FACTORS INFLUENCING PERFORMANCE OF EDUCATION SUPPORT PROJECTS IN KENYA: A CASE OF MATHARE SLUMS FUNDING ORGANISATIONS IN NAIROBI

BY

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DECLARATION

This Research Project report is my original work and has not been presented for a degree award in this or any other University.

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This Research Project report has been submitted for examination with my approval of the University Supervisor.

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DEDICATION

This research report is dedicated to all scholars and any future researchers in the field of Project Management.

ACKNOWLEDGEMENTS

First and foremost I thank God for guiding me this far and for his providence while preparing this project. Secondly I acknowledge and sincerely thank my supervisor Prof. Christopher Gakuu for the guidance and encouragement throughout this process, your suggestions and corrections gave my proposal a course that has led to it taking a professional form. I also wish to appreciate my lecturers at Nairobi University for their great contribution and support throughout this course as well as the University Librarian for providing the relevant research literature.

Last but not least, I wish to knowledge my family for the overwhelming support throughout my course.

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LIST OF ACRONYMS AND ABBREVIATIONS

ASAL: Arid and Semi-Arid Lands

CSA: Childhood Sexual Abuse

EFA: Education for All

GDP: Gross Domestic Product

GoK: Government of Kenya

HIV/AIDS: Acquired Immunodeficiency Syndrome

KESSP: Kenya Education Sector Support Program

MDGs :   Millennium Development Goals

ORPIs: Outcome-related performance indicators

PMBOK: Project Management Body of Knowledge

SIPs: School Improvement Plans

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational Scientific and Cultural Organization

ABSTRACT

The concept of project success has been extensively examined in the project management literature. Projects especially education oriented have been traditionally claimed successful if certain criteria are achieved such as executing the project on time, within budget and to specified quality The objective of this study is to establish how support from stakeholders influence the performance of Education Support Projects In Kenya: A Case Of Mathare Slums Funding Organizations In Nairobi; To assess how socio-cultural factors Influence Performance Of Education Support Projects In Kenya: To determine in what ways donors funding Influence Performance Of Education Support Projects In Kenya: This study has employed a descriptive research design with a Case Study of Mathare Slums Projects in Kenya. The target population is 30 Education Support Projects in Mathare Slums, Nairobi County from where samples of 10 Education Support Projects ware obtained from. The study has employed a descriptive survey research design. The research has employed purposive sampling to select 30 participants. Numerical data collected using questionnaires has been coded, entered and analyzed with help of a computer Statistical Package for Social Scientists (SPSS) version 21 software programme. A total of 60 questionnaires were distributed and 55 were collected having been filled completely. This constituted a response rate of 91.6% and data collected has been analyzed, interpreted and inferred through triangulation of information. This study also seeks to identify the relationship between the variables which has been done through correlation coefficient (r) to measure the strength between the variables in terms of religion and ethnicity. The study found out that most respondent Strongly agreed that the aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects was very important, This study noted that Socio-Cultural Factors especially in slums areas determined how projects perform, some social settings from the study showed that some project leaders would support certain areas leaving others based on gender, religion and others ethnic background. The policies that are set by donors highly influence performance of most projects per this study both positively and negatively. Lack of stakeholders support highly affects education support projects, while social cultural factors contribute highly in the performance of these projects. However donor policies that have been put in place tend to positively influence most projects as well as overcome the mitigating factors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of project success has been extensively examined in the project management literature. Projects especially education ones have been traditionally claimed successful if certain criteria are achieved such as executing the project on time, within budget and to specified quality. These criteria were first identified in the early work on this subject (Gaddis, 1959). Using these three success criteria provided useful information to the project organization and was generally accepted by researchers in the project management field (Andersen *et al.*, 2006). The challenge that researchers and project management professionals faced was that on some occasions, projects were finished on time, within budget and to the required quality, but they were considered a failure (Pinto, 2007). On the other hand, there have been projects that suffered from delays and went over budget, but they were still considered a huge success (Shenhar *et al.*, 2007a). It is important to appreciate the role of stakeholders in the funding of education projects. Without their support the organization would cease to exist. Education organizations that cultivate stakeholder relationships are better positioned to transform the organization and effect strategies on learning, teaching and managing.

Education worldwide is the finest way of attaining self-reliance, economic growth and development (Gathiga, 2010) as education helps people to resolve inequality and poverty (Mukudi, 2004). Education for All (EFA) is a global commitment that strives to ensure that all children have access to education. Stakeholders play a vital role in ensuring universal education is achieved. The Universal Declaration of Human Rights adopted in 1948 declares that "Everyone has a right to education". The world conference on Education for All (EFA) held in Jomtien, Thailand in 1990 sparked off a new motivation towards education for all. Education has been cited by early economic experts as the corner stone for all economic and social stability within any country (World Bank, 2005). Furthermore education has the power to alleviate poverty all over the world through developing people's skills that increase personal income and therefore the best way to attain self reliance in economic growth and development (World Bank,

2004). Education is thus a very basic need and requires good organization so that the set EFA goals may be achieved.

There have been performance indicators in the UK public sector for some time, but they have tended to focus on the managerial process, the principal objective (Carter, 1989) being to enable closer control of devolved management by central government. The introduction of outcome-related performance indicators (ORPIs) was intended to enhance accountability to external interested parties - service users, taxpayers, or auditors acting on their behalf. Anthony and Young (1984: 649) argue that, in nonprofit organizations, ORPIs are addressing the most important stimulus to improved management control, i.e. 'more active interest in the effective and efficient functioning of the organization by its governing board'. Increased sensitivity of representatives to popular preference will then permeate the organization and - as in the private corporate sector - will have a profound impact on internal control mechanisms. Stakeholders have established measures on how to measure performance in the organizations and ensure the ORPIs are met.

According to Ministry of Education (2010) the Kenyan constitution out laws discrimination against gender, tribe or religion. However this is yet a major challenge in the education sector and especially in education related projects. According to Lezotte (2010), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Through donor funding, some of these projects have seen their success over the years and have been able to achieve the intended purpose.

Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning. Social cultural factors that affect education also play a vital role in ensuring that the education development agenda is met. However more often than not they act as a barrier towards the achievements of education support projects. These are legitimate approaches for involvement and do not necessarily require adults spending time at the school site. Opportunity to learn and student time on a task simply means that students tend to learn most of the lessons

they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject. Once it is clear what students should be learning, they should be given time to learn it. In an effective school, teachers allocate a significant amount of classroom time to instruction on the essential skills. Students of all abilities, races, gender, and socioeconomic status have equal opportunities to learn (Lezotte, 2010).

Long et al (2004) stated that a project performance measurement is related to many indicators such as time, budget, quality, specifications and stakeholders☐ satisfaction. Navon (2005) defined performance measurement as a comparison between the desired and the actual performances. Ugwu and Haupt (2007) classified the key performance indicators as site-specific and project-specific. Early Contractor Involvement (ECI) and Early Supplier Involvement (ESI) give contractors and suppliers the opportunity to give advice and/or specific ideas earlier to enhance performance.

Educational project falls under the projects that render services and that is the educational services meant to bring about significant values, attitudes, lifestyle and socio relations on the individual. Project management calls for sharper tools of planning and control and improved means of coping with human problems. For successful project implementation the project management must have adequate project formulation, sound project organization, proper implementation plan, advance action on certain activities, timely, availability of funds, better management and effective monitoring (Chandra, 2008).

Much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000. The number of children enrolled in primary schools worldwide rose by more than 40 million between 1999 and 2007 (UNESCO, 2008). Net primary enrolment in sub-Saharan Africa rose from 58% to 74% over the same period (United Nations, 2009). At the same time, there has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education. International aid commitments to basic education almost doubled, from $2.1 billion in 2002 to $4.1 billion in 2007 (UNESCO, 2010). Despite these impressive achievements, it is

likely that the world will miss its target of having all children in school by 2015. On current trends, 56 million children could still be out of school in 2015 and girls will still lag behind boys in school enrolment and attendance. The deficit in sub-Saharan Africa is particularly severe, with one quarter of primary school age children out of school in 2007.

