

**INFLUENCE OF PUBLIC PARTICIPATION ON PUBLIC PRIMARY
SCHOOLS DEVELOPMENT PROJECTS IN SIGOWET SOIN
CONSTITUENCY KERICHO COUNTY – KENYA.**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
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DECLARATION

This project proposal is my original work and has not been presented for a degree or any award in any other university.

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DEDICATION

This study is dedicated to my wife Winny Sigira, my sons Gideon Kipkoech, Brian Kiprotich, Gordon Kipkoech, Byron Kiprono and my beloved daughter Prudence Chebet and all the family who have taken time to encourage me to continuously work hard towards accomplishing my education at the masters level, and those who have given me all the moral and financial support to undertake this research without any much difficulty.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of management.
CDF	Constituency development Fund
KESSP	Kenya education Sector Support Programme
SEP	School Empowerment Programme
MDG	Millennium Development Goals
KNBS	Kenya Notational bureau of statistics.
USAID	United States of America international development
DFID	Department of foreign international Development.

ABSTRACT

The main purpose of this study is to establish how public members can influence the levels of development projects within the public primary schools. It is hoped when the parents, teachers, stakeholders and minded partners participate together in resource mobilization; contribution of their expertise knowledge through participation in development projects in primary schools can attain better facilities for conducive learning environment. Research carried out in any part of academic field depend entirely on public full participation for both quantity and quality implementation of projects. In the world, public participation on community development projects may been found to be influenced by a number of factors such as: participation in decision making at school level, social factors such as gender disparities, and public participation in management of school development projects through being elected as board committees and in procurement processes. The research have the following objectives: Establishing how public participation on decision making influences development projects in public primary schools in Sigowet/Soin constituency, Determining how social factors can influences public participation in public primary schools development projects in Sigowet/Soin constituency, establishing the extent to which public participation in management of public primary schools influences school development projects in Sigowet/Soin, establishing the influence of public participation in monitoring and evaluation of public primary schools development projects in Sigowet/Soin constituency. The significant of the project, hopes that the findings shall be of use both to the community, ministry of education, in enhancing public participation in public schools development projects. The theory that the project is anchored on is roles theory. Descriptive (qualitative) research design will be used. The target populations are: parents, Head teachers, school board of management members and stakeholders from Sigowet/Soin. The target population will be 5,060 parents and 440 BOM. The sampled population for study will be 10 primary

schools, 5 primary schools will be sampled for pre-test and viability of the research instruments. The sample size of those who will participate in the study will be: 352 parents, 80 members of school management boards, 10 head teachers and 64 stakeholders. The sample selection was done by use of the percentage where 10% of each category will be taken for research. Data for the study was collected through questionnaires and was organized and presented using frequency tables. Data analysis was done using quantitative statistics namely; frequencies, means and percentages and presentation were done using tables. The study found out that public Participation in decision making with 64 BoM Participating, Social factors influenced public participation in public primary schools development projects with. The study also found that public participation in management of school development projects design and planning approaches are some of the strategic approaches that influence public participation. The study also established that public participation in public primary schools development projects promotes transparency and accountability.. The study also concluded that public participation in public primary schools is crucial. The study therefore recommended that projects that focus on public participation in public primary schools development projects involve the stakeholders building the knowledge, service delivery and filling gaps. Further, the study recommended that project designers should involve the general public in the project life cycle of school development projects. The study suggested that a similar study be conducted in other parts of the country to enable a formulation of public participation in public primary schools development projects in the county.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The main objective of the study is to establish out the extent to which public participation in public primary School's development projects in Soin/Sigowet constituency can influence the desired change. Public Primary Schools within Sigowet may not have developed fully and given the fact that the region is categorized as hardship gazetted area there is need to find out how to improve the infrastructure to ensure that the possible prevailing conditions for learners . The people participation on school projects may include taking responsibilities and engagement in identifying the problems within their schools, developing plans on how to ensure that their existing problems are managed through a guided and agreed strategic framework (Cheetham 2002).

Developments projects may not be effectively done if the members of public are not fully engaged in the whole process of implementation. The public primary schools in Soin/Sigowet may not been totally involving public in their schools development projects due to the poverty levels and poor access to resources. Development within schools may greatly defer due to the contribution from parents and major key stakeholders upon which this involvement in the community development of projects can help the general public to attain their goals in improvement of the primary schools conditions in Sigowet/Soin constituency.

Public development projects need efforts of the concerned parents/people who are united at the grassroots level and those of the government (Ntini, 2006). The government encourages community participation in public development projects through their contribution of at least 10% of the total project cost of the intended project so as to ensure sustainability of the

project, develop confidence of ownership, acceptance and commitment of the projects taking place within the community.

The government of Kenya through various donor and partnership programs such as: The Kenya Education Sector Support Program (KESSP), the Oil petroleum exporting countries (OPEC) in conjunction with the Kenya government of emphasized the need for School Empowerment Project (SEPS) which allowed focus at building the capacity of public to participate hand in hand with the minded partners in development of schools infrastructure and support programs. Public participation in school development projects has greater impact (Cary, 1970). Public participation will facilitate effective implementation through their contributions, suggestions and decision will influence the desired goals and objectives of the specific schools within the constituency.

The concept of public participations originated 50 years ago from the community development movement of late colonial era in parts of Africa and Asia. Public participation was a means of improving welfare, training people and extending government control through local self help group's activities (Mccomum, 1993). Today Public participation is one of the major models of development in the grassroots/community initiatives and a success for projects. According to Abraham (1996) in community based projects, the public controls a project through making decisions, providing expertise resources and security for the effective and successful implementation.

A bout 20% of the county's land of the area of project proposal coverage is hardship gazatted and the livelihood, access to basic needs may influence the extend of the public participation

towards development of primary schools and hinders their level of public involvement decision and contribution and participation towards schools' needs.

There is need for public participation in the schools development projects as most schools projects financed by the stakeholders have stalled, collapsed and are in incomplete stages for a long time and no clear reasons are outlined.

The poor academic performance, infrastructure access to social amenities, rise on hooliganism and parents protest, occurrence of conflicts are linked to cases of poor planning, poor decision making, poor public participation, poor involvement of parents and accountability structures. This project proposal will try to find out the practice of public participation in public primary schools in Sigowet/Soin and the challenges they face in participating in schools development project implementation cycles.

Research is yet to be carried out to establish the influence of public participation and its effects on projects financed by the government of Kenya through constituency development fund; and resources disbursed to public primary schools in Soin/Sigowet to date. In many developing countries like Kenya projects are the backbone of the local community development. With limited project proposals, it has been hard to clearly find out the role that the public participating have in primary schools development projects. The proposal will try to answer research questions, how does the public participate in decision making in development projects? What are the social factors that influence public participation in public primary schools development projects; projects have faced numerous challenges which have been characterized by failures between parents, stakeholders and support organizations.

1.2 The Statement of the Problem

In public participation concept, public projects involve the beneficiaries and the key actors closely. Projects that give the opportunity to its actors to participate in decision making, planning and implementation, functions well to the final end. In Sigowet/ Soin constituency Primary Schools, the public participation in school projects is minimal and the level of parent's participation in meetings, planning and management of resources within the schools is rated at 5%. Although the government through the Kenya Education sector support program (KESSP) have initiated school empowerment program (SEP) which emphasizes that the parents should be involved at greater levels for sustained, accountable, timely and successful completion of the school projects.

In 2003 during the introduction of Constituency Development Fund (CDF). The government through Kenya Education sector support program (KESSEP) has allocated approximately 10 billion for all primary schools in Kenya and a total sum of K.shs. 2,000,000 was allocated to 4 schools in Sigowet/Soin. The funding became effective in 2006. The feasibility study was conducted and the schools within Sigowet/Soin Constituency utilized to a tune of Kenya shillings ten million and most of the work done were faced with a lot of challenges.

The extent of public involvement in decision making towards effective management may have favoured some gender. The constitution of schools boards of management as stipulated by the acts of education states that a third of population should be mixed gender. Men may have dominated the management teams and woman could have played animal role in decision making in the development of the schools. The cultural influence may have bared the women from participating positively and contributing towards improved infrastructure and primary schools development projects.

Management of school resources in public boards and the public participates in choosing the possible persons bestowed in care and management of resource for accountability and transparency. It is speculated that poor management due to poor capacity and level of education of the management teams causes poor public participation in resource mobilization and utilization in school development projects. Various means of resource mobilization such as fund drive have been disowned by the government and this could have led to limited resources for completing and financing school projects within Soin/Sigowet.

Although local development projects like schools it is usually implemented through schools board of management (BOM) and the extent to which the parents, stakeholders have been involved and empowered through capacity building in relation to school projects, effectiveness, sharing of project costs, and improve the efficiency of projects implementation.

1.3 Purpose of Study

The purpose of this research project is to investigate the influence of Public participation on public primary schools development project a case of Sigowet/Soin Constituency in Kericho County.

1.4 Objectives of the Study

The study aimed at achieving the following objectives:

- i. To establish how public participation on decision making influence development projects in public primary schools in Sigowet/Soin constituency.
- ii. To determine how social factors influence public participation in public Primary schools development projects in Sigowet/Soin constituency.

- iii. To assess the extent at which public participation on management of public primary schools can influence development projects in Sigowet/Soin constituency.
- iv. To establish ways on which the public in Sigowet/Soin constituency can participate in monitoring and evaluations of public Primary Schools development projects.

1.5 Research Question

The study answered the following research questions question:

- i. How do public members participation in decision making influence development projects in public primary schools within Sigowet/Soin Constituency?
- ii. To what extent does social factors affect public participation in public primary schools?
- iii. How do public participation in school management influence development projects on public primary schools in Sigowet/Soin constituency?
- iv. What are the ways that can the public participate in the monitoring and evaluations of public primary schools development projects in Sigowet/Soin constituency?

