out were relevant to the mandate of the institutions. The project beneficiaries and the institution management view relevance of facilities differently. Failure to involve beneficiaries in choice of projects led to delays in completion as often, funds were diverted to other projects when the beneficiaries demanded for them. This became more critical in the event that the beneficiaries resulted to mass action to press for the projects they felt were more important.

### 5.4.4 Stakeholder Influence on Completion of Government funded Projects

Stake holder demands, expectations and their role in project implementation affected their completion rate as they occasionally caused long delays, beyond the control of the implementing agencies. Other factors that influenced completion of the projects include inadequate funding, complicated government procurement procedures, delayed funding, lack of proper planning, contractor operations procedures and poor supervision.

## 5.5 Recommendations

The following recommendations were made in order to ensure that government funded and other projects were completed within the time indicated in the time frame:

1. The study found that carrying out multiple projects influences their completion due to the possibility of putting some aside to prioritize others. Institutions should only handle the number of projects that they can manage at a time. Controlling the number of projects will enable institutions concentrate and ensure these projects are completed in time.
2. The procurement process was found to be time consuming, contributing to delays in completing the projects. It is therefore recommended that sourcing of materials should commence in good time to avoid delays caused by the procurement process. The project implementing agencies should make use of prequalified supplies as facilitated by law instead of engaging in the entire procurement cycle to ease the time taken procuring the resources.
3. The study found that project relevance influenced completion in the event that beneficiaries made demands for projects different from those ongoing. This delays projects as they may have to be put on hold to first meet the immediate user demand. It was therefore recommended that it is crucial to involve the users and beneficiaries of the projects in determining which projects to undertake at each given time. This will ensure that the users do not impose pressure for other facilities at the expense of completing the ones that have already been commenced.
4. Due to government regulations, the stakeholders involved in the implementation of the government funded projects cannot be avoided. The study found that this influenced completion of the projects. It is thus recommended that stakeholders

should collaborate and work together to ensure that none of them delays the process. The implementing agency, in this case the institutions, should begin the necessary collaborating processes in good time to arrest the delays that may occur.

### 5.6 Suggestions for Further Research

The following were the areas suggested for further studies:

1. Ways to manage multiple projects in institutions without compromising their completion rates.
2. It is recognized that the whole essence of the stringent government procurement regulations in Kenya is to curb graft, among other ills. Since these regulations are time consuming thus leading to delays, they should be revised to consume less time while achieving the same or even better objectives. Thus a study should be undertaken to determine a less time consuming yet efficient procurement process.
3. Case study on influence of project relevance on timely completion.
4. Synchronizing role of various stakeholders in project implementation without influencing their completion rates.

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## APPENDICES

**Appendix 1: Letter of Transmittal**

**Mary Kawira Nyamu**
**P.O. Box 143**
**KERUGOYA**

**7th June, 2014**

Dear respondent,

**LETTER OF TRANSMITTAL**

I am a student of University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management as a partial fulfillment of the conditions required for the award of the degree. The research study is meant to determine the factors influencing completion of government funded projects in post-secondary institutions in Kenya and the study is based in Kirinyaga County, with the intention of generalizing the findings in the whole of Kenya.

The questionnaire attached is to facilitate your participation in the study. Kindly respond truthfully and honestly to the questions. All responses will be handled with absolute confidentiality and will be used solely for the purpose of this study.

Thank you for your cooperation.

Yours faithfully

**Mary Kawira Nyamu**
**Reg. No. L50/66307/2013**
**University of Nairobi**

**Appendix 2: Questionnaire for the Project Managers, Clerk of Works and Institution Management**

**Introduction**

The purpose of this questionnaire is to establish the factors affecting completion of government funded projects in post-secondary institutions in Kenya.

**Instructions**

1. It is not necessary to indicate your name or any form of identification on this questionnaire.
2. Tick in the box adjacent to the correct response and fill in the blank spaces accordingly.