Part of the problem is that few donors have delivered on their collective promise to support national programmes with increased and more effective financial support. Performance of education support project has been a debate both in political and academic field, this study aims at addressing Factors Influencing Performance of Education Support Projects in Kenya: A Case of Mathare Slums Funding Organizations in Nairobi.

1.1.1 Stakeholders Support and performance of education Support projects

One of the advantages of involving school stakeholders in school decision making is that it creates a greater sense of ownerships, morale and commitment among stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school project (Dunne, 2007). According to Onderi & Makori (2013), parental school participation consists of activities like communicating with educators and other school personnel, volunteering at school, attending school events and assisting in academic activities at home. With proper involvement of parents in decision making, the constructive features bound to result are: provision of educational materials, proper payment of school fees, facilitation of good teachers, high level of discipline, proper supervision of students' academic work, successful completion of school infrastructural project, order in school activities and less absenteeism. The managerial functions in which parents ought to engage themselves in school include disciplining, financing infrastructural project, and to some extent, the implementation of education policies (Ngaira, 2013). Parents are said to be clients, partners, consumers as well as educational assistants as far as management of schools is concerned.

The absence of participation of parents, government, religious sponsors and board of management result to poor designing of the project and poor implementation of school project. Crampton (2008) notes that collaborative consultation between the stakeholders focuses on rapport building, problem solving, and individual, group, or systemic organizational capacity building to benefit an identified client or client population. Mutia (2002) notes that school

principals mismanage funds due to ineffectiveness of the board of management and poor communication with other stakeholders leading to delayed completion of those projects. The absence of involvement of school stakeholders in school project culminated to improper implementation of project hence making it difficult to achieve national educational objectives and millennium development goals. Lack of participatory approach in school projects results to delayed completion of school projects due to mismanagement of funds and improper decision making.

1.1.2 Socio-cultural factors and performance of education support projects

The socio-cultural factors refer to the people's way of life as expressed throughout their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems, (Brock and Cammish, 1991). Disparities between gender and regions in the end widen the gap between individuals in life; and more importantly they create a vacuum in socio- economic status between communities which can never be eradicated. From the socio- cultural point of view, key factors responsible for disparities include cultural and religious beliefs, attitude and practice and social norms that restrict individuals from participating in learning such as age group circumcisions, early marriage among girls, moranisms etc. Performance in national examination is one area where disparities speak volume.

According to Felicia *et al.* (2013), socio-cultural environment is described as an environment which consisting of everything that is not contained within the economy or political system. It is a social-cultural system which is made up of collection of activities and relationships through which people engage in their personal and private lives which include population features, age, ethnicity, religion, values, attitude, lifestyles and associates (Wetherly, 2011). These environmentally relevant patterns of behaviour lead to the creation of different cultural values in different societies, some of which influence the decisions in schools. Therefore, culture, as distinct from political, social, technological or economic contexts, has relevance for economic behaviour and performance of education projects.

1.1.3 Donors funding and performance of education support projects

Provision of education is a government's primary responsibility. Donor agencies involvement in education sector is expected to have a complementary role which also requires mechanisms to

ensure sustainability of the initiatives. However, there tends to be overreliance on donor aid not only in the education sector, but also in other development sectors as well. This has been a practice in Kenya for a long period of time despite the economic growth and free primary education realized in the last one decade.

Donors usually have the objectives of helping to improve the livelihood of the locals either through direct participation or providing funding to supplement government's budgetary allocation to various sectors. Unfortunately, the funds provided by most of these donors are project-driven short-term funds, which do not factor into the whole funding mechanism policies that will ensure that such projects are fully implemented after donors have withdrawn (Heeks and Baark, 1998). The presence of a well thought out strategy that not only looks at how a donor funded the project is completed, but also the means to continue with the project after the donors funds have been withdrawn is critical to the project's successful implementation (Young and Hampshire, 2000).

The involvement of donors as external actors in education has clearly had an impact on the sector. Donors come on board as investors and development partners, with funding and technical assistance. Their support is critical for the development of education and in a broader sense the general national policy development. Their presence can therefore not be ignored; neither can their terms of involvement or conditionalities, which in effect impact education variedly.

1.2 Statement of the problem

The expansion of educational opportunities in Kenya has been the primary objective of the Government since the attainment of independence in an effort to boost economic development and, in the early years of independence, promote Kenyan spirit by ensuring the nation created a strong supply of middle and higher level manpower. The education goal was designed to ensure that every child in the world, boys and girls alike, to receive a full course of primary school education by 2015. Progress towards this lone target has been measured by looking at how many children enroll in primary education, how many complete the process, and how many 15- to 24-year-olds are able to read and write.

In the 1980s and 1990s, President Daniel arap Moi oversaw the change of the education system from 7-6-3 to 8-4-4 and phenomenal expansion of university education.His successor President

Mwai Kibaki's mantle was free primary education and partially free secondary schooling. The Jubilee government of President Uhuru Kenyatta and Deputy President William Ruto is keen on enhanced use of information and communication technologies by introducing laptops for all pupils joining class one in public schools in 2014. The number of educational institutions has risen to nearly 80,000 this year from just above 7,000 at independence, with the enrolment in primary schools having grown to nearly 10 million (9,970,900 in 2012) from just 891,553 in 1963. Secondary schools had 1,914,823 pupils in 2012 from 28,764 at independence. While the estimated number of university students scattered all over the World in 1963 was estimated at 7,000, enrolment at local public and private universities is estimated at more than 240,000.

Pupils proceeding to sit the Kenya Primary Education (KPE) examination more than doubled from 62,000 in 1963 to 133,000 in 1966. More than 800,000 pupils sat the Kenya Certificate of Primary Education examinations in 2012, with close to 900,000 sitting the exam in 2013.

Massive growth has also been recorded in the number of educational institutions, with pre – primary schools currently standing at nearly 40,000, primary schools at about 30,000, 370 teacher training colleges, 705 Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) institutions and about 60 universities.

At Independence, the ruling party, the Kenya African National Union (Kanu), in its election manifesto of 1963 had identified education as one of its high priorities and had committed itself to bring social change through education. Kanu pursued the goal in its 400-year rule, with its successor, National Rainbow Coalition (Narc), opening up more learning opportunities by offering free primary education immediately it ascended to power in 2003. On January 6, 2003, the Government embarked on the Third Free Primary Education (FPE) Programme, which was an election promise by Narc, which in December 2002 General Election defeated Kanu, the political party that had been in power since the country became independent in 1963.

As a result of the FPE initiative, enrolments in primary education increased stupendously from 5.9 million in 2002 to 7.2 million in 2003. The gross enrolment rate increased from 92 per cent in 2002 to 104 per cent in 2003 of the school age children population. It is estimated that about 1.5 million children entered primary schools in 2005.

To ensure proper implementation of the programme, the Government brought on board various development partners that included the World Bank, the United Nations Children's Fund (UNICEF) and the British government as some of the key supporters. But significant increase in primary school enrolments put pressure on existing school infrastructure and led to overcrowding. Still, there is a shortage of primary schools in rural areas, especially in pastoral districts and urban slums in Nairobi and other big towns in the country.

Being aware of the problem, the Government developed Sessional Paper No. 1 of 2005 On a Policy Framework for Education, Training and Research, a blueprint of meeting the challenges of education, training and research in Kenya in the 21st century. Jointly with key donors in education, the Government adopted the Kenya Education Sector Support Programme (KESSP) 2005e2010, a comprehensive sector programme that identified 23 areas of collaboration but mainly focused on attainment of Education for All (EPA).

However, the Constitution of Kenya 2010 specifically gives every person a right to education. During the fifth decade of independence, there has been robust political commitment not only to provide free primary education but to expand secondary and university education. And as the country marches to its next half century of self-determination, there is a great desire to ensure education moves in tandem with changes in information and communication technologies. This is to be done by the introduction of laptops in public primary schools from 2014. Transition rates from primary to secondary schools rose from 46 per cent in 2003 to 72 per cent in 2010. Whereas there were 862,907 students in secondary schools in 2003, this figure climbed to 1.65 million in 2010 and almost two million in 2013.