1.6 Significance of the study

The research was based on the influence of public participation in implementation of primary school development projects in public primary schools within Sigowet/Soin constituency. Public participation in contributing towards development of primary schools infrastructures and academic improvements. This proposal will help in finding out the extent at which the general public population can be involved in ensuring that the school projects are implemented through involvement and participation of the general public. The proposal findings may help to bring out the necessary interventions from the general public that will enhance public participation, engagement, both in implementation, designing and management of public primary schools.

The study may come up with the significant approaches, policy interpretation and guidelines that will help to develop avenues for effective management and sustainable systems that will ensure continued growth in public primary schools with reputable outlook within Sigowet/Soin constituency.

1.7 Limitations of the Study

The study will be carried out in Sigowet/Soin Constituency in Kericho County; the main limitation in the proposal might be the disparity in the resource allocations to the target schools from the minded organizations and support institutions. The topography of some schools is so hilly that it cannot allow for easy access to the target schools. The major projected problem will be the understanding of the local communities about the approaches and how they would participate in community support projects.

In the months of March and April there is always a lot of rain that falls between 10 o'clock and afternoon. The poor infrastructure can be managed by going to the places of study very early in the morning before the rain falls in the afternoon.

The level of education for the school management board members may influence the way the questionnaires and response will be made, questionnaires will be developed in English language and the respondents speak pure kipsigis and translation and explanations may be difficult especially when highlighting some key terms from English to kalenjin.

Due to this limitations strategies factored in place will be to ensure that the questionnaires that target the schools management boards will be administered through the support of the head teachers who understands the language of their committees and the catchment area. The mobility strategies for going to hard to reach areas will involve hiring of a motor cycle that will be on standby mode to facilitate fast and timely movements to the intended target schools.

1.8 Delimitations of the study

The project proposal will be conducted in Sigowet /Soin constituency of Kericho District in Kericho County. The area has four educational divisions and 10 zones within the constituency. The most populated schools based on the ministry of education records are in kiptere and soliat zones. The remaining zones of; Soin, Koitaburot, Kaplelartet, Waldai and Sigowet are sparsely populated. Sigowet/Soin constituency is the most disadvantaged constituency in the three sub-counties surrounding the constituency of Bureti, Belgut and Ainamoi. The poverty index of Sigowet/Soin according the Kenya bureau of statistics stands at rate of 5% which is really high. The school dropout at school age going is very high and children engage in childlabour activities. The poor state of classrooms and the poor school environments have necessitated the need to carry out more study.

The parent's major economic activities are majorly sugarcane growing and herding livestock which is being done well since the place is gazette as hardship area.

1.9 Definition of significant Terms

Community – refers to a group of users or services who live in the same area and have access and use the same services.

CDF – Constituency Development Fund

Hardship - Area with some especially hard or difficulties.

Community participation – Comprise of varying degrees of involvement of local Community. It may range from the contribution of resources and labour.

Community based projects – Projects whose operation is limited to a particular proximity.

Decision making - Refers to ability of the participants to give ideas that are incorporated in the project.

Implementation - Refers to involvement of community members in the development Initiatives that concerns and affects them.

Performance - This refers to the society norms that the society holds firm to and which affects their participation in community development projects or affects the public Involvement in administration, management and decision making.

1.10 The organization of the study

The study will be organized in five chapters. Chapter one will constitute the background of The study, statement of the problem, purpose of the study, research objectives and questions, Significance of the study, limitations of the study, delimitations of the study and the basic assumptions of the study. Chapter two will constitute the literature review on the objectives Of the study from the global to the local level, theoretical and conceptual framework of the Study as well as brief descriptions of the concept public participation in public primary Schools development projects. Chapter three will be the research methodology which will Contain research design, study population, sample and sampling technique, instrumentation, Validity and reliability of the research instruments, data collection procedure and data Analysis procedure.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study under the following themes:

Public participation in decision making in public primary schools development projects in Sigowet/Soin, social factors affecting public participation in public primary school development projects; public involvement in public primary schools development project, challenges facing public in participating on public primary schools development projects, impacts of public participation on public primary schools development projects.

2.2 Public Participation in decision making

Public participation is a principal or a practice that may be recognized as a right to take part in an activity or a planned intervention. As societies became more complex, decision making became centered in sets of various governments. Often in societies, decisions are imposed on communities by not allowing the general public to participate in deciding how issues have been arrived at in public institutions. Within the governments and organizations settings, inclusive decision making is being encouraged for sustainable development and progress.

Public participation process may take many forms including face to face deliberations, problem solving, concessions building, public hearings and giving comments Pertaining the way the projects have been designed and implemented. The involvement of the public in designing the projects for their schools in public primary schools is key as their inputs and contribution enhances their utilization of locally available resources and promotes the senses of ownership of the intended projects from the community. Development projects that regard public participation in decision making empower the participants and ensure democratic

governance within the sampled schools. In the context of knowledge management, participatory process is seen as collective intelligent and inclusiveness of the whole population of the society. The level of resource mobilization is improved and the members of public can participate very effectively through contributions of the local resources for developing their schools. Public participation promotes humanistic principles which have emerged in western culture over the last thirty years and has had some impacts on education, public policy and international relief and development programs.

Public participation as advanced by humanistic movements is “people first” paradigm shift. The support and participation decision making project determines the rate at which the projects in schools are implemented. Conflicts and problems solving affecting the school development projects can easily be solved paving ways for smooth implementation of the projects preventing wastage and unanticipated defects. The resources that may be needed can call for public contributions which in the long run help the projects salvaged from stalling. In view of the fact that public participation in decision making in public primary schools influences the rate at which development is managed and implemented at the school level.

2.3 Social factors affecting public participation in public primary schools development projects.

Community based and driven development projects have become important form of development assistance to which world bank have been contributing at least approximates of US dollars 7 billion, evidence to show that projects that rely on public participation and targeting the poor have been effective. There is some evidence that such project that involves public in implementing their school projects have created effective community infrastructure, sustainable projects, and reduced conflicts and well structured projects handing over and exits. Democratic elections in contrast to bureaucratic or technocratic decision making as the

participants in the project are given the right to participate in: planning process, accountability procedures that pertains their schools. Participation can be direct in classical democratic sense or can be through representative participation in elections for the point of a pluralistic – republican model (Kweit and Kweit, 1986 P22) Kweit and Kweit go on to point out that the criteria for evaluating policies in a democratic process are the accessibility of the process and the responsiveness of the policy to those who are affected by it. Lang, suggest that traditional comprehensive and strategic planning process are really insufficient for managing resources planning and he advocated for a more interactive approaches in planning. In engagement of the general members of public irrespective of gender and effects of cultural versions and ideas. Suggestions and views from the general public will have sensible approaches towards participation in school's development projects. Lang suggested that an integrated approach to resource planning must provide integrated approaches to resource planning involving key stake holders whose education and literacy levels in seeking relevant information to proposed actions is acceptable to all team actors (Lang, 1986 P.35). Convectional planning tends to be dominated by experts advising decision makers and how to accomplish their interests. This implies the assumption that better information the public gets from the actors leads to better decisions for project survival and viability.

Distinction between elite's domination and culture is likely to be important in the project dynamics in public primary schools. The educated groups have a bigger say in deciding the fate and the process of the projects in public schools. Their expertise and knowledge as the key informants will influence the type of procedures and planning process and workmanship of the project. The role of women and rate of participation is minimal and the same have affected the project quality and tend to be worsened in situation where the schools tend to favors men in management and decision making process. The cultural influence specifically

on the extent at which women participate in decision making and their physical participation before the men who are majority in the schools management boards. Women level of education and cultural taboos in the perception of a woman in the public schools development project influences the project success and level of accountability procedures.

2.4 Public participation in management of schools development projects.

In community development, members of the community have the main role in the process of development and they do things themselves. In the process of community development, members must be active participants. Participation is a process by which people are enabled to become actively and genuinely involved in defining the factors that affect their lives , formulations and implementing policies, in planning, developing and delivering services and taking action for change(Breuer,1999).

According to Constantine (1982), Experts from donor agencies always assume that they have the situation well. The project implementation may have designed structure of management that has participatory efforts of the beneficiaries in procurement procedures, budgeting and detection and management of fraud that effects of the project quality.

The project implementation team's role in the sub- committees and various tender committees may enhance accountability and the public trust of project success. Devolution of powers from the elites to the immediate beneficiaries will support the willingness of the public to participate and exchange ideas for sustainable continuity and projects completion and resource management and mobilization for timely completions. Public involvement in the project management will reduce the cases of fraud, mismanagement, misplaced priorities, and promotion of public trust, sincerity and reduced dependency.

2.5 Public participation in monitoring and evaluation in public primary schools development projects.

Tradition monitoring and evaluation have been used by the donors and government agencies to hold accountable beneficiaries and programmes beneficiaries and recipients to their agreed goals and performances.

There is need for foundational realignment of relationship between the participating agencies and beneficiaries in the project, Marsden and Oakley(1990),in united states citizens monitoring approaches has been an approach which local citizens holds the government accountable and assess the extent to which public programmes meet the needs of community,(Parachini and Mott, (1997.

As part of growing trend towards decentralization and local governance and large public institutions are giving great importance to local participation. In recent years monitoring and evaluation is being used for differing purpose and differing sectors. farmers in India, brazil and Mexico are becoming more effective planners , decision makers, choosing and learning form alternative production strategies.PPM&E great purpose is to assess the impacts of the project over time ,given in a timely way of information which can be used for improving the project planning and implementation. Brown, (1993). Public Participation in monitoring and evaluation provides the stakeholders and programmers with information to assess whether the project objectives that have been met and how the resources have been used, inoder to help improve programme implementation and make critical decision about the project findings in making conclusive reports.

The local residents and the key stakeholders in the school development projects can be engaged in generating information on the lessons learnt and the modes of the project challenges and views which can be improved for betterments, participation in resources allocation and support Alcocar, etal. (1997).Public members can be involved in observing

the project regularly and collecting project information on timely basis and sharing it with stakeholders in the project under focus. The project will enable the stakeholders to determine whether the body undertaking project implementation have adequate legal and technical mandate to implement the project. Monitoring ensures that the standards are maintained and the quality of work is realized.

