

**FACTORS INFLUENCING IMPLEMENTATION OF PROJECTS UNDERTAKEN
BY PRIVATE SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA.**

BY

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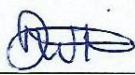
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DECLARATION

This research project is my original work and has not been presented to any university or any other institution for higher learning for any award.

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L50/83067/2015


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This research project has been presented for examination with my approval as the university supervisor(s).

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DEDICATION

This project is dedicated to my wife Jane Nyokabi for her moral and financial support.

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LIST OF ABBREVIATIONS AND ACRONYMS

KEMI	: Kenya Education Management Institute
MOEST	: Ministry of education Science and Technology
NACOSTI	: National Council for Science and Technology
NGOs	: Non Governmental Organizations
NSSF	: National Social Security Fund
SPSS	: Statistical Package for Social Sciences
TOC	: Theory of constraints
UNESCO	: United Nations Educational Scientific and Cultural Organization

ABSTRACT

Education provision for learners at all levels in Kenya is an open venture for willing entrepreneurs to invest and offer affordable quality services with little inclination by the government on how they operate. At secondary school level, government public schools do not accomplish the demand hence arise of private secondary schools. Private secondary schools are initiated by individuals, partnerships, churches or NGOs who are responsible for startups infrastructural facilities. These schools usually starts small and are known for undertaking projects continuously over the years to enhance expansion and image of the school. This study looked at the factors influencing implementation of projects undertaken by private secondary schools in Nakuru County. It aspired at; examining the extent to which management skills influence implementation of projects undertaken by private secondary schools, establishing the influence of financial planning on implementation of projects undertaken by private secondary schools and investigating the influence of stakeholders' involvement on implementation of projects undertaken by private secondary schools. The study was carried out using descriptive survey design and targeted all the 158 registered private secondary schools in Nakuru County. A sample size of 49 private secondary schools was selected for the study using stratified simple random sampling technique. Structured questionnaires were administered to school principals and interview scheduled on school administrators. The responses were coded by assigning a numerical value and keyed into the computer using SPSS for windows software version 22.0. Descriptive statistics such as means, stddev, frequency and percentages were used for quantitative analysis of the data. Inferential statistics involving parametric tests in form of correlation, analysis of variance and linear regression analysis were also used. The results of the analyzed data are presented in form of tables for easier interpretation. The findings attested that management skills, financial planning and stakeholders' involvement has a positive, strong and statistically significant relationship on implementation of projects undertaken by private secondary schools in Nakuru County. Over 70% of school principals perceived to be able to approve projects and parts of projects without consulting despite moderately (49%) unable to develop a budget for respective projects undertaken by their schools. Budget making in most (85%) private secondary schools is guided by clear goals and source of finances for the project greatly (64%) identified though shortage of finances in most (83%) delayed completion time for school projects. Most (75%) private secondary schools had a selected team of stakeholders tasked for project supervision, evaluating school projects and recommending commissioning. The study recommends that the school principals and administrators should enroll for management training courses especially project management to equip themselves with adequate planning and management skills. Moreover, private secondary schools should have accounting supportive documents and records for each project and establish proper way of monitoring how finances for school projects are utilized by all involved departments and persons. In addition, private secondary schools should involve stakeholders in discussing the expectations of projects on time, cost and quality of product as well as make a regular expenditure report available for scrutiny by all stakeholders.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Unmet demand for secondary education due to failure of public secondary schools to accommodate all pupils in dire need for secondary education after completing primary education has given rise to private secondary schools. The realization of this venture dimension of education, has called for the increasing desire of private educational entrepreneurs in secondary education level (Lunenburg, 2007). UNESCO (2015) asserts that a millennium education goal for all was not achieved by many developing countries in year 2015 though low cost private schools have developed spontaneously since year 2000 in these countries. The privatization of secondary schools takes the forms of public-private partnerships, for profits initiatives, allowing the local community to come up with low charge privately run school as substitutes to public schools. In Kenya, private secondary schools has been on the rise at a growth rate of 3.9% reaching 1048 registered schools in 2014 from 865 in 2009 census (MOEST, 2014).

The standard requirement for physical facilities of a private secondary school in Kenya is per Basic education Act 2013, section 82(1) (b). Most private schools start with fewer classrooms and other physical facilities and expand gradually thus necessitating projects throughout the years (MOEST, 2012). These projects are geared towards provision of favorable environment for attaining educational goals. The projects undertaken by private secondary schools are mainly construction of infrastructural facilities such as classrooms, laboratories, library, stores, perimeter fencing, water and sanitation, sports and recreation facilities e.t.c. Other projects involve procurement of equipment and learning resources e.g. lab equipments, textbooks, ICT installation, transportation vehicles e.t.c. In most private secondary schools, principals and administrators spearhead projects undertaken by their schools while in some schools, there exists school development committee comprising the principal, teachers, parents, non-teaching staff and students in charge of projects implementation (Pinto et al, 2010).

As with all projects, projects undertaken private secondary schools ranges from the to the not-likely-to-survive. Cleland and Ireland (2007) discussed that project success is determined by implementation as per scheduled time, little or no budget deviations and performing according to expectations. Lewis, J. (2007) discovered that project planning, critical success factors, client consultation, monitoring and feedback, client acceptance, stakeholder perspectives and results framework are used to assess project success. Project abandonment either partially complete or total abandonment has emerged as predominant concern in private secondary schools. The arising delay in implementation of projects undertaken by private secondary schools can be linked to poor management skills, financial planning challenge and ineffective stakeholders' involvement.

One of the factors that influence the implementation of projects undertaken by school is financial planning. Allis (2004) noted how essential financial resources are in determining success of every organization. Adequate financing accelerates the rate at which implementation is executed and resourcing of project team. Lack of funds grinds to a halt the project work because every activity costs money in terms of human resource, material costs, and many other categories of costs (Schultz and Slevin, 2009). Financial planning requires skills in budgeting, monitoring, evaluation, knowledge in procurement, ability to identify projects and decision making skills. Financial planning is fundamental for the success of projects undertaken by private secondary schools due to its concern with school's decisions on how to source for funds, how to control financial resources through financial controls, sensible allocation of financial resources and accountability measures.

The absence of participation of stakeholders in projects undertaken by private schools is evident in most schools whereby the administrator makes the crucial decision of how to run the school. As a result, poor planning of projects, slow or improper implementation of projects has been witnessed in these schools. The stakeholders who include; sponsors, parents, teachers, students, government officials and members of the community contributes variably in prioritization of the needs, ownership of the projects, advice, decision making, consultation, service delivery, labour and sustainability of the projects. Wixom (2001) argues that communication skills determine project

success or failure. He further argued that participation of stakeholders in projects through assignment of roles and tasks improves communication of their needs thus ensuring project implementation

In Nakuru County, there are 158 registered private secondary schools. Private secondary schools rely entirely on school fees levied as a working capital to facilitate everyday operating costs which include payments of salaries for teachers and subordinate staff, office management, repair and maintenance of utilities as well as improving infrastructural facilities. Notably, the private secondary schools have long time goals such as academic excellence and expansion as to enroll many students and have good infrastructure. However, a private school may collapse if its income is not able to meet its expenditures, does not have appealing facilities and adequate well trained personnel, poor performance academically or decisions valid by the entrepreneur. There is delicacy in managing projects undertaken by private secondary schools which determines their success. As a result some of school projects takes more than scheduled time, abolished as found unnecessary, pinch the school finances for other operations and are unsatisfactory to clients upon completion which may lender them unused facilities.

1.2 Statement of the problem

The transition rate from primary to secondary school stands at 84% posing a critical mass of standard eight leavers who do not make it to secondary schools because of lack of space in both public and private institutions. Each year over 200,000 KCPE certificate are not admitted to secondary schools especially due to scoring low marks. After 2016 KCPE exam, out of 952,021 students, some 226,000 candidates who scored below 200 marks missed schools. There are 1143 private secondary schools compared to 8297 public secondary schools (Momanyi, J. 2017).

The government has been encouraging private entrepreneurs to curb the gap of the secondary education. Private secondary schools are challenged by huge cost involved in their setting and running which has scared off investors in this venture. This has seen growth rate of 3.9% with some private secondary school falling off market in due time mainly because of competition from

the public secondary schools, poor performance records, high level of indiscipline and poor infrastructural facilities. The failure to attract and retain huge number of students propels private secondary schools in incurring challenges in their operations. Private secondary schools are compelled by upsurges in student enrolment to constantly put up projects to improve their service delivery and constantly appeal parents to massively trust and enroll their children to these schools.

Private secondary schools are fond of charging their own fees and formulating their own admission policy. They also recruit their own teachers and initiate their own projects pinned to their own timelines, schedules and budgets. Notably, most private secondary schools in Nakuru county has few infrastructural facilities such as classrooms, toilets and learning materials rendering a continuous undertaking of projects to meet the school demand. Projects undertaken by private secondary schools are successful if meets completion deadline, within estimated budget and performs as planned. They can be challenged if projects which are completed over time, over cost and or lack features and functions they were initially designed for or failed projects if these projects are disrupted or ditched at some point and thus become total losses.

Despite private secondary schools having opportunity to initiate and implement their own projects of choice at a time of choice and spending of choice there has been a propensity of commencing projects which end up stopping in the process of implementation. In some schools, there is no enough space for proper teaching and learning to take place, adequate textbooks, laboratory equipments and ample playground. As one way of ensuring competition, shine in extra-curricular activities, school facilities besides good performance are a key consideration by parents when enrolling their children in private secondary schools. There is an increase in slow implementation or total abandonment of most construction projects undertaken by private secondary schools and it remains unclear why some projects undertaken by private secondary schools are successfully implemented and impact in achieving the desired educational goal while others fail or collapse. This may be determined by management skills of school principals, financial planning practices and (un)dependable stakeholder's involvement. This hence impelled my investigation on factors

influencing implementation of projects undertaken by private secondary schools in Nakuru County, Kenya

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing implementation of projects undertaken by private secondary schools in Nakuru County, Kenya.

1.4 Objectives of the study

The study aimed at achieving the subsequent objectives;

1. To examine the extent to which management skills influence implementation of projects undertaken by private secondary schools in Nakuru County.
2. To establish the influence of financial planning on implementation of projects undertaken by private secondary schools in Nakuru County.
3. To investigate the influence of stakeholders' involvement on implementation of projects undertaken by private secondary schools in Nakuru County.

1.5 Research questions

The study sought to come up with answers for the subsequent questions

1. To what extent does management skills influence the implementation of projects undertaken by private secondary schools in Nakuru County?
2. To what extent does financial planning influence the implementation of projects undertaken by private secondary schools in Nakuru County?
3. How does stakeholders' involvement on influence the implementation of projects undertaken by private secondary schools in Nakuru County?