Efforts were made to improve early childhood education and by 2013 plans were underway to incorporate early childhood education with the overall basic education. General legal frameworks on education 2003-2013. In November 2003, the Government organized the National Conference on Education and Training that was attended by key players in the education sector. The forum mandated the Ministry of Education to develop a new policy framework for the education sector. The outcome was the Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research, policy framework that embraced the Education for All initiatives and the United Nations Millennium Development Goals on education.

However, the Constitution 2010 set off a flurry of legal activities with the objective of aligning the existing laws with the supreme law. In education, a taskforce was established to review various statutes related to education. The key concerns were related to access, retention, gender equity, quality and relevance, and internal and external efficiencies within the education system. The Government of Kenya has heavily invested in education, given its role in spurring national development. The money spent on education has continued to go up over the years to match the increased school enrolment at all levels. In an effort to realize the Millennium Development Goals (MDGs) and Education for All (EFA) objectives by the year 2015, the government adopted the Kenya Education Sector Support Program (KESSP) in 2005.

According to Robinson (2009) it is not only in the work place where women are showing more aggressiveness and more promise. Kenyan researchers have shown that performance education projects is affected by a number of factors, including funds allocated to the project (Magiri, 1997); conditions set by lenders (Musoko, 1983; Kunguru, 1986); staff-related factors like employees morale and job satisfaction (Nkonge, 2010); and project ☐ leadership traits (Anyango, 2001; Orina, 2005) among others. A study by Lloyd, Mensch & Clark (2000) in Kenya found out that low performing projects were characterized by inadequate facilities, lack of active participation of staff in the project implementation process, and poor overall leadership atmosphere in terms of organization, policies. This study aimed at furthering research on the area of academic performance by advancing the influence of performance of education support 1sxprojects research in Kenya. The study will focus on indentifying the factors influencing performance of education support projects in Kenya: A case of Mathare slums funding organizations in Nairobi.

1.3 Purpose of the Study
The purpose of this study was to determine the Factors Influencing Performance of Education Support Projects in Kenya: A Case of Mathare Slums Funding Organizations in Nairobi.

1.4 Objectives of the Study
This study was guided by the following objectives:
i. To establish how support from stakeholders influence performance of education Support projects in Kenya.

ii.   To assess how socio-cultural factors influence performance of education support projects in Kenya.

iii. To determine in what ways donors funding influence performance of education support projects in Kenya.

1.5 Research Questions

The research questions for the study are;

i.   How does support from stakeholders influence performance of education support projects in Kenya.

ii. In what ways does socio-cultural factors influence performance of education support projects in Kenya.

iii. How does donor funding policies influence performance of education support projects in Kenya.

1.6 Significance of the Study

The findings of the study provide useful knowledge to policy makers, project leaders, school administrators, teachers, students and other educational stakeholders on ways of increasing support given to the funding of education projects especially in slum areas. They may be sensitized through the findings of the study on the socio economic factors. Project donors will also be able to know the project challenges on the ground and try and improve on the policies to be friendlier in their project funding. Parents and stakeholders will also be able to know the mitigating factors in the project cycle and identify why some projects fail to meet the intended purpose to the beneficiaries. It will also be important for the policy makers and the government to be aware of the social cultural factors affecting performance of projects to be able to avoid this challenge in future as well as implement policies that are favorable. This will also help donors indentify needy areas of funding especially in education sector.

1.7 Limitations of the Study

This study is focused on determining the factors influencing performance of education support projects in Kenya: A Case Of Mathare Slums Funding Organizations In Nairobi, since the researcher was not a full time resident of the area the projects leaders sometimes found it hard to

cooperate and share information. However, with a clearance letter both from the university and the National Commission for Science and Innovation most of the vital information was shared.

1.8 Delimitation of the Study

Since the study was on the funding of education projects in Mathare slums the researcher was confined in the geographical area of research while as there are many of such projects all over the country but the researcher only targeted projects in Mathare, Nairobi County.

1.9 Assumptions of the Study

The study was carried out on the basis of the following assumptions: The respondents had full knowledge of funding of education project in Mathare slums. The respondents gave information without biasness.

1.10 Definition of Significant Terms used in the Study

Economy: The wealth and resources of a country or region, especially in terms of the production and consumption of goods and services.

Funding   Providing financial resources, usually in the form of money, or other values such as effort or time, to finance education in Kenya

Implication   Is how the financing of schools affects quality achievement.

Policies: A course or principle of action adopted or proposed by a government, party, business, or individual.

Resources   Are facilities required in schools to facilitate the learning process.

Resourcing   Is the process of searching for resources of funds to finance education.

Socio economic Field of study that examines social and economic factors to better understand how the combination of both influences something. "Catherine studied the socioeconomic issues facing the community that she grew up in.

Stakeholders   People who are directly or indirectly involved in financing education. These include parents, guardians, students, sponsors, managers (BOG and PTA) supporters and the general leadership of the area.

1.11 Organization of the Study

This study is organized into five chapters;

Chapter one deals with introduction, giving a background of the study while putting the topic of study in perspective. This has the statement of the problem and the purpose of study. This chapter outlines the objectives, limitations, delimitations and the assumptions of the study.

Chapter two outlines the concepts that determine the factors influencing performance of education support projects in Kenya: Socio-economic factors influencing performance of education support projects in Kenya, Socio-cultural factors affecting influencing performance of education support projects in Kenya, donor policies influencing performance of education support projects in Kenya and education stakeholders affecting performance of education support projects.

Chapter three consists of research methodology which is used in the study. It covered the research design, target population, sample design, data collection, validity and reliability of data collection instruments, data analysis techniques.

Chapter four presents data analysis, presentation and interpretation. The main objective of the study is to establish determine the Factors Influencing Performance of Education Support Projects in Kenya.

Chapter five presents a summary of the study findings discussion, conclusions and recommendations. The findings are summarized in line with the objectives of the study which is to establish and determine the Factors Influencing Performance of Education Support Projects in Kenya: A Case of Mathare Slums Funding Organizations in Nairobi.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers the study objectives on determining the Factors Influencing Performance Of Education Support Projects In Kenya: A Case Of Mathare Slums Funding Organizations In Nairobi, Socio-cultural factors influencing Performance Of Education Support Projects In Kenya, Donors policies Influencing Performance Of Education Support Projects In Kenya. Futhure the study reviewed Theoretical Framework on determine the Factors Influencing performance of education support projects in Kenya: A case of Mathare slums funding organizations in Nairobi. The chapter finalizes with a discussion of the conceptual framework.

2.1.1 Stakeholders Influence and Performance of Education Support Projects

In business, one can never downplay the importance of stakeholder commitment. The meaning of "stakeholder" is crucial here. It is quite surprising to find multiple meanings of stakeholders in business and in project management, one such definition based on the Project Management Body of Knowledge (PMBOK), could use a more compelling version. In as early as 1963, the Stanford Research Institute defined stakeholders as those groups without whose support the organisation will cease to exist. The core concept, in other words, was "survival;" without the support of such key groups, the firm will not survive.

The process of building total stakeholder commitment is challenging. Stakeholders have needs in conflict: employees want more pay, shareholders want higher dividends, and customers want lower prices and higher service levels. It is difficult for any one stakeholder group, even departments within the same organisation, to appreciate or understand each other's needs and how they must all work together to maximise the long-term benefit for all.

Across all organisations and projects, securing stakeholder commitment has its lofty rewards; Education organisations that cultivate stakeholder relationships are better positioned to incorporate technology-based solutions and practices that can have a transformational effect on learning, teaching, and managing.

According to the North Central Regional Educational Laboratory of the US Department of Education; Stakeholder participation is essential for system design and the support and interaction of stakeholders would help in solving many societal problems, according to Russel Ackoff, an American systems scientist; The factor that determines levels of emergency aid will often be the degree of stakeholder commitment, the strength and persistence of the network humanitarian organisations operating on the ground and Firms which create, and sustain stakeholder relationships based on mutual trust and co-operation will have a competitive advantage over other firms that do not act in this way. Keeping stakeholders committed also has its challenges as each stakeholder can experience difficulties at different stages of commitment (cf. Barney & Hansen, 1994).

The aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects (Emilie, 2011). A partnership is established between the education support projects and the local community within the slum education programmes that draws on what Epstein (2010) describes as vital to improve school programmes, creating a conducive learning environment in the school and providing support to teachers for school activities, amongst others. Epstein (2012) points out that "when local communities, donors, project administrators, parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work". It is through this partnership that stakeholders (teacher's local communities, donors, project administrators, parents, teachers, students and organizations) learn from each other and engage through practices in relation to the Eco-School programme. Stakeholders are learning from each other through a process of social participation as referred to in Wenger's (1998) concept of communities of practice.

In Kenya, nearly 73% of the government's social sector spending and 40% of the national recurrent expenditure goes to education program. Additionally, households spend between 5 and 7% of the Gross Domestic Product (GDP) on education. Despite the heavy spending on education and training, the measurement, monitoring and evaluation of how goals are achieved and sustained is ineffective Kenya's education system is fraught with persistent challenges that affect access, equity, relevance and quality (IPAR, 2008).

Primary and secondary education management aspects fall under the Education Act that provides guidelines on the establishment and development of schools, their management and administration, curriculum development and teacher education. The Teachers' Service Commission Act covers the legal framework on teacher registration, recruitment, deployment, remuneration and discipline. The Kenya National

Examinations Council Act provides for the conduct of public examinations and certification in all schools and institutions outside university education, the free primary education program initiated by the NARC government has been supported by USaid, DFID, World Vision and other players to ensure the program objective is achieved (Onsomu et al., 2004).

2.1.2 Socio-Cultural Factors and Performance of Education Support Projects

According to Ministry of Education (2007), the constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education. Other policy documents also seek to reinforce a policy of equal opportunities regardless of social- cultural, religious, regional and gender barriers. Disparities between gender and regions in the end widen the gap between individuals in life; and more importantly they create a vacuum in socio- economic status between communities which can never be eradicated. From the socio- cultural point of view, key factors responsible for disparities include cultural and religious beliefs, attitude and practice and social norms that restrict individuals from participating in learning such as age group circumcisions, early marriage among girls and moranisms.

Performance in national examination is one area where disparities speak volume. According to the 2009 national examination report, boys performed better than girls in key subject areas. Besides, in the national ranking of candidates, no girl featured in the top ten positions. Supporting this, the IAEA (1997) observes that boys out performed girls in all branches of science and the gap between their performances increased with age. But Keeves (1992) attributed the gap to social beliefs rather than biological or hereditary factors.

Cultural roles and responsibilities also compete with education and drive many children out of school into child labor in slums where there is extreme poverty boys are forced to go and work on a small fee and some girls as young as 15 years are forced to prostitution. In pastoralist communities, family income is dependent on the pastoral economy which relies on different age groups to serve various functions. Herding (within the manyattas) is often a function of school age children. Discrimination of girl-child or preference of a boy-child, early marriages, belief in witchcraft are among issues that have persistently led to children either not enrolling or dropping out of school. A report of the task force on special needs education (2003).

2.1.3 Donors funding and Performance of Education Support Projects

Much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000. The number of children enrolled in primary schools worldwide rose by more than 40 million between 1999 and 2007 (UNESCO, 2008). Net primary enrolment in sub-Saharan Africa rose from 58% to 74% over the same period (United Nations, 2009). At the same time, there has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education.

International aid commitments to basic education almost doubled, from $2.1 billion in 2002 to $4.1 billion in 2007 (UNESCO, 2010). Despite these impressive achievements, it is likely that the world will miss its target of having all children in school by 2015. On current trends, 56 million children could still be out of school in 2015 and girls will still lag behind boys in school enrolment and attendance. The deficit in sub-Saharan Africa is particularly severe, with one quarter of primary school age children out of school in 2007.

Part of the problem is that few donors have delivered on their collective promise to support national programmes with increased and more effective financial support. The most recent Global Monitoring Report estimates a $16.2 billion annual external financing gap between available domestic resources and what is needed to reach the EFA basic education goals in low income countries. Current aid levels address only 15% of that external financing need and are rarely directed to the countries in the greatest need (UNESCO, 2010). With the prospect of aid budgets being affected negatively by the financial crisis, new strategies are needed to boost basic education financing in the poorest countries. Donor financing of basic education has been hampered by a lack of organizational prioritization in some agencies, and by weak implementation of central priorities in others. Donor priorities are subject to a variety of influences.

In the case of basic education, the influence of top leadership was found to be particularly important for some donors, such as the UK and the World Bank. The power of a visionary narrative, such as the Delors Report within the UN, was also noted. Furthermore, political and foreign policy concerns have been influential. In the US, for example, the 9/11 terrorist attacks

and foreign policy on the Muslim world have led to a greater focus on basic education. Arab and Asian donors expressed strong interest in Organizational priorities are expected to influence aid allocations, but many organizations have made strong public statements on the importance of basic education that have not always been backed by aid commitments. This may be the result of the lack of genuine political commitment to education noted by advocacy organizations, but there may be other explanations.

The move towards decentralization in many donor agencies means that what is regarded as a priority at the 'centre' may not ultimately translate into a priority at country-level. This tension is compounded by complex organizational structures in some donor agencies, such as in Japan and the US, where aid budgets are spread over several departments or agencies. In such cases, maintaining a focus on basic education means addressing internal politics and power struggles. Second, aid allocation models that emphasize policy and institutional capacity do not always favor countries with the greatest needs in basic education. Early endorsement by donors under the Fast Track Initiative (FTI), for instance, was based in part on the ability of a country to produce strong educational plans, effectively excluding the fragile states with the greatest basic education needs (Cambridge Education et al., 2009).

The lack of a strong global coordination mechanism is a particular problem for the education sector. Despite its strong record on monitoring progress towards the EFA goals through its flagship Global Monitoring report, UNESCO has been unable to provide the leadership and global voice needed to raise additional financing for the sector.

The effects on finance for basic education resulting from new aid modalities such as budget support, which aim for greater coordination and alignment through the use of country systems, are also unclear. Evaluations show that these modalities can provide governments with greater fiscal space to allocate more funding to social sectors such as basic education (IDD & Associates 2006) particularly given the high proportion of recurrent costs in overall spending. However, donors interviewed for the study expressed concern that the move towards budget support reduces their influence over recipient government policy decisions and their control over the amount of spending allocated to basic education, while acknowledging the role of declines in

their own technical capacity. Bilateral donors have seen a decline in education experts in multisectoral operations. A recent study for the EC shows that donors using general budget support (GBS) are less involved in education sector dialogue than donors using other modalities (ten Have, Thissen & Visser 2008). This may explain in part the growing interest in sector budget support operations, as a way of reconciling the benefits of budget support with the need for more in-depth sector policy dialogue. The relative lack of innovative approaches to raising and delivering financing, as compared with the health sector for instance, is also a constraint to basic education funding. The FTI aimed to add innovative new dimensions to aid harmonization and alignment but its impact in terms of raising additional funds has been limited (Cambridge et al., 2009). Promising innovations, such as Cash on Delivery (Barder and Birdsall, 2006) remain limited in scale.