Monitoring and evaluation by the public can send signal to stakeholders when things are not happening as expected in the plan and when circumstances have differed so that the managers can re-strategize or take necessary corrective actions before the situation gets to worst, CDF ACT,(2013).

Engaging stakeholders &parents in monitoring and evaluation in project development may empower them to design a meaningful participation by diverse stakeholder groups which may avails to the monitoring and evaluation team sufficient and relevant information for successful project implementations . It may be found out that if the right people are involved in the entire process of project implementation, the outcome of the project will be enhanced and recommendations from the participatory monitoring and evaluation of the public can be embraced and enforced in good time, (P.&Ndungu.B,(2009).

In summary, public participation on primary schools development projects enhances timely, satisfactory and accountable process of projects implementation.

2.6 Theoretical Framework

This study was informed by Roles theory and it explained the factors that influencing public participation in public primary schools development projects. Roles theory propounded by Merton, R.K (1975).Define the people's roles for themselves on social process and forms of expectations on their leaders in their participations acting as role senders through balancing of decisions that the public take upon themselves. Leaders influence the same process to the

people they have around them and influence the ultimate desired change. Role conflicts occur when people have different expectations about their leaders in implementations of their projects. This happens when people have different ideas about what they should do and the inputs they need to put in place.

This study therefore found that Role theory is applicable in indicating factors that influence public participation in public primary schools development project. Based on this theory, the researcher found out solutions influencing public participation in public primary schools development projects. Limitations of Role theory is that of hard times in explaining about the social deviance when it does not correspond to pre-specified role. The theory does not and cannot explain how role expectations came to be what they are. As it is applied it cannot explain why the soldiers cut their hair short, but it could predict with high degree of accuracy and perspiration Das, K.M. (1983).

2.7 Conceptual framework

A conceptual framework is a diagrammatic explanation of the project proposal and hence provides explanation among several factors that have been identified as important to the proposal problem. (Ngechu, 2006) The project proposal is guided by the following conceptual framework independent variable, intervening variable and dependent variables. In this proposal independent variable will be as follows:-

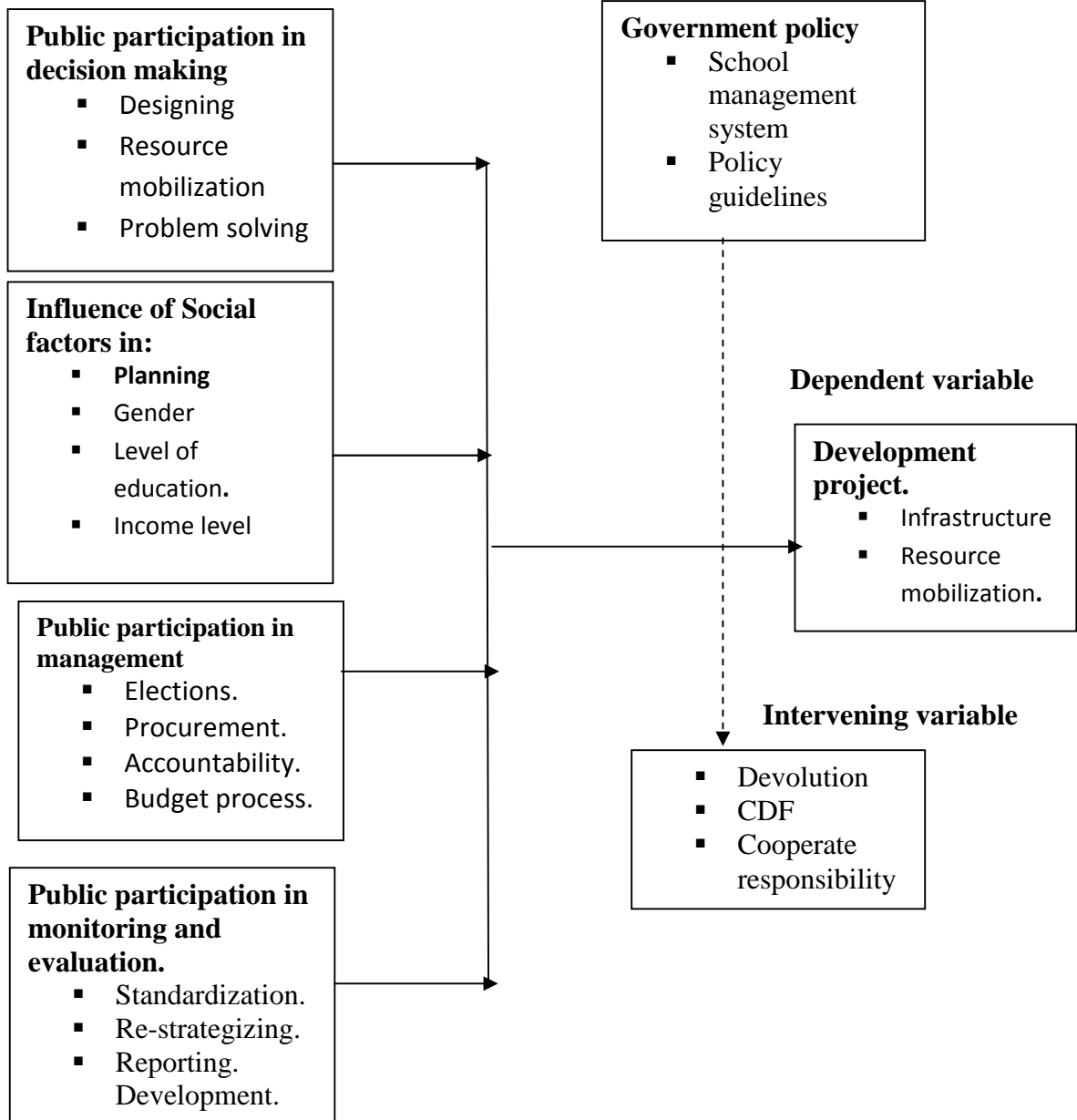
Influence of public participation

The Research considers public primary schools development projects as dependant variable whiles intervening variable was devolution and moderating variable will be government policies and regulations on education.

Conceptual framework.

Figure 1.1

Independent variable.



The above conceptual framework illustrates that when the entire above parameters positive influence, the output public participation in public primary schools. The independent variable are public participation in primary schools development projects towards designing and planning of projects and the public contribution of resources towards schools development projects and participating in primary schools development

Projects is dependant variable. Government policies and guidelines in education are considered as moderating variables whereas stakeholder's participations are intervening variables toward primary schools development projects.

2.9 Summary of Literature Review

The literature reviewed covered, global, regional and local perspective on concept of public participation, public participation on management and decision making, cultural factors hindering public participation, challenges on public participation in primary schools development projects and the impacts of public participation in public primary schools development projects. Various Researches done on the world did find that, public participation in decision making on public primary schools projects promote efficiency in panning, designing and management. The gap identified was that the actual perspective of gender roles in public participation in public primary schools limited women participation and favored men. The title information on gender response in participating in public primary schools development projects, current education performance form the basis for justification for this topic under research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed in detail how the data was obtained, processed, analysed and interpreted to fulfill the proposal objectives. The methodology elements herein included in; proposal design to be applied' target population, sampling design and procedures the type of data; proposal instruments; as well as data processing and analysis techniques. Details of these are as discussed in the succeeding sections.

3.2 Research design

This proposal is descriptive. A descriptive proposal design is method of collecting information by interviewing or using questions (Orodho; 2009). Further states that descriptive survey gathers data from a relatively large number of cases at a particular time. The descriptive surveys have also been widely used in education proposals & research from many years and continue to be used to gather information on prevailing conditions & problems. The project covers a large number of respondents within Sigowet/Soin making descriptive design most suitable.

3.3 Target population

The project will be conducted in Sigowet/Soin Division, Kericho District, Kericho County, and South Rift Region (Mau Region). The constituency comprises of 84 primary schools, 3400 teachers and approximately 20,000 pupils. All schools are mixed day schools. A sample of schools, respondents to be taken will include head teachers, parents, and school management board members drawn from selected primary schools from Sigowet/Soin constituency.

3.4 A Sample Size and sample selection

According to Mugenda and Mugenda (1999), a sample size must be large enough to represent salient characteristics of the accessible population.

The sample size will be picked with the help of Cochran (1963), Table as shown in appendix IV page 45. In the table a sample of 10 primary schools, which will be near 44 of the target primary schools, appropriate sample size will be 200. A total of 506 respondents will participate in this study whereby 352 will be the parents of the respective primary school, 10 head teachers, 80 members of school management board (SBM), 64 stakeholders all participants will be given consent to be in the proposal development.

The total sample size will be determined according to Kothari (1985). According to Kothari (1985) a sample of 10% to 30%. Is appropriate for descriptive projects. The sample size for the schools will be 10 out of 44 that are 23%. There is a total of 440 school management board member in 10 primary schools. Therefore the sample size will be 80 (15.8%). Since there are about 3520 parents, 352 (69.6%) of the parents in the division will be recruited to take part in the study. The study will involve 10 selected public primary schools where their 10 head teachers(2%), 64 stakeholders which includes boards of management members those serving in sub-county education boards in kericho sub-county.

Table 3.4.1 Sample Size

Study group	Sample Size	Percentage
Parents	352	69.6%
Head teachers	10	2%
School Management Board	80	15.8%
Stakeholders	64	12.6%

3.5. Research Instruments.

The study will use questionnaires as the main project instrument for data collection. The researcher will develop the questionnaires to measure the influence of public participation on public primary schools development projects and the extent in which the public participation may assist in developing the public primary schools. Questionnaires are commonly used to obtain information from a given population, each item in questionnaire will be developed with closed ended questions, to comprise a list of all possible alternatives from which respondents selected will answer the best questions that will suit them.