1.6 Significance of the study

The outcome of the study has availed beneficial information to the principals and administrators of private secondary schools on the factors influencing the implementation of projects undertaken by private secondary schools. In addition, the principals and administrators may use the information to fill in the gaps in their schools. The results of the study may enlighten future investors in

secondary education on thriving of construction and procurement projects undertaken by these schools. It will contribute to pool of knowledge in the area of management of projects undertaken by schools. Furthermore, capacity building institutions like KEMI may spot areas of weaknesses that need additional training for school managers. It may also develop a base upon which others can develop their studies. To sum up, the Ministry of Education may also use the information together with those of other similar studies in the formulation of future education policies aimed at implementation of projects undertaken by secondary schools.

1.7 Limitations of the study

The findings of this study were limited to implementation of projects undertaken by private secondary schools in Nakuru County. However, care was taken in the sampling procedure in order to make the findings universal to other areas with similar demographic patterns. In addition, the findings may not necessarily reflect the projects undertaken by public secondary schools or other levels of education. Some respondents may have felt like their weaknesses and schools weaknesses were being exposed. To minimize these negative perceptions, the researcher assured the respondents of nil substantial actions towards their schools. Lastly, the school principals and administrators getting abundant time for the responses within the time allocated for the study was challenging. In order to overcome this problem, the researcher made an effort of booking an appointment with them in good time.

1.8 Delimitations of the study

Nakuru County has 335 registered secondary schools out of which 158 are private secondary schools. The study was carried out only in private secondary schools in Nakuru County which enjoys a reasonable transport and communications infrastructural network, hence, making all the targeted schools accessible in good time. The area also had relatively good security which means that the researcher was able to take even late appointments from the respondents without running any security risk.

1.9 Assumptions of the study

The study was guided by the following assumptions; that the respondents would give accurate information in response to the items in the questionnaires and that those private secondary school principals and administrators were responsible for implementation of projects undertaken by these schools

1.10 Definition of significant terms

Financial planning : entails process of approximating the capital needed in implementing a project and establishing its struggle. It involves structuring of financial policies in relating to source of funds, budgeting and monitoring of how the funds are used during implementation of a project.

Implementation of project: comprises of those procedures executed with an aim of completing the work defined in the project management plan so as to accomplish the project specifications..

Management skills: refers to knowledge and ability of the individuals in a managerial position in this case school principals to fulfill management of projects undertaken by their schools.

Private Secondary School: are post primary schools which are established, equipped and staffed by individual or a group of entrepreneurs.

Project : set of consistent assignments to be executed over a predetermined period and within a definite cost and other limitations.

Stakeholders' involvement: engagement of all persons who may be concerned by a decision, activity or outcome of a project undertaken by the school.

1.11 Organization of the study

This study is organized into five chapters. Chapter one presents the background of the study, purpose of the study, statement of the problem, objectives and research questions. Significance of the study, limitation of the study, delimitation of the study and basic assumption of the study, definition of significant terms are also underscored. Chapter two gives the literature review and is organized into sub-themes based on objectives. It also includes theoretical and conceptual frameworks of the study. Chapter three presents the research methodology. It describes the research design, the target population, sample and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four presents data obtained from the field, its analysis and interpretations. Chapter five contains the summary of findings, discussions, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is conventionally broken into; implementation of projects undertaken by private secondary schools, management skills influence on implementation of projects undertaken by private secondary schools and influence of financial planning on implementation of projects undertaken by private secondary schools. It further illustrates influence of stakeholders' involvement on implementation of projects undertaken by private secondary schools, theoretical framework and conceptual framework. It summarizes with the research gaps and a summary of the related literature review.

2.2 Implementation of projects undertaken by private secondary schools

Public secondary schools in Kenya are to a large extent supported by taxes collected by the state and county governments (Government of Kenya, 2013). The acts of planning, development and financing of projects undertaken by public secondary schools are exercised on a highly centralized basis. In a comparison each private secondary school operates on its own to deal with its projects and financial needs. Hanushek (2003) argues that private secondary schools require operation capital to fund regular operating costs such as teacher and administrator salaries, academic and co-curricular programs and to underlay infrastructural facilities through construction and procurement projects. The private schools source their operation capital mainly from school fees, charitable donations and investment income (Lewin, 2007; Rose, 2009).

A project undertaken by a school needs to provide something that has never existed before in the institution e.g. a particular building in a school. They are bound by specific time, cost and performance requirements. Projects carried out take the form of a cycle comprising a sequence of four stages: defining, planning, executing, and delivering implementation (Larson and Gray, 2006). In project implementation people and other resources are coordinated to execute the project's plans in order to achieve the project's objectives. Project implementation is founded on an organized

procedure of thoroughly discussing what, when, who, and how; regular querying; dynamic following up; and guaranteeing accountability (Steson, 2007). Pinto et al (2007) states that project implementation phase immediate follows the project funding and approval and continues until handing over of the end products to the clients or users. It is an inclusion of documentation of lessons learnt, contractual shut out of the project, and storing of the projects documents.

Projects undertaken by secondary schools cannot be achieved if any of the stages of a project cycle is neglected. First, projects are defined by though highlighting project objectives, the personnel put in place and major responsibilities assigned. At the planning stage, the content of the project is revealed; the schedule of activities designed and the beneficiaries identified, the quality levels to be maintained are determined and what the budget will be. Haugan, (2002) states that a project plan basically gives a control basis for determining occurrence of variances. He further proposes that a good organization planning, supportive communication techniques, teamwork and cooperation are necessary in project management in order to ensure completion of the projects. The third phase is the execution whereby major portion of project work occurs; physical buildings are produced, costs incurred and time spent. At all these stage specification measures are used for control i.e. verifications are made on meeting the pre-determined specifications, schedule and budget. To correct any fault, suggestions are made for necessary changes. The last stage is on delivery which includes handing over the project to the consumers and redeploying project resources. It might include consumer training and giving out the documents. Successful implementation of projects is guided by clearly defined goals together with committed and competent project manager and his project team, top management support and sufficient resource allocation; money, personnel, logistics, etc. In addition, adequate communication, control mechanisms, feedback capabilities client consultation and acceptance lead to successful implementation of projects (Westerveld, E. 2003).

2.3 Management skills influence on implementation of projects undertaken by private secondary schools

Lunenburg (2007) found that school principals and administrators are key managers in their schools ensuring that resources which include money, time, and professional development align with educational goals. Management brings about the attainment of managerial competence and its effectiveness in administration, problem solving, organizational leadership and management of human resources. Competency in managing projects requires an experiences and training on projects planning and implementation. Cole (2002) observed that training helps at improving knowledge and skills, changing attitude as well as aiding reconciliation of the gap between wanted standards or targets and actual levels of work performance. Taylor (2006) emphasizes that training in project management has accrued benefits such as easy comparison of projects over time when they involve similar measurements and approaches, and unnecessary learning procedures and new jargon with each new project. Obisi (2011) argues that training and skills go hand in hand since we cannot acquire skills without training. He further noted that skills are necessary for an organization attain its objectives through people. A project manager needs a whole multitude of skills such as technical skills, self awareness skills, interpersonal and social skills, communication and facilitation skills, cognitive skills and political skills in order to effectively manage projects.

Pedler et al (2001) suggests that technical skills take account of understanding and being able to effectively perform the particular process, practices and technique necessitated of particular jobs in a firm. Katz, D & Kahn, R (1978) states that technical skills involves good planning, organizing, coordinating, supervising, and controlling techniques. Private secondary school principals should possess technical skills about marketing techniques, accountancy, relevant legislation and basic management principles. Private secondary school principals are at high level management and the technical skills are not very much useful but they need an overall knowledge of the functions they supervise and sources of specific information. They need to have enough technical knowledge in order to make judgment.

Another skill is human relation skills dealing with human relations and people skills, interpersonal skills, good motivating and moral-building skills. It equips the project managers with the ability to understand the project team members, interact effectively with them and using careful judgment. Human relation skills enable the school administrators and principals to act both officially and humanly. They will help reverse the threat phenomenon effects of frustration, anxiety, harmful, self concepts and general ineffectiveness among the supervised. Human relation skills also help in convincing people to attain a common goal. School principals socialize with a purpose and a set of diverse roles e.g. balancing arising conflicts from stakeholders (Hannagan, 2005).

In order to undertake administrative work, an awareness of how to self interact with others is necessary. The school principal requires a well-positioned self awareness in order to act effectively. The school managers' performance is silhouetted by their own discernments of their role, goals, values, feelings and an evaluation of personal strengths and weaknesses. It is through understanding of ourselves we become more aware to other peoples' similarities and differences.

George (2009) argues gives conceptual skills as another essential attribute of the effective school principal. Conceptual skills involve the capability to obtain, analyze and interpret information in a reasonable manner. School principals are expected to have a superior knowledge about the projects implementation and other related matters so that they help with confronted problems. They must understand what the internal and external environments in which they operate. It is important that school principals improve their supervisory effectiveness by obtaining new and rising concepts and technologies in supervision through trainings. Successful school managers display political skills. Project implementation revolves limited resources which project team desires a share thus bargaining, conflict and the selective mobilization of power are needful for controlling how these resources are shared.

2.4 Influence of financial planning on implementation of projects undertaken by private secondary schools

Private secondary schools are enterprises with profit-making as their main motives. Like any private enterprise, private secondary schools strive hard to attract customers and offer them the best possible value. Private secondary schools receive funding from school fees, grants, religious missions, donors and from sale of non-educational services like farm produce sales and renting of premises (Mgbodile, 2000). By maintaining a minimum level of enrolments, private secondary schools generate income necessary for their financial sustainability. Excessive reliance on borrowing, low enrolment, and inadequate financial skills among school managers may lead to financial stress in private secondary schools. Coleman and Anderson (2000) assert that the financial resources are scarce and therefore it is the duty of educational administrators to use available resources best possible and cautiously for the attainment of institutional objectives to bring about change and delivery of services.

Many countries have decentralized the management of financial resources to schools in a bid to enhance their management (Crouch & Winker, 2008). In the case for private secondary schools, school principals and administrators are charged with the responsibility of planning the school budget geared towards achieving the objectives of the school and more so effective financial management (Sharma, 2011). The management of financial resources by school principals entails making decisions on school fees, allocation of resources and budgeting for school's projects. Ogbonnaya (2000) states that the main purpose of financial management is to ensure that funds sourced are utilized in the most efficient and effective manner. Irresponsible spending of available fund by school principals is perilous to the entire school system therefore principals must exercise relative control over how money is spent on recurrent and capital projects.

Lysons and Farrington (2010) underscored the relevance of resource allocation in the form of financial, physical, human and technological as an inclusion in project planning. He further observed that resources allocation is quantitative; expressed in financial statement per intended

objectives. It is a requisite for financial plans for projects to include an illustrative breakdown of works, goods, or services required, a schedule of the planned delivery and an implementation or completion dates for all works, goods, services required. Brown and Hyer, 2010 argues that financial planning goes alongside set goals an outline of costs and time. A financial plan may be reviewed in case the projects take wrong turns or a proof of initial solutions being unfounded. Saunders (2011) observed that financial planning helps to predict costs and financial payouts.