The resulting financial gap is the difference between the estimated costs and projected resource availability. The KESSP which is a program initiated by the government in collaboration with DFID, USaid and other organization is the single largest investment program undertaken by the government in the education sector. It is situated within the broader national policy framework as detailed in the Economic Recovery Strategy and may be viewed as a sequel to the Sessional Paper no 1 of 2005 on a Policy Framework for Education, Training and Research. These policy documents currently seek to achieve the following targets: Attainment of UPE by 2005 and EFA by 2015; Achievement of a transition rate of 70 percent from primary to secondary school level from the current 47 percent, paying special attention to girls' education by 2008; Enhancement of access, equity and quality in primary and secondary education through capacity building of 45,000 education managers by 2005; Construction/renovation of physical facilities/equipment in public learning institutions in disadvantaged areas, particularly in Arid and Semi-Arid Lands (ASALs) and urban slums by 2008;

2.2 Theoretical Framework

Amaratunga and Baldry (2000) developed a measurement framework using the BSC to assess the performance of facilities management in higher education institutions. Their study was based on the four perspectives of the BSC and the internal cause and effect relationships between these perspectives. They approached the subject from a broad strategic viewpoint and the main focus was on the customer perspective. They concluded that the BSC has influence in three main categories in facilities and building management: communication and teamwork, commitment and feedback, and learning. In addition to frameworks developed by researchers in the field of educational institutions performance, industry practitioners have also proposed measurement frameworks such as the one produced by McKinnon *et al.* (2000) as a practical and valid benchmarking guidance for educational institutions. Table 4.2 shows the performance criteria as presented in the report of McKinnon *et al.* (2000) and brief descriptions of them. The list of criteria developed by McKinnon *et al.* (2000) is comprehensive and encompasses both educational quality performance and the performance of educational property performance. This gives a better insight into the actual performance of educational institutions than frameworks based on academic quality or property and facility performance alone. However, this framework does not show if the different performance indicators can be integrated, a problem that was cited in the work of researchers in the field of performance measurement including Leinonen (2001) and Bassioni *et al.*, (2004).

2.3 Conceptual Framework

The Conceptual Framework gives a depiction on how the variable related to one another. The variable defined here are independent, dependent and the moderating variable. An independent variable affects and determines the effect of another variable (Mugenda1999). The independent variables in this study has established how lack of support from stakeholders influence performance of education support projects in Kenya; to assess how socio-cultural factors influence performance of education support projects in Kenya: and to determine in what ways donors funding influence performance of education support projects in Kenya: a case of Mathare slums funding organizations in Nairobi.

This study is guided by the following conceptual framework;

Independent Variable   **Dependent Variable**

```
┌─────────────────────────────────┐
│      Support from Stakeholders   │
│  • Commitment from               │
│    stakeholders                  │
│  • Involvement of stakeholders   │─────┐
└─────────────────────────────────┘     │
                                         │      ┌────────────────────────────────┐
┌─────────────────────────────────┐     │      │  Performance of Education Support│
│      Socio-cultural factor       │     ├─────▶│  Projects                        │
│  • Gender                        │     │      │                                  │
│  • Culture                       │─────┤      │  • Level of education            │
│  • Religion                      │     │      │                                  │
└─────────────────────────────────┘     │      │  • Number of students enrolled in│
                                         │      │    the projects                  │
┌─────────────────────────────────┐     │      └────────────────────────────────┘
│  Donor policies                  │     │                 ▲
│                                  │     │                 │
│  • Type of Policies              │─────┘                 │
│                                  │                        │
│  • Donor priorities              │                        │
│                                  │                        │
│  • Funding policy                │                        │
└─────────────────────────────────┘                        │
                                                            │
                                    ┌──────────────────────┐│
                                    │ Government Policies   ││
                                    │ Implementation of policies
                                    └──────────────────────┘
```
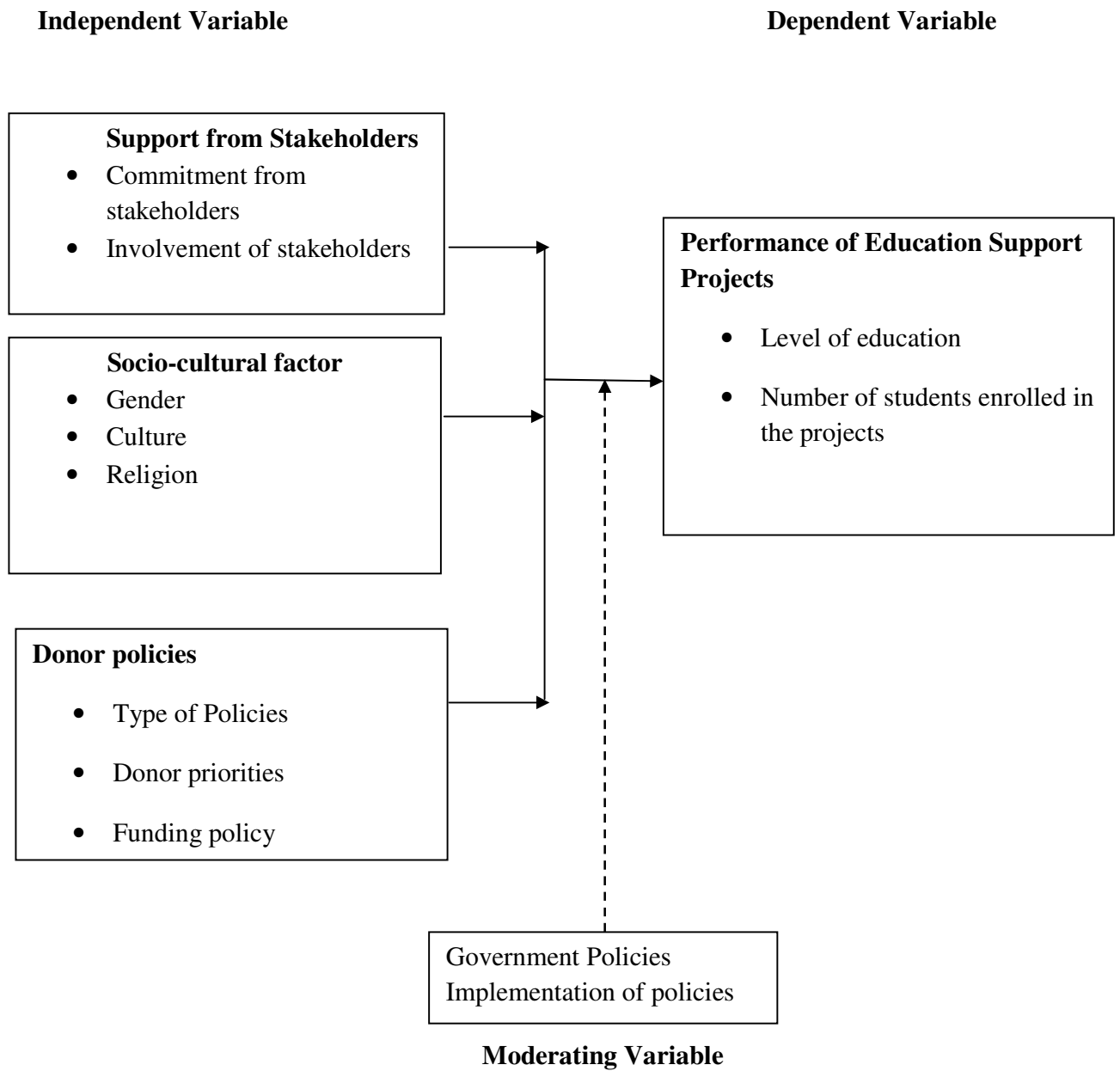
Moderating Variable

Figure 1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the overall methodology used in the study. This includes the research design, population of the study, sample size, sample frame, data collection methods, research procedures and data analysis and presentation.

3.2 Research Design

Chandran (2004) describes research design as an understanding of conditions for collection and analysis of data in a way that combines their relationships with the research to the economy of procedures. Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that was adopted to carry out the research study.

The study has employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg &Gall (1989) noted that descriptive survey research is intended to produce statistical information about to determine in what ways policies set by donors' influence funding of education support projects. The study fits within the provisions of descriptive survey research design because data has been collected and reported as it is without manipulating any variables.

3.3Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The study was carried out in Nairobi County. There are 40 Projects funding education project in the Mathare Slums, and the researcher targeted the 30 of them. The study interviewed 2 to 3 members with the information in each project who are the project manager, education officer and parents.

3.4 Sample Size and Sampling Procedure

This section includes Sample size and Sampling Procedure of the study:

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population. From the 40 education funding project of the target population, the researcher used purposive sampling to select 30 projects from which the researcher will interview 2 to 3 participants from each project. This forms 75% of the target population, which is in line with Mugenda & Mugenda (2002), recommendation. The purposive study has been employed in order to get 60 respondents as it is the ease of assembling the sample. It is also considered as a fair way of selecting a sample from a given population since the study target keen people with the information needed. A total of 60 questionnaires were distributed and 55 collected having been filled completely. This constituted a response rate of (92.6%)

3.5 Research Instruments

The main tools of data collection for this study were questionnaires.