The study will have three research instruments namely: questionnaires for the head teachers, the school management board and the parents/stakeholders. However in schools, observation form will be used to access the state of the infrastructure in the schools. The questionnaire will be chosen because it fits in the population to be investigated is literate and since it is a large population the questionnaire will form a good tool for the project (Orodho, 2008).

3.5.1 Pilot Testing

According to Nachmias and Nachmias (1996), Pilot testing is an important step in the research process because it reveals vague and unclear instructions in the instruments. It also captures important comments and suggestions from the respondents that will enable the researcher to improve the efficiency of instruments, adjust to strategies and approaches to maximize respondents response rate.

Piloting will be done on a small representative sample to ascertain the feasibility of the study. The piloting will be done in 5 primary schools which will not be in the proposal. Piloting will ensure that the research instruments do not have potential misunderstanding.

The data from the pilot testing will not be included in the final analysis, but will only be used to make the research instrument better.

3.5.2 Validity of the instrument

Validity can be defined as the accuracy and fullness of inferences, which are based on the research results. In this research pilot – testing will be used as an important step in making instrument valid for the purpose of the project. During the pilot testing vague questions and unclear instructions will be revealed. Important comments and suggestions will also be captured from the respondents that will enable the researcher to improve efficiency of the instruments, adjust strategies and approaches to maximize response rate. The response from different participants will be analyzed to come up with a generalized position which will stand the validity test.

The researcher will make sure that the questionnaire captures all the intended respondents who will answer all the intended questions. The questions will be simplified by the researcher and make all the respondents to comprehend to all questions. The researcher will use a survey method which will lessens bias hence he will be assured of collecting valid data from the respondents to be interviewed.

3.5.3 Reliability of the instrument.

Reliability is a measure of degree to which a research proposal document yields the results or data after repeated trials. It is influenced by random error. As a random error increases, reliability decreases. Random error is defined as the deviation from a true measurement due to factors that have not been addressed to by the researcher. Errors may be due inaccurate coding, fatigue and bias (Mugenda and Mugenda, 1999).

The reliability research proposal instruments concerns the extent to which the instruments yields the same results on repeated trials. Although unreliability is always present to certain extent, there will be generally a good deal of a quality instrument gathered at different times. According to Cook et al, (2007), the tendency towards consistency found in a repeated instrument is referred to as reliability. To measure reliability the researcher will employ the

test-test method which will involve the 10 respondents from Soin, Kaplelartet and Soliat zones. The following procedure will be used: selection of appropriate group of participants, administer the questionnaires to the group, keeping all initial content and interviewing the participants. The results that will be generated will be used to test whether the instrument will be reliable for data collection.

3.6 Data collection procedures.

The researcher will prepare the research proposal instruments which will be the questionnaire. The questionnaires will be of three types of respondents namely: primary schools head teachers, schools management board (BOM) and public participant's members -parents. The research permit will be obtained from the department of state education under the department of national council for science and technology, which will give an authentication of the project to be conducted. After pilot testing, preliminary results will be analyzed, after which a rough idea of how the field and the public participation aspect will be taken and findings will be generated.

The data collection exercise will take two weeks depending on time that will take to trace the randomized respondents from the distant schools and homes if the respondents will not be found within Sigowet/Soin constituency for the target schools.

3.7 Data analysis techniques.

The analysis will employ descriptive statistics, including frequencies and percentage distribution to examine the relationship between dependent and independent variables individually. Descriptive statistics, including frequencies and percentages will be generated for parents, management board, and head teachers in schools and will be used to analyze the influence of public participation in the public primary schools development projects. Statistical significance of the relationship between the dependent and independent variables shall be interpreted using computation of index that will measure the relationship.

3.8 Ethical considerations.

For participants who will be in this project, they will be required to give verbal consents in their participation since the project will not pose any risk to them. All the respondents are supposed to undergo through a standard informed consent procedure that is consistent with educational policy. During consenting the researcher will describe the purpose of the project, the possible benefits and the risk of participating person in case of a query. All participants will be assured of total confidentiality of any information they will give for use in the proposed research project only. They will also be assured that their names will not be published or appear anywhere. The importance of maintaining confidentiality will also be emphasized to the head teachers and school management boards for development purposes only.

The project proposal will not have any risk to the participants in since: the kind of questions to be asked will not be personal therefore they will not face any discomfort or anxiety when responding to questions. There will be no direct benefits to the respondents, but the results will be used to make their schools better, child friendly, guide the policy makers and educational sector for achieving MDGS and enhancing education for sustainable development.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents findings of the study which have been discussed under thematic sub-sections in line with the objectives of the study. The thematic areas include questionnaire return rate, Demographic characteristics of respondents, public participation in decision making, social factors affecting public participation, influence of public participation in management, influence of public participation in monitoring and evaluation of public primary schools development projects.

4.2 Questionnaire Return Rate

The study targeted 506 respondents in the study. The head teachers who are the secretaries of the schools board of management played a key role in the data collection process. A total of 506 questionnaires were administered and all of them were returned giving a response rate of 100%. The high response rate from the respondents was attributed to the fact that the questionnaires were collected immediately from the respondents who had finished answering the questions and to the fact that some were directly administered by the research team to those who were unable to read or write. In the opinions of Amin (2005), a return rate of above 60% is good and suitable for analysis. Therefore, the response rate of 100% was achieved by this study and was indeed sufficient for analysis and reporting.

4.3 Demographic characteristics of respondents

This section presents the demographic characteristics of the respondents who participated in the study. The demographic characteristics considered in the study included: the distribution by age, level of respondent's education, income level of the respondents,

Religious affiliation of the school management board members, parents and stakeholders form the sampled primary schools for within Sigowet/Soin constituency.

4.3.1 Distribution of Respondents by Age

The researcher asked respondents their ages because this could determine their level of experience and their influence in participation in public primary school development projects as parents and active actors of change in education as a sector. The age of respondents could also reveal the level of commitment and responsibilities they have in their families and how they could support the schools development projects. The age distribution of respondents is presented in Table 4.1.

Table 4.1: Distribution of Respondents by age.

	Frequency	Percent
18-25	48	9.5
26-35	76	15.0
36-45	202	39.9
46-55	120	23.7
56-65	60	11.9
Total	506	100

Table 4.1 shows that 202 (39.9%) of the respondents were within age bracket 36-45, followed by 120 (23.7%) of them in age group of 46-55, 76 (15.0%) were in age group 26-35, while the least number of respondents were in age group 18-25 being 48 (9.5%). Based on the statistics, it appears that the majority of those who participated in the study were in the young parents. This was considered a suitable group in the analysis of factors influencing public participation in public primary schools development projects in Sigowet/Soin constituency.

4.3.2 Distribution of Respondents by Level of Education

The study sought to establish the level of education of the respondents and its influence in Level of education in primary school development projects was considered important in this study because it revealed information on the extent to which individual's level of education make them influential in taking various roles in areas of; participation in decision making and planning process and management of school development projects. The researcher believed that level of education determined the respondent's exposure of acquiring information and better development of school policies that governs education dynamics in the current education sector. The respondents were asked to state their highest level of education and their responses were as tabulated in Table 4.2

Table 4.2: Distribution of Respondents by their Level of Education

Level of Education	Frequency	Percent
Primary	136	26.9
Secondary	240	47.4
Tertiary College	40	7.9
University	10	2.0
None	80	15.8
Total	506	100

In table 4.2, a total of 240 (47.4%) of the respondents had secondary education followed by those with primary education at 136 (26.9%) this was followed closely by those with none education at 80 (15.8%). Those with tertiary education were 40 (7.9%). Those with university education were 10(2.0%). There was an indication that those with the highest level of education were the form four leavers who were 240 (47.4%). The results of this table generally shows that a majority of the respondent who attained secondary education, thus

were literate and can make informed decisions and guide the other parents in managing, handling and monitoring school matters.

4.3.3 Distribution of Respondents by the income level of respondents.

The study sought to establish how monthly income of respondents. Establishing this was considered important in the study because it could influence the ability of the respondents' in as far as their contributions towards school initiatives, resource mobilization and linkages. In order to establish this, the respondents were asked to indicate their estimated monthly income as presented in table 4.4.

Table 4.3: Distribution of Monthly Income of Respondents

Average Monthly Income (Ksh)	Frequency	Percent
5,00-5001	225	44.5
5,001-15,000	220	43.5
15001-25,000	41	8.1
25,001 – Above	20	3.9
Total	506	100

Table 4.3 shows, that 225 (44.5%) of the respondents had average monthly income lower than Ksh.5,000, 220 (43.5%) had average monthly income below Ksh.15,000, 41(8.1%) had an average income of less than ksh.25,000, while 20 (3.9%) of the respondents had income above Ksh. 25,000. Taking into consideration the highest number of respondents with the income below kshs.5,000 per month was a clear indication that the residents of Sigowet/Soin lives below the poverty index. These results therefore shows that a majority of the respondents had low ability to access resources that could be needed for school development projects and majority rely wholly on school capitation grants from free

primary education funding which is normally disbursed at the late times at the school terms delaying the schools implementation process of school development projects.

4.4.5 Distribution of Respondents by Religious Affiliation

The study sought to establish the religious affiliation of respondents to their respective schools. This was considered important as religion could influence the position of the respondents in regards to the issues of participation in designing, policy implantation for the schools, setting up of school traditions, planning for school development projects as stakeholders. To establish this important demographic characteristic, the respondents were asked to state their religious affiliations as sponsors of schools as presented in table

Table 4.4. Religious Affiliations of Respondents.

Religious Affiliation	Frequency	Percent
Catholic	116	22.9
Protestant	222	43.9
Muslim	0	0
Others	168	33.2
Total	506	100

From table 4.4, the study results show that 222 (43.9%) of the respondents were from protestant churches while 116 (22.9%), were Catholics, none of the respondents were Muslims and other non believers respectively were 168 (33.2). These results show that most the majority of respondents 222 (43.9%) were religious believers whose participation in school development projects is crucial in monitoring and evaluation of the projects within the schools in Sigowet/Soin constituency. The sponsors in the school boards of management are from the churches that were seconded to represent the community and their faiths within the schools management boards.