Poor management of available funds leads to misappropriations, embezzlement and diversion of funds from prioritized projects to another use that may be perceived as urgent. Mgbodile (2000) observed that lack of adequate training of school principals; poor financial planning and negligence of school financial clerks among others are factors that fuel poor management of funds in institutions in Nigeria. Mulwa (2008) states that that poor or inaccurate estimates in the initial budgeting also cause premature project resource depletion; that in most cases result from failure to inflation. Ogunsemi (1991) observed that implementation of a project depends on adequate financial planning. Project work progress could be delayed due to late payments from the client because there was inadequate cash flow to support the ongoing project. The poor conditions of schools in Benue State in Nigeria resulted from financial management issues such as the inability to generate revenue internally and misuse of available resources (Bua and Adzongo 2014). It is speculated that financial records in private secondary schools is characterized with haphazard expenditure and displacement of priority in issues of infrastructural provisions and employment. Bursars should be made aware of all projects budgeting issues. Financial management knowledge is helpful to educational administrators on understanding of when to employ staff, disburse funds allocate equipment and refurbish dilapidated equipments.

2.5 Influence of stakeholders' involvement on implementation of projects undertaken by private secondary schools

In most private secondary schools, principals acquire, develop, and retain human capital. The schools principals may recruit, hire, orient, and socialize project team members, as well as evaluate

their performance in project implementation (Onsomu et al, 2006). Nwagwu (2004) states that the supervisor is tasked to monitor and evaluate all project team activities to ensure devoted compliance of all project team members with desired goals. A stakeholder is a person who interested in a project or is affected by projects' outputs without whose continuing participation, the firm cannot survive. Hillman (2001) noted that an organization has associations with stakeholders whose interest affects the processes and outcomes.

Stakeholder relationship affects timelines of a project, level of funding, use of funds and projects' acceptance by clients. A dependency relationship evolves during projects implementation since projects as an open system need resources and involve negotiations with people who may influence projects undertakings (Mnaranara, T.2010). Adesina, 2010 describes stakeholders' engagement as a social procedure in individuals or groups with shared needs in an organization spot their needs, make decisions, and come up with a way of achieving goals. To enhance stakeholders 'engagement in projects undertaken by private secondary schools, measures are enacted so as to ease implementation of projects (Sharma, P. 2011). Stakeholders may be involved in coordinating their resources of money, time personnel, goods and services in a wide range of configurations. Technical stakeholders have roles in all phases of a project cycle starting with identification of the project, planning, implementation and monitoring and evaluation of such projects.

Davis, K. (2014) asserts that during preparation and implementation of efforts to encourage stakeholders' engagement in projects undertaken by schools, it is necessary to understand how stakeholders will participate and intended benefits to the project. He further suggests that when stakeholders work in close partnership with school principals, their influence on school development plans is significant. Stakeholders partner with school principals and administrators in improving the quality of plans, transparent and creative decision-making. They also enhance acceptance, commitment and support of the projects leading to fewer misunderstandings and delays, less litigation, and more effective implementation the project.

2.6 Theoretical Framework

This study is pillared by two theories; administrative management theory by Henri Fayol (1918) and an implementation theory; the theory of constraints (TOC) by Eliyahu M. Goldratt (1984). The theory of constraints examines any manageable system such as a profit-making enterprise as being restricted in attaining more of its goals by a very small number of constraints. TOC is a judgmental process useful to people in creating simple solutions to problems appearing to be complex with no alternative in the matter than managing the constraints else they manage you. Goldratt (1984) argues that TOC consists of problem solving and management decisions answering the questions what to change, to what to change and how to cause the change which are essential to any process of continuing improvement. Its steps involves: identifying the system's constraint(s), exploiting the constraint, subordinating everything to the constraint and evaluating the constraint.

TOC distinguishes that only the vendor can choose the goal, and once the goal is chosen, conditions to achieving the goal becomes a goal. Once the goal is identified there is a dire need to come up with measurements usable in judging progress so as to succeed in achieving the goal. Besides private secondary schools having a general goal of provision of quality education, they are also oriented to profit making and expansion of its infrastructural facilities. While enabling implementation of projects in their schools, school principals and administrators are faced with constraints needful to manage. They should identify management skills, financial planning and stakeholders' involvement as constraints, exploit them subordinate everything to them and evaluate. Constraints prevent organizations and projects from maximizing performance and reaching their goals.

The TOC theory is potential for tremendous increase in productivity with minimal changes to operations. TOC provides a means to evaluate the value of changes and utilize this to select the best options and drive behavior or decision (Michal, M & Iveta, P, 2010). TOC also fosters teamwork as different stakeholders become aware of the constraint and the need to work together to assist constraints process. However TOC can be difficult to apply if the constraint process is constantly

moving for example if the nature of work is dramatically different and difficult to predict demands on various production resources

The Henri Fayol's administrative management theory emphasizes on the need for effective planning to ensure that organizational goals are obtained. The administrative management theory tends to balance the structure of the administration and the mission of the organization (Tompkins, 2005). Cole (2004) argues that this theory has direct applicability to private secondary schools administration in view of the fact that there is need for a governing body of administrators that coordinate the school activities. By applying Fayol's 14 administrative principles, private secondary schools principals are able to generate ideas on how to centralize administrative direction and oversight, delegate authority and responsibility to subordinates, whether to rely on formal authority in engaging and motivating staff and the adherence to the formal chain of command.

Fayol (1918) identified five principle roles of management namely; forecasting and planning, organizing, commanding, coordinating, and controlling. The first is planning, which is predicting future trends that could influence the organization and utilizing this information to impact the organization's action plan. In the implementation of projects undertaken by private secondary schools, it involves effectively using resources to meet the school objectives. The organizing function incorporates both material and human structural components. In the implementation of projects undertaken by private secondary schools, it involves aspects such as establishing a hierarchy or authority and dividing tasks among staffs. Commanding is another component that involves providing direction to the organization to emphasize organizational objectives. In the implementation of projects undertaken by private secondary schools, it includes components such as communicating goals and discharging an incompetent project team. Coordinating entails merging and harmonizing all activity and effort dealing with assignment of task to project team and working together to achieve the objectives of the organization. Controlling is the act of ensuring that consistency is present in relation to established rules directives, plans and schedules

The Fayol's administrative management theory is extremely comprehensive as a way to deal with the management techniques as it covers almost anything one might need to do in management position to ensure success. However the theory is too general not focused enough on individual. It concentrates on organization as whole rather than individuals in particular areas. The Fayol's administrative management theory is a disgrace since it is based on human application and as humans we normally make mistakes. A mistake made by one person may result in undermining the efforts of the whole project team.

2.7 Conceptual framework

Implementation of projects undertaken by private secondary school depends on the school principals and administrators management skills, their financial planning and stakeholder's involvement. The success of a project is measured by its objectives, time delivery, budget delivery, performance and client's satisfaction. Training in project management for school principals offers basic management skills crucial for a school project success. The desired management skills are technical skills, human relations skills and cognitive skills. Financial planning is determined by source of funds for school projects, budget making and monitoring of finances for a specified school project. Lastly, stakeholder's involvement indicators are consultation for projects need, delivery of service, real decision making and projects evaluation.

Independent variables

Dependent variable

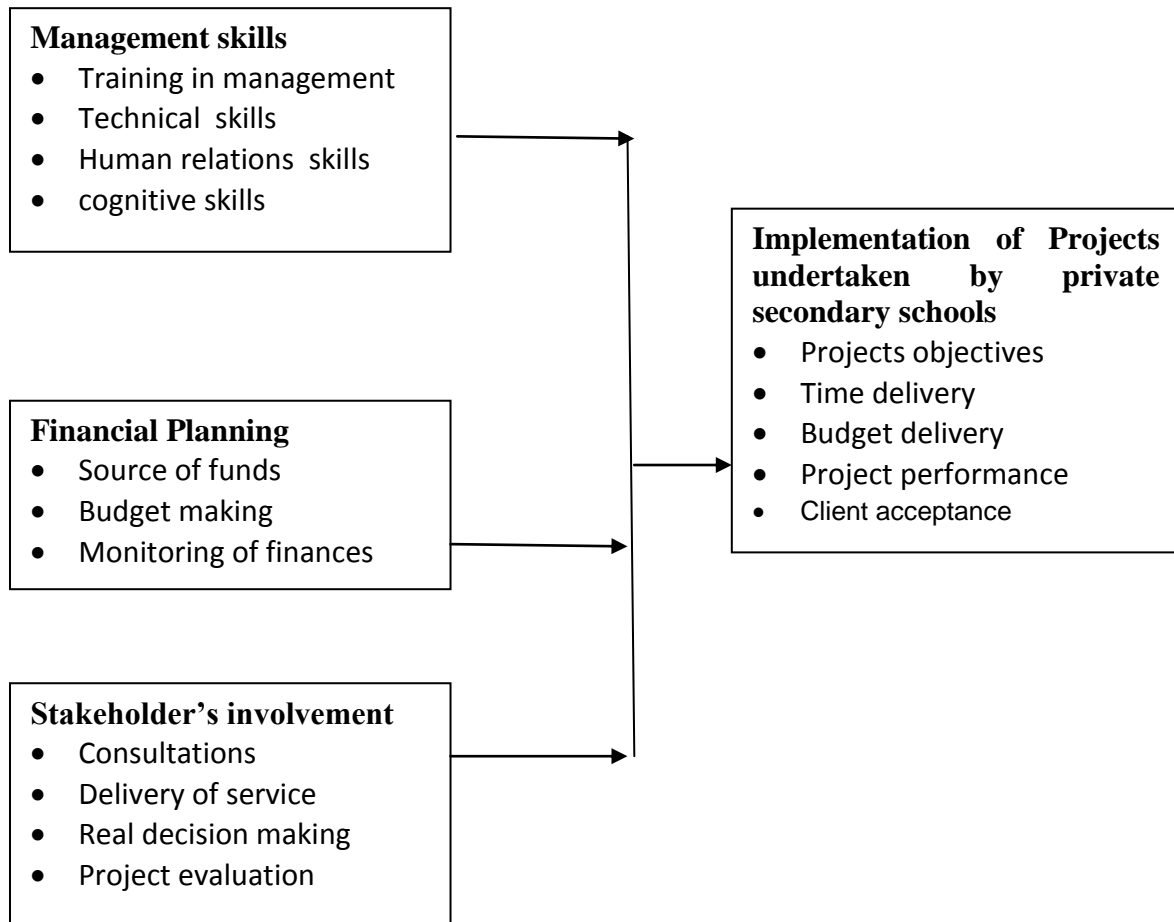


Figure 1: Conceptual framework

2.8 Research gap

A lot of research on factors influencing implementation of projects has been undertaken in Kenya, Africa, and other parts of world. According to Chen et al (2007), projects success in Taiwan is influenced by project owners, team-members and other related stakeholders who are directly or indirectly involved in the work. As cited by Omwaka.S. (2016), Pheng et al noted that adequate funding of projects, skilled project team, proficient project manager, availability of information and commitment of the project participants leads to project success. Kibebeet.al(2014) discovered the factors influencing projects implementation in Kenya are the quality of project management, stakeholder engagement, operating environment, worker motivation, clear roles and responsibilities, communication, inadequate resources and organization of the project team. A few studies are focused on factors influencing implementation of projects undertaken by secondary schools and

especially private secondary schools. The few reviewed studies focused on management role of principals in projects undertaken by schools but none of them looked at their management skills and financial planning task in depth. Moreover, stakeholders' involvement is broader to encompass aspects of such as prioritization of the needs, ownership of the projects, advice, decision making, service delivery, labour and sustainability of the projects than just communication and consultation as relayed on previous studies