3.5.1 Questionnaires

The questionnaire was used for data collection because it offers considerable advantages in the administration. It also presented an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires were used to collect data from all the five sections.

3.5.2 Validity of Research Instruments

Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. Construct validity deals in how questions in the questionnaires are prepared in terms of being clear and not vague. As such, the researcher sought

assistance of the assigned supervisor, who, as an expert in research, helps improve content validity of the instrument.

3.5.3 Reliability of Research Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. The questionnaires were divided into two equivalent halves and then a correlation coefficient for independent variables computed using the Spearman formula. The coefficient shows the degree to which the variables tested provide the same results and hence describe the internal consistency of the test. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended as indicating that an instrument is reliable. The study obtained a reliability test of 0.71 hence the instruments were reliable.

3.5.4 Data collection procedures

The analyses included data sorting, (rearrangements of data questionnaires to bring some order allowing systematic handling), data editing (reading through the filled questionnaire to spot any inconveniences and or errors which might have occurred during data collection), data cleaning, conducting final check on the data for accuracy, erroneous data completeness and consistencies to avoid going back to the original questionnaires too many times to collect errors while at the middle of analysis. Quantitative data analysis was executed using Statistical Package for the Social Scientists (SPSS) and descriptive statistics consisting of means and standard deviations were generated and used to establish the extent of influence of performance of education support projects in Kenya. Pearson's correlation was done between personal characteristics e.g. age, gender, education background and duration of employment at the project.

3.6 Data Analysis Techniques

Data was collected, examined and checked for completeness and clarity. Numerical data was collected using questionnaires they were coded and entered and analyzed using descriptive statistics assisted by Statistical Package for Social Scientists (SPSS) programme 19. Frequency tables with varying percentages were used to present the findings. Results of interviews went through a critical assessment of each response and examined using thematic interpretation in accordance with the main objectives of the study and thereafter presented in narrative excerpts

within the report. Stake (1995) describes this method of data analysis as a way of analyzing data by organizing it into categories on the basis of themes and concepts. Different colors represented different themes. This is known as coding. The procedure assisted in reducing and categorizing large quantity of data into more meaningful units for interpretation. Correlation was used to analyze the degree of relationship between the variables in the study. Therefore the data was presented in tabular form in order to present large quantity in a meaningful for interpretation.

3.7 Ethical Issues

Participants were informed of the confidentiality in the study so to ensure respect for the dignity of participants in the study. Their confidential information will be only accessed by the researcher and the supervisor. They were not required to provide any identifying details and as such, transcripts and the final report did not reflect the subjects identifying information such as their names, in the case they are not comfortable with it. After the study has been completed and a final report written, the tools used to collect data were destroyed.

Table 3.1: Operationalization of variables

Objectives/ Type of Variable	Indicators	Measurement scale	Research Approach	Tools of Analysis	Type of Statistics
To establish how Stakeholders Influence Performance of Education Support Projects	Commitment from stakeholders Involvement of stakeholders	Ordinal and Interval	Quantitative	Percentage, variance, mean & Standard deviation	Descriptive
To assess how socio-cultural factors Influence Performance of Education Support Projects	Gender Cultural roles Disparities Religion	Ordinal and Interval		Percentage, variance, mean & Standard deviation	Descriptive inference
To determine in what ways does donors funding Influence Performance of Education Support Projects.	Type of policie Donor prioritie Funds allocate	Ordinal and Interval	Quantitative	Percentage, variance, mean & Standard deviation	Descriptive
	Dependent variable				
Performance of Education Support Projects	Education Level Number of students enrolled	Ordinal and Interval	Quantitative	Percentage, variance, mean & Standard deviation	Descriptive

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter the data collected was organized into a systematic format to enable analysis. Analysis refers to examining coded data critically and making inferences while presentation refers to ways of arranging data to make it clearly understood (Kombo and Tromp, 2006). The researcher analyzed the data in line with the four objectives of the study to establish To establish how stakeholders Influence performance of Education Support Projects In Kenya: A Case Of Mathare Slums Funding Organizations In Nairobi, To assess how socio-cultural factors Influence Performance of Education Support Projects In Kenya: A Case Of Mathare Slums Funding Organizations In Nairobi and To determine in what ways does donors policies influence Performance Of Education Support Projects In Kenya: A Case Of Mathare Slums Funding Organizations in Nairobi

4.2 Response Rate

Response rate refers to the number of people who participated in survey. A total of 60 questionnaires were distributed and 55 were collected having been filled completely. This constituted a response rate of (91.6%) which According to Mugenda and Mugenda (1999) a response rate of 50 percent is adequate for analysis and reporting. Table 4.2 is a summary of the response rate in this study.

Table 4.2: Response Rate

Category	Frequency	Percentage
Response	55	91.6%
Not returned	5	8.4%
Total	**60**	**100%**

4.3 Gender

In this study the term gender is used to refer to male or female. Respondents were asked by the researcher to give their gender as part of the moderating variable of the study.

Table 4.3: Gender

Category	Frequency	Percent
Male	30	54.5%
Female	25	45.5%
Total	55	100%

The data presented in Table 4.4 demonstrates that there was an almost equal representation of both male and female in the survey at 54.5% and 45.5% respectively. This could be due to the fact that the education support projects in Kenya and especially this that is carried out in an urban area entails a lot of gender sensitization and equal representation. The donor policies also emphasis on equal gender representation as reflected in the study.

4.4 Age Bracket

Age bracket in this study refers to the range between two particular ages. This researcher required the respondents to identify the age bracket for analysis.

Table 4.4: Age Bracket

Category	Frequency	Percent
21-30 years	5	9.1%
31-40 years	20	36.4%
40-50 years	30	54.5%
Total	55	100%

The table 4.4 above shows that majority of the respondent are aged between 40 to 50 years representing 54.5% of the respondents. This category was followed in the second position at 36.4% by those who indicated that, they aged between 31-40 years. Lastly in the third position was a group of those who aged between 21 to 30 years old who constituted 9.1%. The majority of the workforce in this project is in their 40 to 50 years; this could be attributed to the fact that such managerial positions require not only the education level but also expertise and desired experience.

4.5 Education Background

Information relating to the level of education attained by the respondents was also analyzed. This information would enable the researcher to determine if the organization was utilizing the professional expertise through employing qualified staff. In this paper respondents were asked by the researcher to give their history in terms of the academic experience.

Table 4.5: Education background

Factors to consider	Frequency	Percent
Master's Degree	19	35%
Bachelor's Degree	25	45%
Diploma	11	20%
Total	55	100%

Table 4.5 represents the findings on the level of education attained by the respondents. The study found out that, majority of the respondents had attained bachelor's degrees; this represented 45% of the respondents. 35% of the respondents had attained master's degrees. Lastly diploma came in third with 20% of the population. It can be observed that the organizations had employed staff with various qualifications at different levels with majority having attained a bachelor's degree. Some of the staff reported that some of the qualifications were yet to be attained and were currently studying. While those with diploma had their jobs on the mere grounds of experience however; they were considering doing their bachelors.

4.6 Duration of employment at the Project

This is the period in which one has been legally working in an organization. The researcher required the respondents to give the Duration of employment at the organization.

Number of years respondents had worked in the Project was analyzed as well. This information was collected to provide an insight project staff duration in the projects.

Table 4.6: Duration of employment at the Project

Years	Frequency	Percentage
0-1 years	6	10%
1-2 years	8	15%
2-3 years	19	35%
4-5 years	14	25%
5 and above years	8	15%
Total	55	100%

The study found out that majority of the respondents have been employed for a duration between 2 to 3 years, this represented 35% of the respondents. In the second position was a group of respondents who have worked for a duration of 4 to 5 years with 25%. In the third position were respondents who have worked between 1-2 years and 5 and above years representing 15% respectively. Respondents who have worked between 0 to 1 year came in fourth each with 10%.