4.5 Influence of public participation in decision making on public primary schools development projects.

This section sought to present the findings of the study in an effort to establish the extent to which public participation in decision making influences school development projects. This was done under four sub-themes namely: ages of respondents in decision making, influence of level of education in decision making, level of public participation in school decision making process, influence on the stage of public participation in decision making, areas of individual participation in school decision making process.

4.5.1 Public participation in project design

Table 4.5 Distribution of respondent's by ages in designing projects for their primary schools.

Distribution by age	Frequency	Percent
18-22	40	7.9
23-27	25	4.9
28-32	57	11.3
33-37	69	13.6
38-42	96	19.0
43-47	88	17.4
48-52	75	14.8
53-5	56	11.1
Total	506	100

Age is an important determining factor in public participations in decision making by the actors. In order to establish the influence school by the parent's age has influence on the

management, decision and control of schools resources. The young parents have a great role in deciding the type of projects and the levels of their participation in school development projects. The researcher asked the respondents whether their ages. This influences their participation in decision making. Those who are energetic parents could be appointed and be retained in the school board of management. Of those who responded to this question 96 (19.0%) are respondents between the ages of 38-42 years old, 88(17.4 %) of the respondents indicated that their age influences the decision making and designing of school development projects. When asked of their personal opinion on what whether their ages influences their participation in school development projects, 75(14.8%) of the respondents, responded that a school development project was an activity that should be done by parents who have time and can still engage well in designing and making proper decisions that are applicable and acceptable for the schools within their communities.

4.5.2 Influence level of education in decision making process.

The study sought to establish the influence of education level of members in decision making in school development projects. This was considered important as elites influence the level of participation due to understanding and conversant with what the community and members of school management boards decide for their schools. The position of the respondents in regards to the issues of participation in designing, policy implantation for the schools, setting up of school traditions, planning for school development projects as stakeholders. To establish this important information, the respondents were asked to state their level of education in contribution to school decision making level as presented in table

4.6 Table Influence education level of respondents.

Religious Affiliation	Frequency	Percent
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Primary	316	62.5
Secondary	80	15.8
Tertiary	10	2.0
University	5	1.0
None	95	18.8
Total	506	100

Education influences human behavior fundamentally. In order to establish the influence of education in school development projects the researcher had to find out how various elites and human resources within the schools with their education levels has influence on the management and control of schools resources. The elites have a great role in deciding the type of projects and the levels of development projects. The researcher asked the respondents whether their level of education could influence their participation in decision making. Those who have access to education could be appointed and retained in the school board of management and election of being the executives in managing resources of the school and be fully involve in the process.

Of those who responded to this question 316 (62.5%) indicated that the level of education influences the decision making in school development projects, majority of the respondent are those who reached class eight and their participation was determined by the language that is used in communicating the indented messages. while 80 (15.8%) that their level of education enabled them to be fully involved in the designing, managing school development projects within their schools. When asked of their personal opinion on what were their levels of involvement, their responses were that the elites dominated projects and (2.0%) of respondents with university qualifications cannot be accorded opportunity due to their numbers and had little influence. Respondents who are not literate and who participate

moderately are the illiterate without education that responded that school development project was an activity that should be done by the literate alone and hence they would partially participate.

4.5.3 Specific areas of public of participation in school decision making process.

The researcher sought to establish the process of electing or putting the suitable members who are given the responsibility of managing the public primary schools in Sigowet/Soin constituency. By asking the respondent how members of the board of management are identified and given the roles, by the partners and whether such process influenced their involvement school development projects in the primary schools within sigowet/soin constituency. The responses were as detailed in the table 4.7.

Table 4.7: individual participation levels in decision making.

Frequency of participation in election	Frequency	Percentage
Parents	300	59.3
Stakeholders	112	22.1
BOM	94	18.6
—	506	100

Table 4.7 shows that, 300 (59.3%) public members have participated in annual parents meetings where new members of school management boards are elected and prepare annual programs for their schools .112(22.1%) stakeholders participated in giving decision on their schools have participated as school board of management with 94(18.6%) of the respondents participated in the specific areas in decision making..

The researcher examined the influence of parental roles on decision making in the school development projects.

4.5.4 Stages of public participation in decision making.

The researcher sought to establish the stages of public participation of public in public primary schools development projects in sigowet/soin constituency. By asking the respondent how members of the board of management participated in their schools. The responses were as detailed in the table 4.8

To establish this relationship, three questions were presented to the respondents. When asked whether they participate in school project design , whether they participate in resource mobilization and problem solving,260(51.4.%) agreed that indeed they have been involved in designing of school developments projects, while 126(23.7%) and 120(23.7%) indicated that they have participated in problem solving in relation to school development projects

Table 4.8 presents the responses regarding this question.

Table 4.8: participation in decision making on at various stages levels

Participation level	Frequency	Percent
Project design	260	51.4
Resource mobilization	120	23.7
Problem solving	126	24.9
Total	506	100

Further, the researcher sought to establish the level of public participation in decision making in school development projects within their schools in Sigowet/Soin constituency. Response given above based on the public participation based on various groups of participants in school development projects. As to this, the projects that involve the public in design, resource mobilization and problem solving process are not consistently witnessed. It was also evident that majority of the public members could be involved in designing and are not involved in resource mobilization and problem solving. The

responses from the findings are the public should be involved in the designing process, resource mobilization and conflict management in school development projects.

4.5.5 Areas of individual participation in school decision making process.

The researcher sought to establish the suitable members who are given the responsibility of designing, managing the immediate public primary schools development projects in Sigowet/Soin constituency. By asking the respondent how the members of the board of management are involved in mobilizing respondents are involved through process of assembling resources for developing their schools within sigowet/soin constituency. The researchers further sought to find out how public members are involved in planning and conducting procurement procedures which involved purchases and the procurement preparedness that they prepare before purchasing and carrying out the projects.

During project implementation periods conflicts arises that the public participation is needed. Project teams are facing problems in making decisions on areas of uncontrolled conflicts and the public decisions and management of conflict in the school boards of management. The procurement committees are involved in making policy formulations that will manage and assist in controlling the wastage and misuse of public resources for developing the schools. The responses were as detailed in the table 4.9.

Table 4.9: Areas of individuals' participation in decision making.

Frequency of participation in election	Frequency	Percentage
Planning	300	59.3
Procurement	112	22.1
Policy formulation	94	18.6
	506	100

Table 4.9 shows that, 300 (59.3%) public members have participated in annual parents meetings where new members of school management boards and committees are being constituted. While 22.1% have participated in resource mobilization for their schools. They have organized meetings towards collecting funds for development projects of the primary schools within Sigowet/Soin constituency. 94(18.6%) of the respondents have witnessed cases of conflict problems and have participated in solving project related problems. Those who had been imposed never participate to the fullness of the school projects.

4.6 SOCIAL FACTORS INFLUENCING PUBLIC PARTICIPATION IN PUBLIC PRIMARY SCHOOL DEVELOPMENT PROJECTS.

This section sought to present the findings of the study in an effort to establish the extent to which social factors influence the level of public participation in public primary schools development projects. This was done under four sub-themes namely: public participation in planning, factors influencing gender participation in public primary schools development projects, influence of level of education of parents in school development projects, influence of the level of income in public participation in school development projects.

4.6.1 Public experiences in public in participation on public primary school development projects.

The researcher sought to establish the experiences the members of have in public participation process in their public schools development projects. Respondents have either participated and others have not had any experiences in public participation in their schools development projects. By asking the respondents how they participate as members of the public are involved and the roles they undertake based on their gender, culture sex, tribe and religion.

The responses were as detailed in the table 5.0

Table 5.0 Experience individuals' participation on school development projects.

Frequency of participation in election	Frequency	Percentage
Have participated	94	18.6
First time participants	300	52.3
Not participated before.	112	22.13
—	506	100

Table 5.0 shows that, 300 (59.3%) public members have participated in annual parents meetings for the first time where new members of school management boards were being constituted to participate in public primary schools development projects planning. 112(22.1%)have not have time to participate in school development projects planning. Only 94(18.65) have fully participated in schools development projects planning. Those who had been imposed never participate to the fullness of the school projects.

4.6.2 Gender participation as board members in decision making in school development projects.

The researcher examined the influence of gender roles on decision making in the school development projects. To establish this relationship, two questions were presented to the respondents. When asked whether women participate in school management positions, whether they participate in either planning or decision making , 260 (51.4.%) agreed that indeed they have been involved in planning of school developments projects, while 126(23.7%) and 120(23.7%) indicated that they have participated in resource mobilization and procurement processes.

Table 5.1 presents the responses regarding this question.

Table 5.1: participation in decision making on specified areas

Participation level	Frequency	Percent
Culture	126	24.9
Education	120	23.7
Sex	160	31.6
Tribe	40	7.9
Religion	60	11.9
Total	506	100

Further, the researcher sought to establish the reasons for the response given above based on the gender and various groups of participants. As to this, the projects that involve all gender in the in decision making of school development projects have reduced cases of problems. It was also evident that culture influences the rate at which decision is made. The responses on effects of gender in decision making were as:

126(31.6) agreed that the gengder influences decision making in school levels as the women are not allowed to make any decisions before the men 126(24.9%) showed that culture also influences decision making in school development projects, education level also influence the level of decision making in school development as indicated by 120 respondents (23.7%) tribalism and religion influences decision making at the least rate in sigowet/soin constituency

4.6.3 Key challenges affecting public in participation in public primary schools development projects.

The researcher examined the influence of key challenges facing the public on decision making in the school development projects. To establish this relationship, three questions were presented to the respondents. When asked whether women participate in school management positions, whether they participate in either planning or decision making , 260

(51.4.%) agreed that indeed gender parity influences public participation in planning of school developments projects, while 126(23.7%) agreed that income level of the respondents influences the level of school development projects and 120(23.7%) indicated that the education level of the respondents influences the school development levels and implementation process.