2.9 Summary of literature review

Private secondary schools initiate projects directed to the expansion of their infrastructural facilities for enhancing better education delivery. The literature show that projects are aimed at fulfilling a set objective for example; tonsure safe and reliable student transportation facilitated by school bus buying project. The school principals and administrators are expected to have project managerial skills for implementation of projects undertaken by their schools. Technical skills, human relation skills and conceptual skills are found essential. Private secondary schools' main source of funds is school fees which are channeled to daily operations of the schools and planned school projects. The financial resources calls for proper budgeting to ensure projects meet completion deadline else abandoned midway as resources are depleted. Stakeholders' participation in projects undertaken by school affects the output of the projects. Stakeholder contributes indecision making such as prioritizing of projects, monitoring and acceptance of the completed project.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher focuses at the methodology to be exercised in the study. It covers the research design, the target population, sample size and sampling techniques, research instruments, data collection procedure, data analysis techniques, ethical considerations and operationalization of variables.

3.2 Research Design

The study adopted the descriptive survey research design. Yin (2003) asserts that descriptive survey design provides the researcher with an opportunity to collect information from many people. It was appropriate for this research because it provides a chance to obtain significant and realistic understanding of management skills, financial planning and stakeholder's involvement influences on implementation of projects undertaken by private secondary schools in Nakuru County. The research design employs both qualitative and quantitative approaches. Donna (2013) argues that quantitative data is a numerical measurement expressed in terms of numbers whereas qualitative data is a definite measurement expressed by means of an ordinary language explanation. The research study was a cross-sectional as it inquired about the contemporary phenomena of factors influencing implementation of projects undertaken by private secondary schools in Nakuru County. The preference of the design was based on resources and time constraints.

3.3 Target population

In this study, the target population comprised of all registered private secondary school in Nakuru county represented by their principals and administrators. The target population was chosen because they operate under MOEST which offers guidelines for educational programs implementation. The sampling frame was availed from Nakuru county education office.

Table 3.1: Distribution of the population

Sub County	No. of private secondary schools
Molo	13
Njoro	11
Naivasha	22
Gilgil	16
Kuresoi South	10
Kuresoi North	9
Subukia	11
Rongai	22
Bahati	21
Nakuru East	14
Nakuru West	9
Population	158

Source: Nakuru county education office (2017)

3.4 Sample size and sampling procedure

Cooper and Schindler (2003) refer a list of elements from which a sample is drawn to as a sampling frame. The population of this study comprised of all registered private secondary schools within Nakuru county whose sampling frame was obtained from Nakuru county education office. The private secondary schools are based on broad categories of either gender i.e. girls, boys or mixed or whether a day or boarding school which are not substantial strata. The eleven sub counties were thus the decisive factor for employing stratified simple random sampling whereby all the private secondary schools in these sub counties were used to allow haphazard selection of schools embraced in the study. Simple random sampling procedure was used to select the number of schools in each stratum. From each sub county, the researcher targeted school administrators and principals of respective private secondary schools sampled.

The coefficient of variation by Nassiuma, 2000 was used to obtain a suitable sample size. The equation bestowed by Nassiuma (2000) is

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

Where: n = Sample size,

N = Population size

C = Coefficient of variation which is fixed between 0 – 30%

e = Margin of error which is fixed between 2-5%.

The sample size was calculated at 25% coefficient of variation, 3% margin of error and a population size of 158 private secondary schools. Twenty five percent (25%) coefficient of variation was made use of so as to guarantee that the sample size is broad enough to rationalize the result being generalized for Nakuru County. Higher coefficients of variations may result to very large samples which may strain research funds. Three percent (3%) margin of error is appropriate for a cross sectional survey whereby the independent variables will not to be maneuvered. Using the above formula, sample of 49 private secondary schools was selected.

Table 3.2: Sample determination matrix

Sub County	No. of private secondary schools (x)	Sample size (n) $n = \frac{x}{N} * 49$
Molo	13	4
Njoro	11	3
Naivasha	22	7
Gilgil	16	5
Kuresoi South	10	3
Kuresoi North	9	3
Subukia	11	3
Rongai	22	7
Bahati	21	7
Nakuru East	14	4
Nakuru West	9	3
Population (N)	158	49

3.5 Research instruments

The research involved collecting data from the respondents by use of questionnaire for school principals and interview schedule for school administrators. The structured questionnaire was limited to close ended items. The close ended items, responses were ranked on a likert scale giving an indication of the degree of the aspect being measured. The five-point likert scale was used due to its construction simplicity, easy reading and faster responses. The choice of the questionnaire was because it is quicker and easier for respondents to answer thus reducing cost of time. Questionnaires also facilitate easier coding and analysis of data collected (Mugenda, O Mugenda, A 1999). The questionnaire consisted of five sections; demographics, implementation of projects undertaken by private secondary schools, management skills, financial planning and stakeholder's involvement. An interview schedule to school administrators encompassed questions aimed at providing in-depth information about implementation of projects undertaken by private secondary schools.

3.5.1 Validity of the research Instrument

Before the actual data collection, the questionnaire were tested among 11 school principals picked randomly from private secondary schools in each sub county and eliminated from the actual study. The pilot test was useful in establishing the respondents' ability to interpret all the questions in a similar way. It also attested the clarity of the questionnaire as well as detecting the researcher's biasness. It is through pilot test that errors were detected and corrected thus enhancing instruments' reliability and validity. The study embraced content validity described as a quantifier to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. In order to ascertain content validity, the instrument was subjected to analysis by the supervisor to assess the relevance of the contents used in the instruments. The researcher also made necessary changes so as to improve and reinforce the instrument prior to the tangible data collection.

3.5.2 Reliability of the research instruments

As a necessity of improving the research instruments, the researcher coupled with the research supervisors to significantly evaluate the consistency of the responses on the pilot questionnaire and making judgment on their reliability. The researcher used split half reliability test to settle on the reliability of the questionnaire items. Split- half reliability presupposed that if the test was reliable, a private secondary school principal should score identically as well or poorly on two randomly selected halves of the test. The questionnaire items related to the variables were randomly divided into two parts using an even-odd approach with questions in each half being equivalent. The estimation of reliability was based on correlating the total scores of the two halves of the same test. A Guttman split- half coefficient of 0.84 was obtained which is higher than 0.8 thus proving the questionnaire items as reliable. Hayes (2008) discovered that high correlation indicates that the two sets yield reliable information.

3.6 Data collection procedures

Kothari (2007) argues that data collection procedure is a process which involves selecting and

developing measuring tools and methods appropriate for the research study. The researcher visited the sampled schools, presented questionnaires to school principals and scheduled interview to the school administrators. A probable date for collecting filled questionnaire was discussed in case whereby the school principal was not able to fill the questionnaire the same day it is administered.

3.7 Data analysis techniques

Analyses of data entail organizing, providing structure and bring out meaning. The data collected was checked for completeness, consistency and clarity before commencing the data entry process. The responses were coded by assigning a numerical value and keyed into the computer using SPSS for windows software version 22.0. The SPSS was used due to its capability to handle wide range of cross-section data. Descriptive statistics such as mean, standard deviation, frequency and percentage were used for quantitative analysis of the data. Gay (1992) observed that the findings of a research study can be communicated easily through frequencies and percentages. Percentages compare the subgroups that differ in proportion and size. Moreover, inferential statistics involving parametric tests in form of correlation, coefficient of determination, analysis of variance, and linear regression analysis were used. Use of tables in presenting results of the analyzed data enhances easier interpretation. The researcher adopted a multiple regression model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y represents implementation of projects undertaken by private schools

β_0 represents Constant

X_1 represents Management skills

X_2 represents Financial planning

X_3 represents Stakeholder's involvement

ε represents Error term

β_1 , β_2 and β_3 represent Regression coefficients of Independent variables.

3.8 Ethical Considerations

Research clearance was obtained from NACOSTI and a letter of authority from Nakuru county education office. Researcher also had an introductory letter from University useful in seeking permission to carry out research. An assurance of maintaining anonymity and confidentiality was awarded to the respondents and the use of information is for study purpose only. The respondents' confidentiality was observed in the sense that their official names or names of their school were included in the whole process i.e. data collection to report writing

3.9 Operationalization of variables

This section defines variables in terms of measurable indicators, measurement scale, data collection methods and data analysis tools

Table 3.3: Operationalization of variables

Objective	Independent Variable	Indicator(s)	Measurement scale	Data collection methods	Data analysis tools
To examine the extent to which management skills influence implementation of projects undertaken by private secondary schools in Nakuru County	Management skills	<ul style="list-style-type: none"> • Training in management • Technical skills • Human relations skills • cognitive skills 	Ordinal	Questionnaire Interview schedule	Means, Frequencies, Percentage, Correlation, ANOVA, linear regression
To establish the influence of financial planning on implementation of projects undertaken by private secondary schools in Nakuru County	Financial planning	<ul style="list-style-type: none"> • Source of funds • Budget making • Monitoring of finances 	Ordinal	Questionnaire Interview schedule	Means, Frequencies, Percentage, Correlation, ANOVA, linear regression
To investigate the influence of Stakeholders' involvement on implementation of projects undertaken by private secondary schools in Nakuru County	Stakeholders' involvement	<ul style="list-style-type: none"> • Consultations • Delivery of service • Real decision making • Project evaluation 	Ordinal	Questionnaire Interview schedule	Means, Frequencies, Percentage, Correlation, ANOVA, linear regression
	Dependent variable implementation of Projects undertaken by private secondary schools	<ul style="list-style-type: none"> • Projects objectives • Time delivery • Budget delivery • Project performance • Client acceptance 	Ordinal	Questionnaire Interview schedule	Means, Frequencies, Percentage, Correlation, ANOVA, linear regression

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyzes the data which was collected, present it in tables and offer interpretations of the results from the findings collected from sampled respondents. The study investigated the factors influencing implementation of projects undertaken by private secondary schools in Nakuru County.