---

**1. Gender**: Male [ ] Female [ ]

**2. Age**: 45 or below [ ] Above 45 [ ]

**3. Status**: Institutional Employee [ ] Project Staff [ ]

**4.** How many projects has the government funded in your institution?

| **Status →** | **Awaiting Commencement** | **On-going** | **Completed** | **Stalled** | **Total** |
|---|---|---|---|---|---|
| **Number** | | | | | |

**5.** Under which category of models are the projects in your institution funded?

ESP [ ] Other [ ]
Vision 2030 Flagship [ ]
CDF [ ]

**6.** How would you gauge the rate of completion of government funded projects in your institution?

71% - 100% [ ] 51% - 70% [ ]
40% - 50% [ ] Below 40% [ ]

**7.** Does carrying out multiple projects affect the completion rate of government funded projects:

Yes [ ] No [ ]

**8.** If yes, briefly explain.

……

……

**9.** Does the procurement process affect the time frame of the government funded projects:

Yes [ ] No [ ]

**10.** If your answer to the question above is 'yes', in what way does it affect?

i. ……

ii. ……

iii. ……

iv. ……

v. ……

**11.** What determines the choice of the projects that are funded by the government?

| | | | |
|---|---|---|---|
| Need | [ ] | Strategic Plan | [ ] |
| Performance Contract | [ ] | Beneficiary Demand | [ ] |
| Other | [ ] | | |

**12.** How relevant are the projects so far funded by the government to the true needs of your institution?

| | | | |
|---|---|---|---|
| Extremely Relevant | [ ] | Moderately Relevant | [ ] |
| Slightly Relevant | [ ] | Not Relevant | [ ] |

**13.** Indicate the parties to the government funded projects in your institution.

| S. No. | Category | Identity | Role |
|---|---|---|---|
| 1. | Funding Agency | | |
| | | | |
| | | | |
| 2. | Collaborators | | |
| | | | |
| | | | |
| 3. | Beneficiaries | | |
| | | | |
| | | | |
| 4. | Other key stake holders | | |
| | | | |
| | | | |

**14.** Does the role of the parties indicated above affect completion of government funded projects in any way?

Yes [ ] No [ ]

**15.** If yes, how does their role affect completion of the projects?

i. ……

ii. ……

iii. ……

iv. ……

v. ……

vi. ……

vii. ……

viii. …….

**16.** In your opinion, what other factors do you think affect completion of government funded projects in your institution?

i. ……

ii. ……

iii. ……

iv. ……

v. ……

vi. ……

vii. ……

viii. ……

***The end.***

***Thank you for your time and participation.***

## Appendix 3: Questionnaire for the Finance Personnel

### Introduction

The purpose of this questionnaire is to establish the factors affecting completion of government funded projects in post-secondary institutions in Kenya.

### Instructions

1. It is not necessary to indicate your name or any form of identification on this questionnaire.
2. Tick in the box adjacent to the correct response and fill in the blank spaces accordingly.

---

**1. Gender**: Male [ ] Female [ ]

**2. Age**: 45 or below [ ] Above 45 [ ]

**3. Status**: Institutional Employee [ ] Project Staff [ ]

**4.** How many projects has the government funded in your institution?

| **Status →** | **Awaiting Commencement** | **On-going** | **Completed** | **Stalled** | **Total** |
|---|---|---|---|---|---|
| **Number** | | | | | |

**5.** Under which category of models are the projects in your institution funded?

ESP [ ] Other [ ]
Vision 2030 Flagship [ ]
CDF [ ]

**6.** Does the procurement process affect the time frame of the government funded projects:

Yes [ ] No [ ]

**7.** If your answer to the question above is 'yes', in what way(s) does it affect?

i. ……

ii. ……

iii. ……

iv. ……

v. ……

vi. ……

vii. ……

viii. ……

**8.** Does the government release funds for the projects within the time frame required?

Yes [ ] No [ ]

**9.** How does this affect completion of the projects?

| | | | |
|---|---|---|---|
| Quick completion | [ ] | Timely completion | [ ] |
| Delayed completion | [ ] | Stalling of projects | [ ] |

**10.** Are the funds released adequate for the completion of the projects?

Yes [ ] No [ ]

**11.** In your opinion, what other factors do you think affect completion of government funded projects in your institution?

i. ……

ii. ……

iii. ……

iv. ……

v. ……

vi. ……

vii. ……

viii. ……

***The End.***

***Thank you for your time and participation.***

**Appendix 4: Questionnaire for the Project Beneficiaries (Staff Members)**

**Introduction**

The purpose of this questionnaire is to establish the factors affecting completion of government funded projects in post-secondary institutions in Kenya.