Table 5.2 presents the responses regarding this question.

Table 5.2: Key challenges influencing public participation.

Participation level	Frequency	Percent
Gender	260	51.4
Level of education	120	23.7
Income level.	126	24.9
Total	506	100

Further, the researcher sought to establish the reasons for the response given above based on the gender and various groups of participants. As to this, the projects that involve the public in planning resource mobilization and procurement process are not consistently witnessed. It was also evident that majority of the public members could be involved in planning and are not involved in resource mobilization. The responses on who should make decisions making on decision making in school development projects

4.6.4 Influence of income level in public participation on public primary schools development projects.

The researcher examined the influence of the income being received by the respondents on the school development projects. To establish this relationship, three questions were presented to the respondents. When asked whether they participate in school management positions, whether their earnings or income allow them to contribute towards support for

school development projects. 260 (51.4. %) agreed that their earnings or family income is between 5001-15,000 and indeed they cannot participate in resource mobilization towards primary schools development projects. while 126(23.7%) have their income between 15001 - 25,000 and 120(23.7%) indicated that they have participated in resource mobilization and procurement processes.

Table 5.3 presents the responses regarding this question.

Table 5.3: Challenges of income level on public participation.

Participation level	Frequency	Percent
5001-15,000	260	51.4
15001-25,000	120	23.7
25001-Above	126	24.9
Total	506	100

Further, the researcher sought to establish the reasons for the response given above based on the income level of various groups of participants. It was also evident that majority of the public members cannot resources that can help them be involved in school development projects.

4.7 INFLUENCE OF PUBLIC PARTICIPATION IN MANAGEMENT

This section sought to present the findings of the study in an effort to establish the extent to which public participation in management of school development projects in Sigowet/Soin

constituency. This was done under four sub-themes namely: public participation in school development projects through elections of school board of management, public participation in budgeting, procurement and policy formulation and setting up accountability measures process of school development projects to reduce cases of wastage and defects.

4.7.1 Public participation in election process.

The researcher examined the influence of public participation in schools election process and composition of school management committees. The parents in various schools conduct election programs on annual basis and parents from various classes take part. To establish this relationship, three questions were presented to the respondents. When asked how their participation should take in school management positions, whether they participate in electing the board of management, level of their participation. 260 (51.4. %) agreed that indeed they have been involved in planning of school developments projects, while 126(23.7%) and 120(23.7%) indicated that they have participated in resource mobilization and procurement processes.

Table 5.4 Public participation in elections of school management board.

Participation	Frequency	Percent
Be fully involved.	350	69.2
Should be involved.	120	23.7
Should be partially involved.	36	7.1
Total	506	100

In order to establish the influence of public participation in elections of school management board through parents participation this study realized that parents who

participate fully in school elections end up engaging the right and minded personnel in developing their schools. The researcher asked the respondents whether their levels and how they were involved influenced the development projects of their schools. Of those who responded to this question 350 (69.2%) of respondents participate in fully in school election process 120(23.7 %) of the respondents indicated that the public should be involved in the selection and engagement of the parents in school management board who will serve in school management. 36(7.15) of the respondents suggested that public should partially participate in composition of school management boards through the school annual election process.

4.7.2 Public participation in management of specified areas.

The researcher examined the influence of public participation in schools management process in specific areas of development at the school levels. To establish this relationship, three questions were presented to the respondents. When asked how their specific areas of participation should take in school such as budgeting, policy formulation and procurement process. 203(40.1. %) agreed that indeed they have been involved in budgeting of school developments projects, 207(40.9%) and 96(19.0%) indicated that they have participated in policy formulation and procurement processes of their schools.

5.5 Table Public participation in management of specified areas.

Religious Affiliation	Frequency	Percent
Budgeting.	203	40.1
Policy formulation.	207	40.9
Procurement.	96	19.0
Total	506	100

Of those who responded to this question 207 (40.9%) indicated that they have participation policy formulation process of public primary schools within the constituency. 203 (40.1%) participated during the budgeting of school needs the level of public participation is important. Their responses were that the elites dominated projects and 96(20.0%) of respondents cannot be accorded opportunity to participate in procurement process due to the knowledge and skills and had little influence.

4.7.3 Public participation in accountability process.

The researcher sought to establish the process of electing or putting the suitable members who are given the responsibility of managing the public primary schools resources in Sigowet/Soin constituency. By asking the respondent how they have been participating in school process such as budgeting, tendering and procurement process. The researcher asked the respondents on measures that help them to ensure accountability is upheld in their public primary schools through their participation. The respondent's participation in specific areas to manage cases of mismanagement and fraud was done by respondent's participation in Budgeting process, tendering, and procurement.

The responses were as detailed in the table 5.6.

Table 5.6: Public participation in accountability measures.

Frequency of participation in accountability process	Frequency	Percentage
Budgeting process.	312	59.3
Tendering process.	100	22.1
Procurement process.	94	18.6
	506	100

Table 5.6 shows that, 312 (59.3%) public members have participated in annual preparation of school development budgets for their public primary schools, 100 (22.1%) participated in their schools developments tendering process, while 94 (18.6%) participated in procurement process.

4.7.4 Public participation in budgeting process

The researcher sought to establish how the public participate in their public primary schools budgeting process. Members of public who are given the responsibility of managing resources of their public primary schools within in Sigowet/Soin constituency. By asking the respondent as members their level of participation whether as board of management, head teachers, parents or stakeholders in the primary schools within Sigowet/Soin constituency. The responses were as detailed in the table 5.8.

Table 5.8 presents the responses regarding this question.

Table 5.8: composition of budgeting committee in school development management

Participants in budget process	Frequency	Percent
Board of management.	266	51.4
Head teacher.	119	23.7
Stakeholders	121	24.9
Total	506	100

Further, the researcher sought to establish the reasons for the response given above based on the public participation on various groups at school level. As to this, the projects that involve the public in project budgeting process. It was also evident that majority of the public members could be involved in designing and are not involved in resource mobilization and problem solving. The responses from the findings were, 266 (51.4%)

have evident that board of management participate greatly in primary schools development process, 119(23.7%) of the respondents have experience that the head teachers of schools participates without the involvement of other members of school management board. While 121(24.9%) of the respondents have witnessed stakeholders who comprise of the sponsor engaged in budgeting process of the public primary schools in Sigowet/Soin constituency.

4.8 Influence of public participation in monitoring and evaluations of public primary schools development projects.

This section sought to present the findings of the study in an effort to establish the extent to which public participation in monitoring and evaluation can influence the extent and levels of primary schools development projects in Sigowet/Soin constituency. This was done under four sub-themes namely: Needs for public participation in projects monitoring and evaluation, Areas of projects implementation process that the public members can participate in, Denominational and the role of the sponsors in projects in monitoring and evaluations of school development projects.

4.8.1 Needs for monitoring and evaluation in public primary schools.

The researcher examined the needs of conducting monitoring and evaluation in school development projects within Sigowet/Soin primary schools. To establish this relationship, four questions were presented to the respondents. When asked whether their participation monitoring and evaluation in school development projects have needs. Reasons of fault finding, standardization, their consents and awareness on needs of monitoring and evaluation in school development projects were tested.

Table 5.9 presents the responses regarding this question.

Table 5.9 Need for monitoring and evaluation of public primary school development projects.

Participation level	Frequency	Percent
Fault finding	200	39.5
Standardization.	120	23.7
Not known	126	24.9
Not a ware	60	11.9
Total	506	100

The responses from the findings were, 200(39.5%) have evident that monitoring and evaluations in their schools has been done only to the basis of find fault findings that the project has and public participation is seen as a fault finding, 126(24.9%) of the respondents have experience that monitoring and evaluation they have participated in is good for standardization of the project and quality. The public participation in standardization m&e promotes value for money.120 (23.7%) of the respondents did not know their roles in monitoring and evaluation of the school development projects. 60(11.9%) had no information and are not aware that monitoring and evaluation is a process they have role to play in monitoring and evaluation at their public primary schools development projects in Sigowet/Soin constituency.

4.8.2Areas of participation in monitoring and evaluation of public primary schools development projects.

The researcher examined the influence on specific areas that are focused on during monitoring and evaluation of public primary schools development projects. To establish this relationship, three questions were presented to the respondents. When asked whether there reason to participate in specific areas in monitoring and evaluation in public primary schools. Whether they participate in procurement, re-strategization and completion level of school development projects, 260 (51.4%) agreed that indeed they have been involved in procurement process of school developments projects, while 126(23.7%) and 120(23.7%)

indicated that they have participated in re-strategization and at completion levels of projects implementation in their public primary school development projects.

Table 6.0 presents the responses regarding these questions.

Table 6.0 participation in Monitoring and evaluation on specified areas

Participation level	Frequency	Percent
Procurement	260	51.4
Re-startegization	126	24.9
Completion stage	120	23.7
Total	506	100

As to this finding, the projects that involve the public was also evident that majority of the public members could be involved in procurement process in their schools and a few members are involved during monitoring of the projects at their completion levels.

4.8.3 Denominational and Sponsors participation in monitoring & evaluation of school development projects

The researcher examined the influence of gender roles on decision making in the school development projects. To establish this relationship, four questions were presented to the respondents. They asked whether the sponsors like in participation of monitoring and evaluations of school development projects, the level at which sponsors participate, they themselves know that sponsors participate in school monitoring and evaluation of development projects, whether the sponsor fully participate in monitoring and evaluation of primary school development projects

Table 6.1 presents the responses regarding this question.

Table 6.1 Sponsors attitude of participation in monitoring and evaluation of public primary schools development projects.