4.2 Questionnaire return rate

Out of the 49 questionnaires administered to the target population of private secondary schools, 48 were returned. However 1 questionnaire did not meet the quality check thus reducing the responses to 47 which translates to a response rate of 95.8%. The study also targeted 49 school administrators of private secondary schools of which 13 who coupled as school principals were exempted from interviews and 6 were unavailable during the study period reducing the interviewed respondents to 30 (61.2%). The response rate is considered satisfactory to make conclusion for a study according to Mugenda, A and Mugenda, O (1999) who argues that a response rate of 50% is adequate, 60% good and above 70% is considered very good.

4.3 Demographic information of the respondents

The age, sex, experience as a school principal, education level and training in management were captured in the questionnaires as the demographic information of the respondents. These demographic characteristics are presented in tables giving frequencies and percentages.

4.3.1 Distribution of respondents by age

The age of most school principals was found to lie between 41-50 years (20%) with few aged 60 years and above (4%) and 30 years and below (6%) as shown in table 4.1>in contrast, the school administrators were older(aged 50 years and above) than school principals. School principals are thus energetic fit for the role of managing the school staff and students and have ample time in managing school projects.

Table 4.1: Age of the respondents

Age in years	School principals		School administrators	
	Frequency	Percent	Frequency	Percent
21-30	3	6.4	1	3.3
31-40	13	27.7	4	13.3
41-50	20	42.6	8	26.7
51-60	7	14.9	11	36.7
61-70	4	8.5	6	20
Total	47	100.0	30	100.0

4.3.2 Gender of the respondents

Private secondary school principals comprised 79% males and 21% females whereas the school administrators' males outweigh females almost 4 times as shown in table 4.2. There is male dominance in offering secondary education and thus needful to encourage female entrepreneurs in this education level.

Table 4.2: Gender of the respondents

Sex	School principals		School administrators	
	Frequency	Percent	Frequency	Percent
Male	37	78.7	23	76.7
Female	10	21.3	7	22.3
Total	47	100.0	30	100.0

4.3.3 Education level of the respondents

Majority of the school principal were diploma holders (45%), 43% were university degree holders and few with masters (4%) and P1 (9%) as shown table 4.3 below. The study proved that most school principals in private secondary schools are basically trained and qualified teachers.

Table 4.3: Education level of the respondents

Education level	Frequency	Percent
P1	4	8.5
Diploma	21	44.7
University	20	42.6
Masters	2	4.3
Total	47	100.0

4.3.4 Experience as a school principal

It was perceived that majority (47%) of the respondents have an experience spanning from 1-5 years as school principals and only 5% of the respondents had an experience of over 15 years as school principals. A range of 5-15 years experience as school principal comprised 48.9 % of the school principals which show that the school principal has moderately adequate experience as school principals Table 4.4 show experience of respondents as a school principal.

Table 4.4: Experience as a school principal

Experience in years	Frequency	Percent
1-5	22	46.8
5-10	11	23.4
11-15	12	25.5
16-20	1	2.1
21-25	1	2.1
Total	47	100.0

4.3.5 Respondents training in management

Majority of the school principals (70%) do not have any training in management. The few (30%) who are trained possess either certificates or diplomas in business management (3), project management (3), purchasing and supplies management (2), records management (1), public relations management (2), office management (1) and human resource management (2) as shown in

table 4.5. training in any management related field is considered relevant in making appropriate decisions pertaining projects implementation. It is thus found necessary for school principals and administrators to source knowledge in management by enrolling for management related course in offering institutions

Table 4.5: Training in management

Course	School principals		School administrators	
	Frequency	Percent	Frequency	Percent
Business management	3	6.4	3	6.6
Project management	3	6.4	2	6.6
purchasing and supplies management	2	4.3	1	3.3
Records management	1	2.1	0	0
Public relations management	1	2.1	1	3.3
Office management	2	4.3	1	3.3
Human resource management	2	4.3	3	6.6
NONE	33	70.1	19	63.3
Total	47	100.0	30	100.0

4.4 Implementation of projects undertaken by private secondary schools

The study examined statements on implementation of projects undertaken by private secondary schools indicated by project objectives, time and budget delivery for projects, project performance and client acceptance. The results are on a five point Likert scale where integers 1, 2, 3, 4 and 5 represented strongly disagree, disagree, not sure, agree, and strongly agree respectively. The findings in this section are presented using descriptive statistics which are means, standard deviations (Stddev) and percentages. The opinions of the sampled school principals in respect to implementation of projects undertaken by private secondary schools were as indicated in the table 4.6 below;

Table 4.6: Descriptive statistics for implementation of projects

	N	Mean	Std. dev	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
School sets SMART (specific, measurable, achievable, realistic and time-bound objectives) for projects	47	3.83	1.070	2.1%	10.6%	21.3%	34.0%	31.9%
Phases of projects undertaken by the school are completed timely	47	2.68	1.045	8.5%	44.7%	21.3%	21.3%	4.3%
Projects undertaken by school meets completion deadline	47	2.87	1.154	12.8%	27.7%	25.5%	27.7%	6.4%
Project supervision time affects my time for other school activities	47	2.83	.892	6.4%	27.7%	44.7%	19.1%	2.1%
Actual budget varies from projected budgets	47	3.47	1.120	6.4%	12.8%	25.5%	38.3%	17.0%
Budget is well detailed to include individual expenditures	47	2.36	1.112	23.4%	38.3%	21.3%	12.8%	4.3%
At the beginning of the project resources are enough	47	2.32	1.125	27.7%	36.2%	12.8%	23.4%	.0%
There is proper recording and monitoring of projects progress	47	1.98	1.011	40.4%	31.9%	17.0%	10.6%	.0%
The intended use for the projects is satisfactory upon completion	47	4.21	.720	.0%	2.1%	10.6%	51.1%	36.2%
The rate of return is worth for capital projects	47	4.02	.872	.0%	4.3%	23.4%	38.3%	34.0%

NB: In the interpretations of above table and similar tables, the disagree and strongly disagree responses percentage were summed up to mean Disagree same case Agree generalizes agree and strongly agree summed responses percentage.

The findings show that majority of respondents agreed on various statements such as schools set SMART (specific, measurable, achievable, realistic and time-bound objectives) for projects (66%, mean=3.83, stddev=1.07), the intended use for the projects is satisfactory upon completion(87%,mean=4.21, stddev=0.720) and that the rate of return is worth for capital projects

(72%, mean=4.21, stddev=1.233). This shows that project performance and its acceptance by clients is satisfactory. However, majority of the respondents were not sure whether project supervision time affected their time for other school activities (45%, mean=3.0, stddev=0.892). In addition, majority of the respondents disagreed that phases of projects undertaken by the school are completed timely (45%, mean=2.68, stddev=0.892) and that projects undertaken by school meets completion deadline (42%, mean=2.87, stddev=1.154). Moreover, actual budget varies from projected budgets (55%, mean=3.47, stddev=1.12). The time and budget delivery of projects undertaken by private secondary schools was thus found to be ineffective. The overall mean for implementation of projects undertaken by private secondary schools = 3.057, stddev=0.3616 which indicates that implementation of projects undertaken by private secondary schools in Nakuru county was moderate.

4.4.1 Ongoing projects in private secondary schools

In the private secondary schools visited, some projects were ongoing and the 30 interviewed school administrators had classrooms, dormitories, latrine and laboratory constructions projects. Purchase of learning materials / equipment was also cited as major ongoing project. The schools were also found to have more than one ongoing project as shown in table 4.7. It can be accepted as true that private secondary schools improve their infrastructural facilities throughout thus presence of diverse ongoing projects

Table 4.7: Ongoing projects in private secondary schools

Ongoing project	Frequency	percent
Classroom construction	16	53
Dormitory construction	12	40
Toilet / latrine construction	6	20
Laboratory construction	9	30
Purchase of learning materials / equipment	22	73

4.4.2 Source of funds for school projects

The private secondary schools have various sources of funds for their projects. These sources as indicated in the study are school fees, loan facilities, donations, sponsorships by religious missions, sale of farm produce and rent of premises. Donations, sale of farm produce and rent of premises contributed very little on school projects as the school fees popularize as a major source of fund among the interviewed respondents. Amount of school fees collected by a school depends on mainly on student enrolments which directly influence implementation of projects undertaken by private secondary schools. Table 4.8 shows source of funds for school projects.

Table 4.8: Source of funds for school projects

Source	Frequency	Percent
School fees	28	93
Loan facilities	10	33
Donations	4	13
Sponsorships by religious missions	8	27
Sale of farm produce	2	6.7
Rent of premises	1	3.3

4.4.3 Project management committee in private secondary schools

The study proved that school administrators barely have a well set project committee in charge of planning for projects undertaken by their schools. Moreover, most of school projects undertaken by private secondary schools do not have a planned budget, time frame and performance criteria. Among the few schools which have a project committee, these project committees comprises of school principal, head of departments, parents, non teaching staff, students and bursars.

Table 4.9: Project management committee

	N	Yes	No
Project committee	30	20	10
Planned budget	30	14	16
Timeframe	30	12	18
Performance criteria	30	8	22

4.4.4 Selection of project team members including contractors

The respondents mainly select project team members based on availability, friendship, experience and records of previous project success. It was seen that most private secondary schools select their project team members including contractors mainly from records of previous project success (63%). Selection of project team members including contractors based on a combination of availability, experience and records of previous project success is imperative in project implementation.

Table 4.10 Selection of project team members including contractors

Selection of project team members	Frequency	Percent
Availability	14	47
Friendship	10	33
Experience	12	40
Records of previous project success	19	63

4.4.5 Difficulties faced by school administrators

While implementing projects in their schools, school administrators concur experiencing difficulties in budgeting (60%), tendering and procurements (20%), projects identification (46.7%), decision makings (43.3%), monitoring and evaluation (70%), estimating timeframe (30%), and unavailability of resources at the beginning of the project (86.7%). Some of these challenges portrays lack of management skills which can be acquired through training.