**Instructions**

1. It is not necessary to indicate your name or any form of identification on this questionnaire.
2. Tick in the box adjacent to the correct response and fill in the blank spaces accordingly.
3. Follow any other specific instructions for particular questions.

---

**1. Gender**: Male [ ] Female [ ]

**2. Age**: 45 or below [ ] Above 45 [ ]

**3. Status**: Academic Staff [ ] None Academic Staff [ ]

**4. For how long have you been an employee of this institution?**

0 – 5 years [ ] 6 – 10 years [ ] 11 – 15 years [ ]
Over 15 years [ ]

**5. How would you rate the pace of improvement/addition of facilities in this institution?**

Excellent [ ] Good [ ] Fair [ ]

**6. How do you rate the duration taken to complete most projects in this institution?**

Satisfactory [ ] Long [ ] Too long [ ]

**7. Is this the scenario for some or all projects?**

Some [ ] All [ ]

**8.** What in your opinion are the likely factors that contribute to the duration taken?

i. ……..

ii. ……..

iii. ……..

iv. ……..

v. ……..

vi. ……..…

vii. ……..…

viii. ……..……

**9. How relevant are the ongoing and completed projects to your area of work?**

Absolutely Relevant [ ] Fairly Relevant [ ] Less Relevant [ ]

**10. Which new project(s) would benefit you most in your area of work? (List in order of priority)**

i. ……..

ii. ……..

iii. ……..

iv. ……..

v. ……..

vi. ……..

vii. ……..

viii. ……..

***The End.***

***Thank you for your time and participation.***

## Appendix 5: Questionnaire for the Project Beneficiaries (Students)

### Introduction

The purpose of this questionnaire is to establish the factors affecting completion of government funded projects in post-secondary institutions in Kenya.

### Instructions

1. It is not necessary to indicate your name or any form of identification on this questionnaire.
2. Tick in the box adjacent to the correct response and fill in the blank spaces accordingly.
3. Follow any other specific instructions for particular questions.

---

**1. Gender**:

Male [ ] Female [ ]

**2. Level of Training**:

Degree [ ] Diploma [ ] Certificate [ ] Short Course [ ]

**3. How do you rate the facilities in your institution?**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Tuition Rooms | Excellent | [ ] | Good | [ ] | Satisfactory | [ ] |
| Library | Excellent | [ ] | Good | [ ] | Satisfactory | [ ] |
| Lecture Halls | Excellent | [ ] | Good | [ ] | Satisfactory | [ ] |
| Computer Labs | Excellent | [ ] | Good | [ ] | Satisfactory | [ ] |
| Other Laboratories | Excellent | [ ] | Good | [ ] | Satisfactory | [ ] |
| Workshops | Excellent | [ ] | Good | [ ] | Satisfactory | [ ] |

**4. How relevant are the completed and ongoing projects to your area of study?**

Absolutely Relevant [ ] Fairly Relevant [ ] Less Relevant [ ]

5. **Which new project(s) would benefit you most if carried out within the period of your studentship? (List in order of priority)**

i. ……..

ii. ……..

iii. ……..

iv. ……..

v. ……..

vi. ……..

vii. ……..

viii. ……..

6. **What are your general feelings concerning the physical facilities in your institution?**

i. ……

ii. ……..

iii. ……..

iv. ……..

v. ……..

vi. ……..

vii. ……..

viii. ……..

***The End.***

***Thank you for your time and participation.***

## Appendix 6: Interview Schedule

1. What challenges do you face while carrying out multiple development projects?
2. How do the Kenya procurement regulations influence completion of government funded projects in your institution?
3. Which among your project stakeholders influence completion of the projects and how?
4. Who determines the relevant projects to be funded by the government; the institution or the funding agency? How does this influence completion of those projects?
5. Generally what mainly affects completion of government funded projects in your institution?