Participation level	Frequency	Percent
They don't like	20	4.0
Greatly participate.	300	59.3
I don't know	70	13.8
Partially participate	116	22.9
Total	506	100

As to this, the projects that involve the sponsors was also evident that majority of the sponsors are involved in monitoring and evaluation of their schools development projects. The responses on who should make decisions making on decision making in school development projects School development projects. The respondents response were:300 (59.3 %) agreed that indeed the sponsors greatly participate and are involved and should participate in monitoring and evaluation of school development projects,116(22.9%) responded that the sponsors from various denomination should be partially involved in monitoring and evaluation of school development projects, 70(13.8%)of the respondents did not know whether the sponsors participate in monitoring and evaluations of school development projects wheares 20(4.0) responded that they don't like the sponsors participation in monitoring and evaluations of their school development projects. Have been involved in planning of school developments projects, while 126(23.7%) and 120(23.7%) indicated that they have participated in resource mobilization and procurement processes.

Further, the researcher sought to establish the reasons for the response given above based on the gender and various groups of participants. As to this, the projects that involve the public was also evident that majority of the public members could be involved in planning and are not involved in resource mobilization CDF ACT,(2013).. The responses on who should make decisions making on decision making in school development projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This last section of the report presents a consolidated summary of all the findings, discussions, relevant conclusions, study recommendations, contribution to knowledge and suggestions for further research.

5.2 Summary of Finding

From the findings in chapter four, the study was able to establish the influence of public participation in public primary schools development projects in Sigowet/Soin constituency in Kericho County. The influences which were tested in the study were influence of public participation in decision making, influence of social factors, influence of public participation in management and influence of public participation in monitoring and evaluation of public primary schools development projects. These factors were further divided into sub theme under which the study findings are discussed.

On objective one that sought to establish the extent to which public participation in decision making influence the development projects in public primary schools in Sigowet/Soin constituency. Involvement of the public members in decision making increase the level of implementation process, the study revealed that public participation in planning was strong and had a strong influence on the schools development projects. A majority of respondents, (51.4%) said that their participation in planning process created sense of ownership and feeling of being valued. However, 23.7.1% of the respondents indicated that resource mobilization process that does not involve public participation affect the level of acquisition of resources for developing the projects. The study also found that the more knowledge on procurement process should be enhanced.

On objective two, the study found a correlation between economic factors namely income and unmet needs to influence. The gender disparities and the education level affected the women participation in the activeness and contributions towards school development projects in sigowet/soin constituency. Public participation of male in primary school development projects indicated that cultural effects denied women opportunities to contribute ideas towards school development projects. The study also found that income strongly influenced the general public in planning for resource mobilization. Of those who responded

to this question 50.3% indicated that even though they have not enough education their contributions are not limited towards contributing to school development projects. Religious affiliation contributed greatly toward deciding the traditions and development of infrastructures. The study found that the schools should involve more women in administrative and executive positions such as being in charge of financial position as they are the best custodians. The level of elite's roles and involvements increases the chances and opportunities. Further, the study found that a majority (71.4%) of the respondents had access to education while 87.5% services targeting men. Therefore, in the presence of cultural effects the level of women participation in school development issues is limited due to the perceptions of the role of women in the society

On the third objective which was to determine the extent public participation in project management influences the process at which public primary schools development projects in sigowet/soin constituency is being undertaken. The study found out that majority of parents participate in annual parents election process to choose the class representatives and participate in managing of school programs for a period of one year 300 parents(59.3%) participate through election. The appointed members to school management boards either as sponsors of civil society members formed 22.1%. Some schools did not have proper systems of putting and involving the parents in management of school issues. The study found out that 94 respondents (18.6%) have cases of imposed leadership to the schools and delaying the annual elections deliberately de-motivating the willing parents from participating in decision making in school affairs. This finding shows that most men have managerial roles as compared to women.

On the fourth objective that sought to examine the extent and ways of public participation in monitoring and evaluation in public primary schools development projects in Sigowet/Soin constituency. The study found that public participation in monitoring school based

development projects is very important. The perception of the management that when public participate in school development projects it creates a feeling of witch-hunting and brings discomfort among the management teams and the general public on issues of integrity and accountability. Public participation in monitoring and evaluation influence the project efficiencies and good practices. For instance, the study found that a significant number of parents (45.5%) considered that public participation in procurement process would increase the chances of getting the best service providers and value for money for the intended projects being undertaken. The practice would ensure that transparent transactions and process are followed well. In addition, 32.2% of the respondents agreed that as public they have participated in monitoring of projects at the construction levels as this would reduce the wastage and the possibility of shoddy and substandard works, where as 22.2% of the respondents have participated in monitoring the projects only at the completion levels.

5.3 Conclusions

From the finds of the study, several conclusions can be made and presented herein.

One, the study concluded that public participation in decision making, stakeholders play a key role in presenting the interests of the public in addressing to the immediate needs of the school development projects that are out of reach of the parents. The composition of the board of management are important pillars of any school development projects as they act as the link between the parents and the schools within Sigowet/Soin constituency. The educational level of the board of management will greatly affect the level at which decisions are made, taking into considerations that the projects under go some projects cycles, the board needs knowledgeable members who can innovatively support the school development projects through management of human resources.

However, it was also concluded that for effective and sound decision making as pertains school development projects the school boards should constitute sub-committees who are

answerable to the main school board who will be charged in deciding on the appropriate issues for discussion with the key members of the board for adoption and sound implementation of school development projects.

Two, the study concluded that social factors such as economic level, culture, sex, and tribe influences public participation in public primary schools development projects. The study concluded that the inability of women to participate fully in school development projects was due to the community cultural perceptions that women are not suppose to talk before men and the men have the role of leading the community. The women are not given the opportunities to participate in school leadership as project leaders as they are believed to be a weak sex to undertake such projects. Religion of ascertain member does not allow one to participate in school setting of traditions and policies as the sponsors of schools are entitled to make decision on key issues. Men regularly purchase building materials for any school development projects with less participation of female parents. It was also concluded that women parents in any primary school should have the roles to play in school board of management and be accorded the opportunities to contribute their noble ideas in public primary schools development projects. Woman forms a bigger percentage of schools stakeholders as they participate in school meetings in higher percentages than men. The economics level of women is influenced by their status as widows have less access to resources to contribute towards school development projects, considering their status they allocate a less time to school development projects and tend to concentrate in seeking alternative means of supporting their families.

Three, the study also concluded that project design practices and existing management systems and involvement of parents in public primary school development projects influence the general result of the project levels at the school . The study concluded that most projects are designed and planned without the involvement of the public in public primary

schools the implementation process of projects take the public by surprise as their inputs and expertise are not sorted. The public should be involved through election and constitution of boards of management, resource mobilization sensitization, planning and capacity building on the current and updated procurement plans for the indented schools development projects. Further, the study concluded that management of school development projects should be participatory to involve all the interested members of public irrespective of age and affiliations and the basic procurements and projects needs be upheld. The young generation with expertise and knowledge should be encouraged as alluminies to contribute their knowledge and resources to enhance school development projects within their communities.

Four, the study concluded that, there is significant association between public participation in monitoring and evaluating the schools development projects. The involvement of the school sponsors, the board of management and the general public in school development projects keeps the management and the public informed on how the process of the project is doing and the specific areas of need. The study concluded that existing negative perceptions that the sponsors and the denominational association of the schools make s the sponsors the overall decision makers should be overruled to give the mandate the public to design and plan for their school needs towards effective accomplishments of it school development projects. Public participation in procurement process in school development projects should be carried out at all levels of project cycles and the public have the opportunity to deduce their weakness and challenges for the delayed progress of the school development projects. Further, the study concluded that most schools need to come up with various operation manuals as they implement schools development projects which can assist the school project board of management to follow such as project financial manuals, procurement manuals, project operational manuals.

5.4 Contribution to the Body of Knowledge

Table 5.1: Study Contribution to the Body of Knowledge

Objective	Contribution to the Body of Knowledge
To establish the extent of influence of public participation on public primary schools development projects in Sigowet/Soin constituency of kericho county	The study supports the argument that public participation in decision making, social factor influencing public participation, and management and in monitoring and evaluation are crucial considerations in the promotion of public participation in public primary schools development projects.
To establish how public participation on decision making influences development projects in public primary schools in Sigowet/Soin constituency of kericho county.	The study recognizes the important role of public participation in decision making in school development project, consideration of social factors in public participation in school development projects, public
To determine how social factors influence public participation in public primary schools development projects in Sigowet/Soin constituency of kericho county.	participation in management process in public primary schools development projects, public participation in monitoring and evaluation in public primary school development projects.
To assess the extend at which public participation in management of public primary schools can influence development projects in primary schools in Sigowet/Soin constituency of kericho county.	The findings of the study supports the existing belief that public participation in development projects is key and that specific initiatives should be tailored to the needs of the target population and schools.
To establish ways on which the	Culture influences human behavior. This study contributes to the existing knowledge that before school development projects take course the public should be aware of their roles and how they should contribute to

members of public in Sigowet/Soin the projects. SDP programs, project or activity is constituency of kericho county can undertaken, the designers of such project must consider participate in monitoring and evaluation cultural beliefs, Decision of their public members , in public primary schools development monitoring and evaluation structures within the project projects. cycles

5.5 Recommendations

From the findings of the study, it was recommended that the public primary schools development projects in Sigowet/Soin constituency should be designed to focus on capacity building of the education stakeholders, parents and Head teachers to address the knowledge gaps and build spirit of participatory approaches in public primary schools development projects. The benefits of public participation in public primary schools development projects and all the relevant information on enhancing public participation in decision making and monitoring and evaluation process of public primary schools development projects. The approaches should be actively taught to the public. This will ensure that parents participate in school development process through elections, planning, and monitoring and evaluation process and resources mobilization. Progressively, this will lead to improved public participation and accountability in working on public development projects.

The study recommended that partners, school board of management, stakeholders and parents who are designing public primary schools development projects programs, projects and activities in the constituency should ensure that they involve members of and boards of management in the entire project cycle to enable them own such initiatives and not see them as ‘outsider’ initiatives. This will ensure that they support such projects and have their opinions, contributions and ideas incorporated. This is considered project planning and management practice that carries with it sustainable results.