Table 4.11: Difficulties faced by school administrators

Challenge	Frequency	Percent
Budgeting	18	60
Tendering and procurements	6	20
Unavailability of funds	26	86.7
Decision makings	13	43.3
Projects identification	14	46.7
Estimating timeframe	9	30
Monitoring and evaluation	21	70

4.5 Management skills influence on implementation of projects undertaken by private secondary schools

Management skills of school principals ranging from technical skills, human relation skills and cognitive skills were assessed and the results of the analysis are shown in table 4.12. The respondents concurred that they experienced project managers for school projects (44%, mean=3.91, stddev=1.213), they ensure adequate funding of school projects to completion (55%, mean=3.62, stddev=0.945), and that are able to hire and recruit workforce for school projects (53%, mean=3.38, stddev=1.226). In addition, majority of respondents always handle conflicting issues in school projects implementation with ease (45%, mean=3.94, stddev=1.111) and they approve the projects and parts of the projects (71%, mean=4.17, stddev=1.090). Nevertheless, a great percentage of the respondents were not sure whether they ensure adequate funding of school projects to completion projects (32%, mean=2.98, stddev=1.242). The respondent majorly disagreed that they were able to develop a budget for respective projects undertaken by school (49%, mean=2.85, stddev=1.233) and being familiar with procurement and tendering procedures for school projects (83%, mean=2.00, stddev=0.86). To sum up, majority of respondents disagreed that usually consult in decisions pertaining school projects (72%, mean=2.33, stddev=0.972) and delegates some authority to teachers in managing school projects (77%, mean=2.09, stddev=1.10). From the statements, it can be deduced that school principal possess both cognitive and human relation skills but lacks

technical skills which is also supported by overall mean for management skills = 3.136, stddev=0.4604 matching not sure in the likert scale and considered moderate in the analysis..

Table 4.12: Descriptive statistics for management skills

	N	Mean	Std. dev	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I am an experienced project manager for school projects	47	3.91	1.213	6.4%	8.5%	12.8%	31.9%	40.4%
I am able to develop a budget for respective projects undertaken by school	47	2.85	1.233	10.6%	38.3%	19.1%	19.1%	12.8%
I am familiar with procurement and tendering procedures for school projects	47	2.00	.860	25.5%	57.4%	10.6%	4.3%	2.1%
I ensure adequate funding of school projects to completion	47	3.62	.945	.0%	12.8%	31.9%	36.2%	19.1%
I am able to hire and recruit workforce for school projects	47	3.38	1.226	8.5%	17.0%	21.3%	34.0%	19.1%
I usually consult in decisions pertaining school projects	47	2.43	.972	8.5%	63.8%	6.4%	19.1%	2.1%
I always ensure goal commitment of the project team	47	2.98	1.242	17.0%	14.9%	31.9%	25.5%	10.6%
I delegates some authority to teachers in managing school projects	47	2.09	1.100	34.0%	42.6%	6.4%	14.9%	2.1%
I always handle conflicting issues in school projects implementation with ease	47	3.94	1.111	2.1%	10.6%	19.1%	27.7%	40.4%
I approves the projects and parts of the projects	47	4.17	1.090	2.1%	10.6%	6.4%	29.8%	51.1%

4.5.1 Relationship between implementation of projects undertaken by private secondary schools and management skills

The correlation analysis was performed to illustrate the existing relationship between implementation of projects and management skills and finding were as shown in table 4.13

Table4.13: Relationship between implementation of projects and management skills

		Implementation of projects
Management skills	Pearson Correlation	.780**
	Sig. (2-tailed)	.000
	N	47

** . Correlation is significant at the 0.01 level (2-tailed).

There existed a positive, very strong and statistically significant relationship between implementation of projects undertaken by private secondary schools and management skills ($r=0.780$; $p<0.01$), such that the probability of this correlation occurring by chance is less than one time out of 100. This shows that effective management skills of school principals enhanced implementation of projects undertaken by private secondary schools in Nakuru county.

4.6 Financial planning influence on implementation of projects undertaken by private secondary schools

The findings show that majority of the respondents agreed that budget making for school projects is guided by clear goals (85%, mean=4.11, stddev=0.914), that schools identifies the source of finances for projects (64%, mean=3.66, stddev=1.128) and that sometimes, there is misdirection and misallocation of funds allocated for projects (49%, mean=23.34, stddev=1.174). Furthermore, respondents agreed that shortage of finances often delays completion time for school projects (83%, mean=4.11, stddev=0.841). and some of their schools' projects have been totally abandoned before fully implementation (83%, mean=4.32, stddev=0.917). The disagreed upon statements were; that school outsource professional input in budget making for its projects (87%, mean=2.0, stddev=0.933), all projects undertaken by school are adequately financed (53%, mean=2.72,

stddev=1.263)and that tendering is done for all school projects (79%, mean=1.83, stddev=0.61). The respondents further disagreed that school projects have accounting supportive documents and records (63%, mean=2.28, stddev=1.174) and that there is monitoring of how finances for school projects are utilized by all involved departments and persons (55%, mean=2.45, stddev=0.996). The overall mean for financial planning = 3.081, stddev=0.3493 which conforms to some of indicators being disagreed on while others were agreed on. It was found out that, even if the schools are able to identify sources of funds for projects and make budget guided by clear goals, they do not have accounting supportive documents and records and there is monitoring of how finances for school projects are utilized by all involved departments and person. Improper monitoring of how finances for projects are utilized coupled by misdirection and misappropriations of funds allocated for projects create a shortage of finances and eventually delay completion time and abandonment of school projects

Table 4.14: Descriptive statistics for financial planning

	N	Mean	Std. Deviation	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
Budget making for school projects is guided by clear goals	47	4.11	.914	4.3%	.0%	10.6%	51.1%	34.0%
School outsource professional input in budget making for its projects	47	2.00	.933	25.5%	61.7%	4.3%	4.3%	4.3%
Schools identifies the source of finances for projects	47	3.66	1.128	6.4%	8.5%	21.3%	40.4%	23.4%
All projects undertaken by school are adequately financed	47	2.72	1.263	14.9%	38.3%	19.1%	14.9%	12.8%
Tendering is done for all school projects	47	1.83	.761	38.3%	40.4%	21.3%	.0%	.0%
School projects have accounting supportive documents and records	47	2.28	1.174	31.9%	31.9%	14.9%	19.1%	2.1%
Sometimes, there is misdirection and misallocation of funds allocated for projects	47	3.34	1.069	8.5%	8.5%	34.0%	38.3%	10.6%
There is monitoring of how finances for school projects are utilized by all involved departments and persons	47	2.45	.996	17.0%	38.3%	29.8%	12.8%	2.1%
Shortage of finances often delays completion time for School projects.	47	4.11	.840	.0%	6.4%	10.6%	48.9%	34.0%
Some of our schools' projects have been totally abandoned before fully implementation	47	4.32	.911	.0%	6.4%	6.4%	40.4%	42.6%

4.6 Relationship between implementation of projects undertaken by private secondary schools and financial planning

An ascertainment of the relationship between implementation of projects undertaken by private secondary schools and financial planning was captured in table 4.15. The findings shows that there existed a positive, moderately strong and statistically significant relationship between

implementation of projects undertaken by private secondary schools and financial planning ($r=0.641$; $p<0.01$). This implies that financial planning had positively and largely enhanced implementation of projects undertaken by private secondary schools.

Table 4.15: Relationship between implementation of projects and financial planning

		implementation of projects
Financial planning	Pearson Correlation	.641**
	Sig. (2-tailed)	.000
	N	47

** . Correlation is significant at the 0.01 level (2-tailed).

4.7 Stakeholders' involvement in implementation of projects undertaken by private secondary schools

The respondents concurred that schools have a selected team of stakeholders for projects supervision (75%, mean=3.96, stddev=1.042), stakeholders are involved in drafting school development plans (51%, mean=3.28, stddev=1.1194) and that roles and responsibilities of projects team members are clearly defined (53%, mean=3.43 stddev=0.994). The respondents further agreed that everyone involved in a project is free to forward concern and give suggestion (68%, mean=3.68, stddev=1.024) and that stakeholders evaluates school projects and recommends the commissioning (83%, mean=4.06, stddev=1.131). Nevertheless, majority of the respondents were not sure whether projects team members has necessary level of experience and expertise (36%, mean=2.87, stddev=1.076). Moreover, the majority of the respondents disagreed that stakeholders are involved in discussing the expectations of a project on time, cost and quality of product (60%, mean=2.57, stddev=1.347) and that training of projects team members is offered where necessary (75%, mean=2.06, stddev=1.03). To sum up, the respondents disagreed that a regular expenditure report for a school project is made available for scrutiny (70%, mean=2.15, stddev=1.103) and that there is performance appraisal system for monitoring contractors performance (66%, mean=2.13, stddev=1.115). It can be deducted that stakeholders are consulted in drafting school development

plans but not involved in real decision making such as discussing the expectations of a project on time, cost and quality of product and scrutiny of expenditure reports. Lack of performance appraisal system for monitoring contractors' performance and lack of training for project team where necessary negatively impact on project implementation. The overall mean for stakeholders' involvement in projects undertaken by private secondary schools = 3.019, stddev=0.4397.

Table 4.16: Descriptive statistics for Stakeholders' involvement

	N	Mean	Std. Deviation	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
School have a selected team of stakeholders for projects supervision	47	3.96	1.042		14.9%	10.6%	38.3%	36.2%
Stakeholders are involved in drafting school development plans	47	3.28	1.192	6.4%	25.5%	17.0%	36.2%	14.9%
Stakeholders are involved in discussing the expectations of a project on time, cost and quality of product	47	2.57	1.347	23.4%	36.2%	12.8%	14.9%	12.8%
Projects team members has necessary level of experience and expertise	47	2.87	1.076	12.8%	21.3%	36.2%	25.5%	4.3%
Role and responsibilities of projects team members are clearly defined	47	3.43	.994	4.3%	12.8%	29.8%	42.6%	10.6%
Training of projects team members is offered where necessary	47	2.06	1.030	31.9%	42.6%	17.0%	4.3%	4.3%
Everyone involved in a project is free to forward concern and give suggestion	47	3.68	1.024	2.1%	14.9%	14.9%	48.9%	19.1%
A regular expenditure report for a school project is made available for scrutiny	47	2.15	1.103	31.9%	38.3%	17.0%	8.5%	4.3%
There is performance appraisal system for monitoring contractors performance	47	2.13	1.115	36.2%	29.8%	23.4%	6.4%	4.3%
Stakeholders evaluates school projects and recommends the commissioning	47	4.06	1.131	4.3%	10.6%	2.1%	40.4%	42.6%

4.7.1 Relationship between implementation of projects undertaken by private secondary schools and stakeholders' involvement

The correlations proved that there existed a positive, moderately strong and statistically significant relationship between implementation of projects and Stakeholders' involvement ($r=0.682$;

p<0.01) such that the probability of this correlation occurring by chance is less than one time out of 100.