4.7: Stakeholders Influence on Performance of Education Support Projects

The respondents were asked to give their opinions on How Lack of Support from Stakeholders Influencing Performance of Education Support Projects. The responses were measured by a four point Likert scale; strongly Agree, Moderately Agree, Agree and Not Agreed. Frequencies were run to determine levels of response as percent of the totals. Further, cross tabulations were run on the attributes against the moderating variables to enable for comparative analysis to be

conducted. It is worthy to note that "Not sure" and "No responses" were not recorded by the respondents. This section presents the outcome of the analyses.

Table 4.7: Stakeholders Influence on Performance of Education Support Projects

Factors to consider	Mean	Standard deviation
In business, one can never downplay the importance of stakeholder commitment	3.720	0.701
The process of building total stakeholder commitment is challenging.	3.620	0.593
It is difficult for any one stakeholder group, even departments within the same organization, to appreciate or understand each other's needs and how they must all work together to maximize the long-term benefit for all	3.760	0.735
The aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects	3.840	0.374
when local communities, donors, project administrators, parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work	3.480	0.479
Stakeholders are learning from each other through a process of social participation as referred to in Wenger's concept of communities of practice.	3.640	0.589

The study found out that most respondent Strongly Agree that the aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects was agreed with a mean of 3.840. secondly the Respondents Moderately Agree It is difficult for any one stakeholder group, even departments within the same organisation, to appreciate or understand each other's needs and how they must all work together to maximise the long-term benefit for all with a mean of 3.760.Subsequently a mean of 3.720 of the respondents agreed that In business, one can never downplay the importance of stakeholder commitment. Lastly respondents with a mean of 3.620 could not agree that the process of building total stakeholder commitment is challenging. According to Barney & Hansen, (1994),

Firms which create, and sustain stakeholder relationships based on mutual trust and co-operation will have a competitive advantage over other firms that do not act in this way. Keeping stakeholders committed also has its challenges as each stakeholder can experience difficulties at different stages of commitment. The results are shown in the table 4.7 above.

4.8 Socio-Cultural Factors Influence on Performance of Education Support Projects

Respondents were asked to provide answers on Socio-Cultural Factors Influencing Performance of Education Support Projects. The results were measured by a four point Likert scale ranging from adequate to not sure.

Table 4.8: Socio-Cultural Factors Influence on Performance of Education Support Projects.

Factors to consider	Mean	Standard deviation
The constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education.	3.761	0.8681
Disparities between gender and regions in the end widen the gap between individuals in life; and more importantly they create a vacuum in socio-economic status between communities which can never be eradicated	3.123	0.4272
Performance in national examination is one area where disparities speak volume. According to the 2009 national examination report, boys performed better than girls in key subject areas.	3.563	0.5137
Cultural roles and responsibilities also compete with education and drive many children out of school into child labor in slums where there is extreme poverty boys are forced to go and work on a small fee and some girls as young as 15 years are forced to prostitution	3.452	0.4742

The study found out that most respondents adequately agreed that The constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and

equal opportunities with regard to education; this was represented by a mean of 3.761. Meanwhile 3.563 mean of the respondents agreed moderately that indeed the performance in national examination is one area where disparities speak volume. According to the 2009 national examination report, boys performed better than girls in key subject areas. A mean of 3.453 of the respondents agreed that Cultural roles and responsibilities also compete with education and drive many children out of school into child labor in slums where there is extreme poverty boys are forced to go and work on a small fee and some girls as young as 15 years are forced to prostitution. Lastly 3.123 of the respondent however were not sure if disparities between gender and regions in the end widen the gap between individuals in life; and more importantly they create a vacuum in socio- economic status between communities which can never be eradicated. According to Ministry of Education (2007), the constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education.

4.9 Donor Policies Influence on Performance of Education Support Projects

Respondents were asked to provide answers on policies set by donors Influencing Performance of Education Support Projects. The results were measured by a four point Likert scale ranging from adequate to not sure. The results and findings are presented in Table 4.9 below.

Table 4.9: Donor Policies Influence on Performance of Education Support Projects

Statements	N	Mean	SD
Much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000.	20	3.742	0.742
There has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education. International aid commitments to basic education	20	3.642	0.601
The lack of a strong global coordination mechanism is a particular problem for the education sector.	20	3.722	0.701
The effects on finance for basic education resulting from new aid	20	3.596	0.567

modalities such as budget support, which aim for greater coordination and alignment through the use of country systems, are also unclear			
The KESSP which is a program initiated by the government in collaboration with DFID, USaid and other organization is the single largest investment program undertaken by the government in the education sector	20	3.688	0.606

From the study undertaken it was found that most respondents with a mean of 3.742 strongly agreed much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000.While a mean of 3.722 of the respondents moderately agreed that in deed the lack of a strong global coordination mechanism is a particular problem for the education sector. Thirdly, a mean of 3.688 of those who respondent agreed that The KESSP which is a program initiated by the government in collaboration with DFID, USaid and other organization is the single largest investment program undertaken by the government in the education sector, lastly respondent who did not agreeing recorded a mean of 3.569 that actually the deficit in sub-Saharan Africa is particularly severe, with one quarter of primary school age children out of school in 2007, Part of the problem is that few donors have delivered on their collective promise to support national programmes with increased and more effective financial support. Much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000. The number of children enrolled in primary schools worldwide rose by more than 40 million between 1999 and 2007 (UNESCO, 2008).

4.10 Correlation Analysis

Pearson correlation was used to measure the degree of association between variables under consideration which includes: independent variables and the dependent variables. Pearson correlation coefficients range from -1 to +1. Negative values indicates negative correlation and positive values indicates positive correlation where Pearson coefficient <0.3 indicates weak

correlation, Pearson coefficient >0.3<0.5 indicates moderate correlation and Pearson coefficient>0.5 indicates strong correlation.

In reference to table 4.10, the correlation matrix indicates that was highly correlated with socio-cultural factor (.752) and moderately with donor policies (.435). Socio-cultural factor was also highly correlated with donor policies (.759). Performance of Education support projects was highly correlated to stakeholders support (.742), socio-cultural factors (.739) and donor policies (.631). The correlation matrix reaffirms the findings in the descriptive analysis that stakeholders support (.742), socio-cultural factors (.739) and donor policies influence the performance of education support projects.

Table 4.10: Correlation Analysis

	Stakeholders support	Socio-cultural factors	Donor policies	Performance of Education Support Projects
Stakeholders support	1			
Socio-cultural factors	0.752	1		
Donor policies	0.435	0.759	1	
Performance of Education Support Projects	0.742	0.739	0.631	1

*. Correlation is significant at the 0.05 level (1-tailed).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, discussions, conclusions and recommendations. It also makes suggestions for further research. The findings are summarized in line with the objectives of the study which was to establish Factors Influencing Performance Of Education Support Projects In Kenya: A Case Of Mathare Slums Funding Organisation In Nairobi.

5.2 Summary of Findings

A total of 60 questionnaires were distributed and 55 were collected having been filled completely. This constituted a response rate of (91.6%) which According to Mugenda and Mugenda (1999) a response rate of 50 percent is adequate for analysis and reporting. There was an almost equal representation of both male and female in the survey at 54.5% and 45.4%. Majority of the respondent are aged between 40 to 50 years representing 54.5% of the respondents. This category was followed in the second position at 36.4% by those who indicated that, they aged between 31-40 years respectively. The study found out that, majority of the respondents had attained bachelor's degrees; this represented 45% of the respondents. The study found out that majority of the respondents have been employed for a duration between 2 to 3 years, this represented 35% of the respondents.

The study found out that most respondent Strongly Agree that the aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects was agreed with a mean of 3.840. secondly the Respondents Moderately Agree It is difficult for any one stakeholder group, even departments within the same organisation, to appreciate or understand each other's needs and how they must all work together to maximise the long-term benefit for all with a mean of 3.760. The study found out that most respondents adequately agreed that The constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education; this was represented by a mean of 3.761. Meanwhile 3.563 mean of the

respondents agreed moderately that indeed the performance in national examination is one area where disparities speak volume. From the study undertaken it was found that most respondents with a mean of 3.742 strongly agreed much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000.While a mean of 3.722 of the respondents moderately agreed that in deed the lack of a strong global coordination mechanism is a particular problem for the education sector. Thirdly, a mean of 3.688 of those who respondent agreed that The KESSP which is a program initiated by the government in collaboration with DFID, USaid and other organization is the single largest investment program undertaken by the government in the education sector.