From the study, it is also recommended that public participation initiatives be adopted by the specific sub-county education officers to schools so that all parents, stakeholders and partners participate and inspire the parents to own their school based projects. Since the study revealed that decision making about public participation should be a general public affair, all parents and actors should be involved in such initiatives to enhance all party's involvement. This will also encourage public contributions response to the school needs.

From the study, it can be recommended that parental participation in designing school development programs is a collaborative issue for both management and the stakeholders such as the school sponsors. In addition, consultancy service should be made affordable for Head teachers of schools to seek interventions of the public works standards officers in conducting monitoring and assessments of the school infrastructural projects and giving recommendations and analysis of the workmanships.

5.6 Suggestions for Further Research

From the study a number of schools without procurements, operations and accountability manuals for effective procurement procedures hindered and contributed greatly to poor public participation in public primary schools development projects. This study recommends that a study be conducted to ascertain whether this is just a perception or it is a fact.

The same study can be replicated in other constituencies in Kericho County for comparison purposes and to generate a report that can be used in a country-wide public primary schools development projects.

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APPENDICES

APPENDIX I: Letter of Transmittal

Wesley Lelei Arap Chepkwony,

P.o.Box 553, Muhoroni.

Date:.....

Head teacher:.....,

Dear Respondent,

RE: RESEARCH PROJECT

I am postgraduate student at the University of Nairobi undertaking a research study on the influence of public participation on public primary school development project in Soin/Sigowet constituency, Kericho Sub-county of Kericho County. Your school has been chosen to participate in the study. I would be very grateful if you will fill in the questionnaire attached. The information you give will be treated confidentially and will be used purposely for school development projects. Your cooperation will be highly appreciated.

Yours faithfully,

Weley Lelei Arap Chepkwony

APPENDIX II: Primary Schools and number of BOM, Parents and Head teachers

Projected school sizes by number of parent's /BOM/ Head teachers in Sigowet/Soin constituency according to county education board, (2015)

ZONE	SCHOOL	TOTAL NO. PARENTS	NO. SCHOOL HEADTEACHERS	NO.OF SCHOOL BOARD OF MANAGEMENT
KOITABUROT	BOGWO	150	1	15
	KAPCHEBWAI	200	1	15
	LAITIGO	150	1	15
	KEJIRIET	200	1	15
	THESSALIA	100	1	15
SOIN	KIPSITET	200	1	15
	NDONYOAMRE	200	1	15
	NYABERI	150	1	15
	KAPLELACH	150	1	15
	KILEGES	150	1	15
SOLIAT	SOLIAT	250	1	15
	BAREGEIWET	150	1	15
	KIPLOGOI	150	1	15
	KABOKYEK	300	1	15
	SOMBICHO	150	1	15
KAPLEL ARTET	KAPLELARTET	200	1	15
	TABAITA	150	1	15
	KAMOLOK	200	1	15
	BARNGOROR	160	1	15
	KAPSOROK	175	1	15
	TOTALS	3635	21	315

APPENDIX III: Informed Consent

I -----have read the information in this form (it has been read to me). I was free and asked questions which were adequately answered by the enumerator. I am an adult exercising my free power of choice; hereby give my consent to be included as a participant in the study of influence of public participation on public primary schools development projects in Sigowet/Soin. I further state as follows:

1. I have read/read to me and understood this consent form and the information provided to me
2. I have had the consent explained to me by the enumerator.
3. I have been explained to the nature of the study.
4. My rights and responsibilities in the study have been explained to me by the researcher/enumerator.
5. I am aware of the facts that I can opt out of the study at any time without having to give reason.
6. I am also aware that the researcher may terminate my participation in the study at any time, for any reason without my consent
7. I have been informed that my identity will be kept confidential
8. I have decided to participate in the study.
9. I hereby, therefore give permission to the researcher to release the information obtained from me as a result of my participation in this study to the university of Nairobi, government agency and ethics committee.
10. By signing this consent form, I attest that the information given in this document has been explained to me and apparently understood by me.

Name of interviewee-----Signature-----Date-----

Name of Researcher/Enumerator-----Signature-----Date-----

Introduction:

Dear Participant,

Hello, my name is Wesley Lelei Arap Chepkwony, a student at University of Nairobi undertaking a degree of Master of Arts in Project Planning and Management. I am conducting a research study on influence of public participation in public primary schools development projects in Sigowet/Soin constituency. You have been sampled to participate in

this study by responding to the following questionnaire items. Kindly provide us with honest responses. Before you participate, you will be given time to read the consent form and sign it if you agree to the contents. This questionnaire will take us approximately 30 minutes to complete.

Thank you.

APPENDIX III: QUESTIONNAIRE FOR ALL RESPONDENTS.

SECTION 1: BACKGROUND INFORMATION.

INSTRUCTION ON HOW TO FILL THE QUESTIONARE.

Kindly fill in the questionnaire by ticking in the appropriate answer using either of the symbols (✓) or (x)

1. What is your age?
2. 28-32 [] 33-37 [] 38-42 [] 43-47 [] 48-52 [] 53-55 []

3. What is your highest level of education attained?
Primary [] Secondary [] Tertiary College [] University [] None []
4. What is your occupation?
Farmer [] Artisan [] Teacher [] Business [] other (specify) -----
5. What is your religious affiliation?
Catholic [] Protestant [] Muslim [] other (specify) -----

**APPENDIX IV: QUESTIONNAIRE FOR HEAD TEACHER/ BOARD OF
MANAGEMENT (BOM).**

PUBLIC PARTICIPATION IN DECISION MAKING

Instruction on how to fill the questionnaire.

Kindly fill in the questionnaire by ticking in the appropriate answer using either of the symbols (✓) or (x)

Section 2: public participation in decision making

Age

1. What is your age?

18-22 [] 23-27 [] 28-32 [] 33-37 [] 38-42 [] 43-47 [] 48-52 [] 53-55 []

Education

2. What is your level of education?

Primary [] Secondary [] Tertiary College [] University [] None []

3. On which specific area did you participated in decision making as a school board of management member (BOM)?

Project Design [] Resource mobilization [] problem solving []

4. To what level did you participated in any decision making in your school development project?

As a parent [] as stakeholder [] As a board member []

5. At what stage did you participate in decision making process?

Planning [] Procurement plan [] Policy formulation []

APPENDIX VI

**SOCIAL FACTORS INFLUENCING PUBLIC PARTICIPATION IN PUBLIC
PRIMARY SCHOOLS DEVELOPMENT PROJECTS.**

INSTRUCTION ON HOW TO FILL THE QUESTIONNAIRE.

Kindly fill in the questionnaire by ticking in the appropriate answer using either of the symbols (✓) or (x)

1. Have you ever participated in planning process of school development projects in your public primary school? I have participated [] it is my first time to participate [] I have not liked to participate []

2. What are some of the factors that may prevent you as a board member from participating in school development projects?

Culture [] Education [] Sex [] Tribe [] Religion []

3. Are there some specific key challenges you have come across during your participation in your school development projects as a board member? Specify.

Gender disparity [] Level of education [] Income level.[]

4. What is your income level?

5001-15000 [] 15001- 25,000 [] 25001-Above []

APPENDIX VII: Questionnaire for parents/public members/stakeholders.

PUBLIC PARTICIPATION IN MANAGEMENT OF PUBLIC PRIMARY SCHOOLS DEVELOPMENT PROJECTS.

INSTRUCTION ON HOW TO FILL THE QUESTIONNAIRE.

Kindly fill in the questionnaire by ticking in the appropriate answer using either of the symbols (✓) or (x)

1. Do you agree that the members of public should be involved in election of school development projects sub-committee?

They should be involved fully [] they should not be involved [] They should be partly involved []

2. How did you participate in managing resources for development of your schools?

Budgeting [] Policy formulation [] Procurement process

3. What are some of the accountability measures that you have in place to minimize cases of fraud and mismanagement of school development resources?

Budget discussion by board members [] Tendering process [] Following procurement.

4. How is budgeting for development projects in your school conducted?

Through board of management [] By the head teacher [] parents participation []

Decided by the stakeholders []

APPENDIX VIII

PUBLIC PARTICIPATION IN MONITORING AND EVALUATION IN PUBLIC PRIMARY SCHOOLS DEVELOPMENT PROJECTS.

INSTRUCTION ON HOW TO FILL THE QUESTIONNAIRE.

Kindly fill in the questionnaire by ticking in the appropriate answer using either of the symbols (✓) or (x)

1. What is the need of conducting monitoring and evaluation in your school development projects? Fault finding standardization I don't know I am not aware of m & e.

2. On which areas have you participated in monitoring and evaluation in your school during the implementation of school development projects?

Procurement process re-strategizing completion stages.

3. Do sponsors of your schools participate in reporting on the progress of projects reports?

They don't like they greatly participate I don't Know they participate partially

Thank very much for sparing your time to answer this questionnaire.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/84269/8845**

Date:
25th November, 2015

Wesley Lelei Chepkwony
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of public participation on public primary schools development projects in Sigowet/Soin Constituency Kericho County,"* I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for a period ending **25th November, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Kericho County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

The County Director of Education
Kericho County.



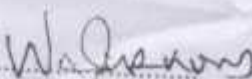
THIS IS TO CERTIFY THAT:
MR. WESLEY LELEI CHEPKWONY
of UNIVERSITY OF NAIROBI, 553-40107
MUHORONI, has been permitted to
conduct research in Kericho County

Permit No : NACOSTI/P/15/84269/8845
Date Of Issue : 25th November, 2015
Fee Received :Ksh 1000

on the topic: **INFLUENCE OF PUBLIC
PARTICIPATION ON PUBLIC PRIMARY
SCHOOLS DEVELOPMENT PROJECTS IN
SIGOWET/SOIN CONSTITUENCY -
KERICHO COUNTY**



for the period ending:
25th November, 2016


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 7337

CONDITIONS: see back page