Table 4.17: Relationship between implementation of projects and Stakeholders' involvement

		Implementation of projects
Stakeholders involvement	Pearson Correlation	.682**
	Sig. (2-tailed)	.000
	N	47

**Correlation is significant at the 0.01 level (2-tailed).

4.8 Relationship between implementation of projects undertaken by private secondary schools, management skills, financial planning and Stakeholders' involvement

The study investigated influence of three factors which were management skills, financial planning and stakeholders' involvement on implementation of projects undertaken by private secondary schools in Nakuru County. The factors investigated in the study had a positive and strong relationship ($R=0.854$) with implementation of projects undertaken by private secondary schools in Nakuru county. In addition, the factors studied were found to explain 71% of total variations in implementation of projects undertaken by private secondary schools in Nakuru county (Adjusted R Square =0.71). The standard error of the estimate=0.1946 implying that 19.5% of total variations in implementation of projects undertaken by private secondary schools was as a result of other factors such as variations of project scope, inflation, change of priority, natural disaster etc not investigated in the study. It is thus proven that stakeholders' involvement, financial planning and management skills are critical for implementation of projects undertaken by private secondary schools in Nakuru county.

Table 4.18: Regression weights for overall model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 ^a	.729	.710	.1946

a. Predictors: (Constant), stakeholders involvement, Financial planning, Management skills

The ANOVA results indicated that the influence of stakeholders' involvement, financial planning and management skills on implementation of projects undertaken by private secondary schools in Nakuru county was significant ($F=38.630$; $p<0.05$). This means that the factors were fundamental in enhancing implementation of projects undertaken by private secondary schools.

Table 4.19: Significant test results- ANOVA

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.387	3	1.462	38.630	.000 ^a
	Residual	1.628	43	.038		
	Total	6.015	46			

a. Predictors: (Constant), stakeholders involvement, Financial planning, Management skills

b. Dependent Variable: implementation of projects

Table 4.20: Regression coefficients

Coefficients^a

Model		Standardized				Sig.
		Unstandardized Coefficients		Coefficients		
		B	Std. Error	Beta	t	
1	(Constant)	.410	.270		1.518	.136
	Management skills	.388	.081	.494	4.779	.000
	Financial planning	.215	.103	.208	2.081	.043
	Stakeholders' involvement	.254	.081	.309	3.140	.003

a. Dependent Variable: implementation of projects

The findings indicated in table are interpreted as follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Y = Implementation of projects undertaken by private secondary schools

β_0 = Constant

X1 = Management skills

X2 =Financial planning

X3= Stakeholders' involvement

ε represents Error term

β_1 , β_2 and β_3 represent Regression coefficients of Independent variables

$$Y=0.41 + 0.388X1+ 0.215X2 + 0.254X3$$

The regression coefficient results revealed that a change by 1 unit in implementation of projects undertaken by private secondary schools was as a result of changes by 0.388 unit in management skills, 0.215 unit in financial planning and 0.254 unit in stakeholders' involvement while holding 0.41 constant. It was revealed that management skills ($t = 4.779$; $p < 0.05$), financial planning ($t = 2.081$; $p < 0.05$) and stakeholders' involvement ($t = 3.140$; $p < 0.05$) significantly influenced implementation of projects undertaken by private secondary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, discussions, conclusion and recommendations drawn from the research. In addition, suggestions for further studies and contributions to the body of knowledge are highlighted.

5.2 Summary of the findings

The study show that majority of private secondary schools sets SMART (specific, measurable, achievable, realistic and time-bound objectives for projects and the rate of return is worth for capital projects with intended use of projects being satisfactory. However, these projects and their phases do not meet completion deadline as cited by majority of the respondents. Moreover actual budgets vary from projected budgets, resources are not enough at the beginning of the project and there is no proper recording and monitoring of projects progress.

The study further reveals that though most private secondary school principals perceived being experienced project managers for school projects, they are not trained in management. Most private secondary school principals perceived that they ensure adequate funding of school projects to completion and approve projects and parts of projects. However, majority of the school principals were not able to develop a budget for respective projects undertaken by school, are unfamiliar with procurement and tendering procedures for school projects and they do not delegate some authority to teachers in managing the school projects. The school principals moreover do not consult in decisions pertaining school projects.

It was also disclosed that in most schools, budget making for school projects is guided by clear goals, school identifies the source of finances for projects but sometimes, there is misallocation and misdirection of funds allocated for projects. The respondents majorly concurred that some of their school projects have been delayed due to shortage of finances while others have been totally abandoned before fully implementation. Majority of private schools neither outsource professional

input in budget making for its projects nor tender all school projects. Besides lack accounting supportive documents and records, there is little or no monitoring of how finances for school projects are utilized by all involved departments and persons.

It was found out that majority of private secondary schools have a selected team of stakeholders who are involved in drafting school development plans. In addition, majority of respondents argued that the roles and responsibilities of project team members are clearly defined, stakeholders are free to forward concerns evaluate projects and recommend commissioning. However, there is no appraisal system for monitoring contractor's performance and a regular expenditure report is not made available for scrutiny by all stakeholders. To sum up, stakeholders are not involved in discussing the expectations of a project on time, cost and quality of product.

5.3 Discussions

A manager's job uniquely describes the functions cited as planning, organizing, leading and controlling. The school principals and administrators cuts across all levels of management; top level management dealing with cross departmental responsibility, middle level manager who develop as well utilize organization resources efficiently and effectively and first line managers responsible for day to day supervision of staff and project team. It is thus needful for school principals and administrators to possess a horde of conceptual, human and technical skills in order to excel in implementing projects undertaken by their schools. It was found out that management skills positively and statistically significant influenced the implementation of projects undertaken by private secondary schools. This is adherent to a study by Taylor(2006) who observed that project management skills helps managers to compare projects over time and offer managerial competency in implementation of projects. A study by Omwaka, S (2016) on the factors affecting implementation of NGO projects in Nakuru county found out that management skills coupled with training in management contribute to success in implementation of projects.

As noted in the study, inappropriate financial planning results to financial shortages which consequently bring about delays in project implementation and abandonment of projects before

fully implementation. Abandonment of construction projects leads to wastage/underutilization of resources, taints school infrastructural expansion trend, increases the final cost project and holds the expected benefits of the project. Proper financial planning improves implementation of projects undertaken by private secondary schools. The findings are congruent with those of Nyanje, O & Wanyoike, D (2010) who reported that financial planning influences the implementation of NGO projects. They noted that financial planning in the initiation phase of the project is important for the success of the project as it establishes its core foundation.

Stakeholders who are inclusive of owner(s) of the school, teachers, parents, students, non teaching staff, principal and students is of great help in projects identification, prioritizing, budgeting and monitoring of projects which unanimously reflect in success of implementation of projects undertaken by private secondary schools. This is harmonious to observation by Kairu, P. N & Ngugi P. K (2014) who noted that stakeholders involvement in implementation of CDF projects improved the accuracy and speed of projects implementation. It also harmonize the projects goal and aspirations of the stakeholders thus minimizing levels of dissonance in so doing increasing satisfaction and support of project activities

5.4 Conclusion

On the basis of the preceding findings, the following conclusion is drawn. First, it was established that implementation of projects undertaken by private secondary schools is pinned on SMART (specific, measurable, achievable, realistic and time-bound) objectives for projects. Secondly, the time and budget delivery of projects unpleasantly affected implementation of projects undertaken by private secondary schools since phases of projects undertaken by the school are not completed timely according to respondents. However, the intended use for the projects is satisfactory upon completion with worth rate of return for capital projects. It can thus be deduced that private secondary schools sets SMART objectives for projects which are challenged by time and budget delivery and are acceptable by clients upon completion. These projects usually perform as planned thus abetting the purpose they were initiated for.

The majority of school principals do not have training in areas of management and especially in project management which may equip them with project management skills. The school principals has cognitive skills and human relation skills since they are able to hire and recruit workforce for school projects handle conflicting issues in school projects implementation with and approve the projects and parts of the projects. However, the private secondary school principals lack technical skills helpful in developing a budget for respective projects undertaken by school, procurement and tendering procedures for school projects.

Looking at financial planning, it can be deduced that most private secondary schools identify the source of finances for projects and their budget making is guided by clear goals. However, there is misdirection and misallocation of funds allocated for projects which may consequently lead to a shortage of finances thus delaying completion time for school projects. Some projects undertaken by private secondary were found to be totally abandoned before fully implementation which can be attributed to poor estimates of budgets and timeframe and also overdependence of school fees as the main source of funds for projects which too can be affected by school enrolment. Furthermore, school projects do not have accounting supportive documents and records and that there is no monitoring of how finances for school projects are utilized by all involved departments and persons.

Despite most of private secondary schools having a selected team of stakeholders for projects supervision and drafting school development plans, these stakeholders are not involved in real decision making such as discussing the expectations of a project on time, cost and quality of product and scrutiny of expenditure reports. It was also noted that private secondary schools lack performance appraisal system for monitoring contractors' performance which may negatively impact on project implementation. It is essential for stakeholders to have full awareness of project's budget, timeframe and its expected performance. Training of project team if not offered where necessary render ineffective expertise in project implementation. To sum up, it is advisable for stakeholders to participate duly in all parts of project implementation from identification, planning, execution, evaluation and commissioning.

5.5 Recommendations

The study brings about a number of recommendations aimed at flourishing implementation of projects undertaken by private secondary schools. To start with, knowledge is sourced thus school principals and administrators should enroll for management training courses especially project management to equip themselves with adequate planning and management skills. Secondly, the school principals and administrators should consult in decisions pertaining school projects and should outsource professional input in budget making for its projects. Thirdly, school principals and administrators should have accounting supportive documents and records for each project and establish proper way of monitoring how finances for school projects are utilized by all involved departments and persons. Furthermore, stakeholders should be involved in discussing the expectations of projects on time, cost and quality of product and scrutinize expenditure reports for the projects. Lastly, performance appraisal system should be introduced for monitoring contractors' performance, and their level of experience and expertise.

5.6 Suggestion for further studies

The researcher suggests that further studies be conducted in the following areas;

1. Influence of monitoring and evaluation practices on implementation of projects undertaken by private secondary schools
2. Influence of proper documentations of project finances and activities on implementation of projects undertaken by private secondary schools

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APPENDICES

Appendix i: Questionnaire for School Principals

David Wachira King'ori

P.O Box 13556-20100,

Nakuru.

Cell phone: 0720277590

Dear Respondent,

Re: Letter of introduction

I am a student pursuing a Masters Degree in Project planning and managements of University of Nairobi. I am currently undertaking a research on **FACTORS INFLUENCING IMPLEMENTATION OF PROJECTS UNDERTAKEN BY PRIVATE SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA**. The following questions will help me to achieve the objective. Your help in filling the questionnaire will be highly appreciated. The questionnaire is strictly for study purpose and the information given is confidential and anonymous. Please tick and fill inks appropriate.

Yours faithfully,

David Wachira

Section A: Demographic information

In questions 1-5, kindly provide information on your;

- 1. Age :.....Years
- 2. Sex : Male Female
- 3. Education : P1 Diploma University Masters
- 4. Experience as a school principal(years).....
- 5. Training in management? Yes No

If yes give details e.g. human resource management, project management

.....

Section B: Implementation of projects undertaken by the school

To what extent do you agree or disagree on the following aspects of projects undertaken by your school? Please tick one i.e. in the appropriate box.