5.3 Discussion

The results of the study established that lack of support from stakeholders, socio-cultural factors and Donor policies Influence Performance of Education Support Projects in Kenya. Other factors, such as project leadership was also seen to have an impact on Performance of Education Support Projects.

5.3.1 Influence of stakeholders on the Performance of Education Support Projects

The study found out that most respondent Strongly Agree that the aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects was agreed with a mean of 3.840. Lastly respondents with a mean of 3.620 could not agree that the process of building total stakeholder commitment is challenging. According to Barney & Hansen, (1994), Firms which create, and sustain stakeholder relationships based on mutual trust and co-operation will have a competitive advantage over other firms that do not act in this way. Lack of commitment is a major challenge in the performance of education support projects. Keeping stakeholders committed also has its challenges as each stakeholder can experience difficulties at different stages of commitment.

5.3.2 Socio-Cultural Factors Influencing Performance of Education Support Projects

The study found out that most respondents adequately agreed that The constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education; this was represented by a mean of 3.761. However 3.123 of the respondent however were not sure if disparities between gender and regions in the

end widen the gap between individuals in life; and more importantly they create a vacuum in socio- economic status between communities which can never be eradicated. According to Ministry of Education (2007), the constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education.

5.3.3 Influence of Donor Policies on Performance of Education Support Projects

The study found that most respondents with a mean of 3.742 strongly agreed much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000.While a mean of 3.722, lastly respondent who did not agreeing recorded a mean of 3.569 that actually the deficit in sub-Saharan Africa is particularly severe, with one quarter of primary school age children out of school in 2007, Part of the problem is that few donors have delivered on their collective promise to support national programmes with increased and more effective financial support. Much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000. The number of children enrolled in primary schools worldwide rose by more than 40 million between 1999 and 2007 (UNESCO, 2008).

5.4 Conclusion

The study found out that most respondent Strongly Agree that the aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects was very important, the study noted that if stakeholders are not involved in project initiation and during implementation the projects will Lack Support from Stakeholders, this in term will negatively Influence Performance of Education Support Projects.

Objective two looked at the Socio-Cultural Factors Influencing Performance of Education Support Projects, the study found that that the constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education, the constitution of Kenya and emphasize on social justice and equal opportunities with regard to education. Other policy documents also seek to reinforce a policy of equal opportunities regardless of social- cultural, religious, regional and gender barriers. This

study noted that Socio-Cultural Factors especially in slums areas have a great influence on how projects perform; some social settings from the study show that some project leaders would support certain areas leaving others based on gender, religion and others ethnic background. It was also noted that some stakeholders would oppose some projects because the project leaders are not from their ethnic background or religion.

Objective three looked at policies set by donors Influencing Performance Of Education Support Projects, the study supported the objective where strongly most respondent agreed that much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000. Donor policies in most cases in this study positively influence the performance of most projects according to this study.

5.5 Recommendations for further research

Further research is necessary on Impact of Donor Policies on Performance of Education Support Projects in Kenya. This could be done by giving the project implementers an opportunity to frequently give feedback on the project performance.

To go further with the research it is important to investigate the relationship between project implementers and project beneficiaries. This could be done by analyzing how stakeholders from the projects and see how stakeholders Sustain this projects. The author also believes that it would be interesting to conduct a research on this topic with emphasize on how Projects especially education support utilizes donor funds. Especially now, when large questions marks on how Non Governmental Organizations (NGO) use funds.

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APPENDICES

Appendix I: Questionnaire

PART I: Background Information

1) What is your gender? (tick one)

Male [ ]   Female [ ]

2) Please indicate your age in years _____

3) [18 – 25 Yrs]   [26 – 40 yrs]   [41 – 50 yrs]   Over 51 yrs

4) What is your highest level of education?

No formal education [ ]   Primary level [ ]

Secondary level [ ]   Diploma [ ]

Undergraduate [ ]   Post Graduate [ ]

5) How long has the Project being Operating

0-1 Years [ ] 1-2 years [ ] 2-3 years [ ] 4-5 years [ ] 5 and above years [ ]

PART II: How Stakeholders Influence Performance of Education Support Projects

To what extent does Lack of Support from Stakeholders Influencing Performance of Education Support Projects; A Case of Mathare Slums Funding Organizations in Nairobi? Make your choices based on the statement in the Likert scale where: 1= Not at all, 2=small extent, 3=Moderate extent, 4=Great extent, 5= very great extent

Statements	1	2	3	4	5
In business, one can never downplay the importance of stakeholder commitment					
The process of building total stakeholder commitment is challenging.					
It is difficult for any one stakeholder group, even departments within the same organization, to appreciate or understand each other's needs and how they must all work together to maximize the long-term benefit for all					
The aimed of involving members of any community and education organizations to work together and promote a good working relations and practices in projects					
when local communities, donors, project administrators, parents, teachers,					

students, and others view one another as partners in education, a caring community forms around students and begins its work				
Stakeholders are learning from each other through a process of social participation as referred to in Wenger's concept of communities of practice.				

PART III: Socio-Cultural Factors Influencing Performance of Education Support Projects

7. To what extent does Socio-Cultural Factors Influencing Performance Of Education Support Projects; A Case Of Mathare Slums Funding Organizations In Nairobi? Make your choices based on the statement in the Likert scale where: 1= Not at all, 2=small extent, 3= Moderate extent, 4= Great extent, 5= very great extent

Statements	1	2	3	4	5
The constitution of Kenya out laws discrimination on the basis of gender, tribe or region, and emphasize on social justice and equal opportunities with regard to education.					
Disparities between gender and regions in the end widen the gap between individuals in life; and more importantly they create a vacuum in socio-economic status between communities which can never be eradicated					
Performance in national examination is one area where disparities speak volume. According to the 2009 national examination report, boys performed better than girls in key subject areas.					
Cultural roles and responsibilities also compete with education and drive many children out of school into child labor in slums where there is extreme poverty boys are forced to go and work on a small fee and some girls as young as 15 years are forced to prostitution					

PART IV: To Determine in what ways does policies set by donors Influence Performance of Education Support Projects

8. To what extent does policies set by donors Influencing Performance Of Education Support Projects A Case Of Mathare Slums Funding Organization In Nairobi? Make your choices based on the statement in the Likert scale where: 1= Not at all, 2=small extent, 3= Moderate extent, 4= Great extent, 5= very great extent

Statements	1	2	3	4	5
Much progress has been made towards achieving the global goal of universal primary education since the Millennium Conference and the Dakar World Education Forum in 2000.					
There has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education. International aid commitments to basic education					
The deficit in sub-Saharan Africa is particularly severe, with one quarter of primary school age children out of school in 2007, Part of the problem is that few donors have delivered on their collective promise to support national programmes with increased and more effective financial support					
The lack of a strong global coordination mechanism is a particular problem for the education sector.					
The effects on finance for basic education resulting from new aid modalities such as budget support, which aim for greater coordination and alignment through the use of country systems, are also unclear					
The KESSP which is a program initiated by the government in collaboration with DFID, USaid and other organization is the single largest investment program undertaken by the government in the education sector					

Thank you

Appendix II: Mathare Slums Education Funding Organisations

1. SNV Netherlands

2. SOS Children's Villages

3. SAFE (Sponsored Arts for Education)

4. Rockefeller Foundation

5. Canada-Mathare Education Trust

6. Child Regional Education Support program

7. Dignitas Project

8. Missions of Hope International

9. Project Chance Africa (PCA)

10. Korogocho Mathare (KOMA) Network

11. Action Aid

12. Compassion International

13. The Catholic Church

14. Redeemed Gospel Church

15. Naioth Centre

16. Mathare Slums New Awake

17. Dreams Youth Group

18. Hope World Wide

19. Mathare Community Outreach

20. Missionaries of Africa

21. Mwelu Foundation

22. Good Samaritan Children Home and Rehabilitation Centre