(1= Strongly Disagree, 2= Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree)

	Statements	1	2	3	4	5
		SD	D	NS	A	SA
6.	School sets SMART (specific, measurable, achievable, realistic and time-bound objectives) for projects					
7.	Phases of projects undertaken by the school are completed timely					
8.	Projects undertaken by school meets completion deadline					
9.	Project supervision time affects my time for other school activities					
10.	Actual budget varies from projected budgets					
11.	Budget is well detailed to include individual expenditures					
12.	At the beginning of the project resources are enough					
13.	There is proper recording and monitoring of projects progress					
14.	The intended use for the projects is satisfactory upon completion					
15.	The rate of return is worth for capital projects					

Section C: Management skills

To what extent do you agree or disagree on the following aspects of management skills? *Please tick one i.e.* in the appropriate box.

(1= Strongly Disagree, 2= Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree)

	Statements	1	2	3	4	5
		SD	D	NS	A	SA
16.	I am an experienced project manager for school projects					
17.	I am able to develop a budget for respective projects undertaken by school					
18.	I am familiar with procurement and tendering procedures for school projects					
19.	I ensure adequate funding of school projects to completion					
20.	I am able to hire and recruit workforce for school projects					
21.	I usually consult in decisions pertaining school projects					
22.	I always ensure goal commitment of the project team					
23.	I delegates some authority to teachers in managing school Projects					
24.	I always handle conflicting issues in school projects implementation with ease					
25.	I approves the projects and parts of the projects					

Section D: Financial planning

To what extent do you agree or disagree on the following aspects of financial planning for projects undertaken by your school? Please tick one i.e. the appropriate box.

(1= Strongly Disagree, 2= Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree)

	Statements	1 SD	2 D	3 NS	4 A	5 SA
26.	Budget making for school projects is guided by clear goals					
27.	School outsource professional input in budget making for its projects					
28.	Schools identifies the source of finances for projects e.g school fees, loan facilities etc.					
29.	All projects undertaken by school are adequately financed.					
30.	Tendering is done for all school projects					
31.	School projects have accounting supportive documents and records					
32.	Sometimes, there is misdirection and misallocation of funds allocated for projects					
33.	There is monitoring of how finances for school projects are utilized by all involved departments and persons					
34.	Shortage of finances often delays completion time for School projects.					
35.	Some of our schools' projects have been totally abandoned before fully implementation					

Section E: Stakeholder's involvement

To what extent do you agree or disagree on the following aspects of Stakeholder's involvement for projects undertaken by your school? Please tick one i.e. in the appropriate box. (1= Strongly Disagree, 2= Disagree, 3=Not Sure, 4=Agree, 5= Strongly Agree)

	Statements	1 SD	2 D	3 NS	4 A	5 SA
36.	School have a selected team of stakeholders other than owner(s) for projects supervision					
37.	Stakeholders are involved in drafting school development plans					
38.	Stakeholders are involved in discussing the expectations of a project on time, cost and quality of product					
39.	Projects team members has necessary level of experience and expertise					
40.	Role and responsibilities of projects team members are clearly defined					
41.	Training of projects team members is offered where necessary					
42.	Everyone involved in a project is free to forward concern and give suggestions					
43.	A regular expenditure report for a school project is made available for scrutiny					
44.	There is performance appraisal system for monitoring contractors performance					
45.	Stakeholders evaluates school projects and					

	recommends the commissioning					
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THANK YOU FOR YOUR COOPERATION

Appendix ii: Interview schedule for school administrators

1. Age: -----Years
2. Sex: Male Female
3. Education: None Primary Secondary Post secondary
4. Do you have any training in management? If yes give details e.g. project management
5. Which project(s) is your school undertaking currently?
6. What is your source of funds for projects undertaken by your school?
7. Do you have projects committee in charge of planning for projects undertaken by school? If yes, who comprises these projects committees other than owner(s) of the school?
8. Does projects undertaken by your school have:
 - a) A planned budget
 - b) Timeframe
 - c) Performance criteria
9. What do you consider in selecting project team members including contractors?
10. Which difficulties have you faced while implementing a project in your school? E.g. budgeting, tendering and procurements, projects identification etc

Appendix iii: A List of sampled private secondary schools in Nakuru County

<p>Molo sub-county</p> <ol style="list-style-type: none"> 1. St Andrew Turi mixed secondary school 2. Molo Hills Girls secondary school 3. Mugumo Mixed secondary school 4. Molo Township secondary school <p>Njoro sub-county</p> <ol style="list-style-type: none"> 1. St. Martin’s secondary school 2. Njoro AIC secondary school 3. Fred’s secondary school <p>Naivasha sub-county</p> <ol style="list-style-type: none"> 1. Bishop Wambari secondary school 2. St.Clare of Assisi Girls secondary school 3. Naivasha Boys secondary school 4. Sher Academy secondary school 5. Oserian High school 6. Blessed Mustard seed secondary school 7. ACK Mararo secondary school <p>Gilgil sub-county</p> <ol style="list-style-type: none"> 1. Gilgil Hills Senior Girls secondary school 2. Well springs Mission Girls secondary school 3. Shinnars Boys High school 4. Karunga Elite secondary school 5. Pema Victorious secondary school <p>Kuresoi South sub-county</p> <ol style="list-style-type: none"> 1. Tiloa Girls secondary school 2. St Gabriel Mission secondary school 3. Mary mother of God secondary school <p>Kuresoi North sub-county</p> <ol style="list-style-type: none"> 1. Boron secondary school 2. St. Joseph Kirandich secondary school 3. St. Peter’s Chesirikwa secondary school 	<p>Bahati sub-county</p> <ol style="list-style-type: none"> 1. Cllr peters secondary school 2. Anestar Precious Girls secondary school 3. Bahati Boys high school 4. Bahati Oasis Academy secondary school 5. Blesco House secondary school 6. Goshen Academy secondary school 7. Evans secondary school <p>Nakuru East sub-county</p> <ol style="list-style-type: none"> 1. Eastmore secondary school 2. Christ the King Girls secondary school 3. Khalsa secondary school 4. Lake lawrenzo secondary school <p>Nakuru West sub-county</p> <ol style="list-style-type: none"> 1. Hopewell high school 2. Ronaka House secondary school 3. Spotlight mixed secondary school <p>Subukia sub-county</p> <ol style="list-style-type: none"> 1. St. Yermo secondary school 2. St. Francis Secondary school 3. Subukia Prestige Secondary school <p>Rongai sub-county</p> <ol style="list-style-type: none"> 1. SolaiKanan secondary school 2. St. Maria Goreti secondary school 3. Moi high school –Kabarak 4. Mustard Seed secondary school 5. Wheatfields secondary school 6. Pleasant View secondary school 7. Sacred Heart Boys secondary school
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Appendix iv: Letter of authorization from Nairobi University



UNIVERSITY OF NAIROBI
Open, Distance & e-Learning Campus
SCHOOL OF OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN AND DISTANCE LEARNING
NAKURU LEARNING CENTRE

Tel 051 – 2210863

Our Ref: UoN/ODeL/NKRLC/1/12

P. O Box 1120, Nakuru
21st June 2017

To whom it may concern:

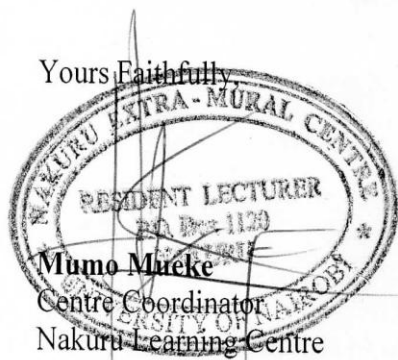
RE: DAVID WACHIRA L50/83067/2015

The above named is a student of the University of Nairobi at Nakuru Extra-Mural Centre Pursuing Masters of arts in Project Planning and Management.

Part of the course requirement is that students must undertake a research project during their course of study. He has now been released to undertake the same and has identified your institution for the purpose of data collection on “Factors Influencing Successful Implementation of Projects Undertaken by Private Secondary Schools in Nakuru County, Kenya”.

For that reason, I am writing this, requesting you to assist him.

Yours Faithfully,



Mumo Mueke
Centre Coordinator
Nakuru Learning Centre

Appendix v: Letter of authorization from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/61918/18145**

Date: **12th July, 2017**

David Wachira Kingori
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing successful implementation of projects undertaken by private secondary schools in Nakuru County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **12th July, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

Appendix vi: Research Clearance permit

THIS IS TO CERTIFY THAT:

MR. DAVID WACHIRA KINGORI
of UNIVERSITY OF NAIROBI, 0-20100
Nakuru, has been permitted to conduct
research in **Nakuru County**

on the topic: **FACTORS INFLUENCING
SUCCESSFUL IMPLEMENTATION OF
PROJECTS UNDERTAKEN BY PRIVATE
SECONDARY SCHOOLS IN NAKURU
COUNTY, KENYA.**

for the period ending:
12th July, 2018



.....
**Applicant's
Signature**

Permit No : NACOSTI/P/17/61918/18145

Date Of Issue : 12th July, 2017

Fee Received : Ksh 1000



.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No.A 14910

CONDITIONS: see back page

Appendix vii: Letter of authorization from County director of education

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION**

Telegrams: "EDUCATION",
Telephone: 051-2216917
When replying please quote



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref.CDE/NKU/GEN/4/21/VOL.V/105

21st July, 2017

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION -DAVID WACHIRA KINGORI
PERMIT NO. NACOSTI/P/17/61918/18145**

Reference is made to letter NACOSTI/P/17/61918/18145
Dated 12th July, 2017.

Authority is hereby granted to the above named to carry out research on
“**Factors influencing successful implementation of projects undertaken
by private secondary schools in Nakuru County, Kenya,**” for a period
ending 12th July, 2018.

Kindly accord him the necessary assistance.

A handwritten signature in black ink, appearing to read 'George Ontiri', with a horizontal line underneath.

GEORGE ONTIRI
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Copy to:
University of Nairobi
P. O. Box 30197-00100
NAIROBI

Appendix viii: Turnitin Originality Report



FACTORS INFLUENCING SUCCESSFUL IMPLEMENTATION OF PROJECTS UNDERTAKEN BY PRIVATE SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA. BY DAVID WACHIRA KING'ORI
by David W. King'ori

From FACTORS INFLUENCING SUCCESSFUL IMPLEMENTATION OF PROJECTS UNDERTAKEN BY PRIVATE SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA. BY DAVID WACHIRA KING'ORI (Innovative resources)

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Submitted to Kenyatta University on 2016-04-22
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Submitted to Western Governors University on 2014-03-01
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Submitted to Trevecca Nazarene University on 2017-05-24
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Submitted to University of Northumbria at Newcastle on 2014-04-20
- < 1% match (Internet from 18-Mar-2017) **13**
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