INFLUENCES OF THE DEVELOPMENT OF INFRASTRUCTURAL PROJECTS IN PUBLIC SECONDARY SCHOOLS IN KENYA: BOBASI SUB-COUNTY, KISII COUNTY

BY

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DECLARATION

This Project report is my original work and has never been presented for the award of any degree in any other University.

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DEDICATION

This project report is dedicated to my beloved wife Jane Cheboi and son Anthony Ronecks for the financial and moral support they accorded me during my entire period of study.

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ABBREVIATIONS AND ACRONYMS

BOM - Board of Management

FPE- Free Primary Education

FSE- Free Secondary Education

GER- Gross Enrolment Ratio

GOK- Government of Kenya

ICT- Information Communication and Technology

MDGs- Millennium Development Goals

MOE- Ministry of Education

PTA- Parents Teachers Association

UNCEF- United Nations International Children Emergency Fund

UNESCO- United Nations Educational Scientific and Cultural Organization

USA- United States of America

CBS- Cabinet Secretary

ABSTRACT

This research was carried out to explore the factors influencing the development of infrastructural projects in public secondary schools in Bobasi Sub-County, Kisii County in Kenya. The background revolved around the factors that influence the development of infrastructural projects in public secondary schools in Bobasi Sub- County in Kisii County. This research was based on a theoretical and conceptual framework which was to carefully search studies related to the development of infrastructural projects in public secondary schools. The study was guided by the following objectives; to determine the extent to which Board of management influences the development of infrastructural projects in public secondary schools in Bobasi Sub-County; to examine the influence of stakeholder involvement in development of infrastructural projects in public secondary schools in Bobasi Sub- County in Kisii County and to assess the extent to which project management skills of school heads(principals) influence development of infrastructural projects in public secondary schools in Bobasi Sub- County, Kisii County. The researcher adopted the questionnaire method. The population comprised thirty principals and thirty PTA members in all the schools in the area of study. A pilot study was conducted in one school to help in improving validity and reliability of Questionnaires. Obtained data was analyzed using Qualitative and Quantitative methods and percentages charts through SPSS and excel programs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A Project is a planned piece of work that is and has a specific purpose and that usually consumes a lot of time to be executed over a fixed period and within certain cost and other limitations (Porteney & Staneley, 2010). Projects carried out in public secondary schools range from construction of classrooms, science and computer laboratories, dormitories recreational facilities like swimming pools, dining halls and ablution facilities.

The growth and Improvement of quality of education in schools have started receiving the highest priority in almost all countries throughout the globe. Earlier on, greater emphasis was made to ensure that access to free primary education is complete for all the children. However, recently free Secondary training running across many counties of Africa (UNESCO 2003, UNESCO 2005). Majorly, this is to equip young people with skills that will empower them to become active citizens, to find employment in continually changing work environments. This challenge is one of the most significant issues facing the world today. Countries need to respond to these challenges with approaches that are appropriate to their capacities and long-term development objectives.

In this context, secondary schools infrastructural developments have an impact on the delivery of education to the students due to services like, e.g. adequate classrooms, laboratories, workshops, ICT or computer labs which facilitates learning in these schools. Water projects as well provide safe drinking water, improve on sanitation and hygiene in the schools hence the health of students is improved. Secondary education was subsidiary to higher education in the developed countries. This relationship has influenced the choice of providers, policy, infrastructure development, creating

capacities, initiating projects of schools aimed at improving learning and curriculum decisions (World Bank, 2005).

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

In the year 2008, the government of Kenya launched vision 2030 in which the ministry of education was one of the key players for its success. The National Action plan for the achievement of Kenya's Vision 2030 in education is focused on improvement of school infrastructure and expanding facilities and equipment in the already existing institutions. The overall aim is to cut down on costs and achieve education policy goals of improving access to basic education, equity, near 100% transition rates and participation of all Kenyan children and more. These lead to the achievement of millennium development goals and attainment of education for all (EFA) that is regarded as Sustainable Development Goals at the moment.

This government capitation was boosted in 2015, to Kshs 12870 per annum by the then Cabinet Secretary of Education professor Jacob Kaimenyi and in line with Dr Kilemi Mwiria's Taskforce

Report (2015/2016) on secondary school fee in Kenya. The Taskforce recommendations on the realistic unit cost of secondary education provided for Kshs. 22, 244 for Day schools Kshs 58,810 for Boarding schools and Kshs66, 44 for special needs secondary schools. However, over time, school principals together with boards of management have kept hiking these figures. Something that the government isn't happy of besides funding tuition teaching and learning materials, the government was to meet the cost of salaries for teachers under the teachers' service commission and wages for non- teaching staff, as well as expenses of co-curricular activities. Free secondary education promotes joint responsibilities between the government, parents, and well-wishers calling for the spirit of partnership between them.However, According to Dr Kilemi Mwiria's Taskforce Report (2015/2016) on secondary schools in Kenya, there is a shift of the responsibility of developing school infrastructure facilities from parents to CDF and county governments. However, levies for ongoing approved infrastructure and school transport project will continue for the current forms 2, 3 and four students until the lapse of the said projects and as such will not be levied on 2015 from one student. All future infrastructure projects will be undertaken through county governments, CDF or any other financing mechanisms from the government. This notable changes in the carrying out of infrastructure projects in public secondary schools in Kenya warrant a research study.

1.1.1 A summary of the management of public secondary schools in Kenya

The cabinet secretary of education has the mandate to manage schools under the Education Act (CAP 211). The minister delegates mandate to the boards of management, therefore principals are the line managers. Their competency in project identification planning, monitoring and evaluation are imperative. According to Mosera et al. (2012), secondary school principals are delegated by the Ministry of Education (MOE) by the Teachers Service Commission (TSC). The school principals are

accountants at the school level and are directly accountable to a District education officer (DEO) now called Sub - County education officers, the school's Board of Management (BOM) and the school' Parent- Teacher Association (PTA) on the management of secondary school resources (World Bank).

The school principals are expected to plan, implement, manage, maintain and evaluate the entire education systems' financial inputs, physical facilities, students, human resource, and the curriculum. The school principals are responsible for planning and development of school infrastructures, and this directly affects its success, hence the need for adequate preparation of school principals in planning and management (Odhiambo 2005).

On the other hand Parents Teachers Associations (PTAs), was created as a result of the directive from the president and are elected yearly in the Annual general meetings (AGMs) of parents. They are charged with the duty of ensuring that education offered in the school is of good quality. Generally, PTA executive representatives are responsible for the construction of school infrastructure on behalf of parents, besides supervising the academic performance of the students (World Bank 2007).

According to Mosera et al. (2012), secondary school management in Kenya is participatory, and all these various stakeholders must be involved.

1.2 Statement of the Problem

According to (Ngusura 2010), physical facilities are an important aspect of public secondary schools meeting their basic role of delivering education to learners. The amenities also assist in facilitating the teaching and learning process. This is the reason why the Government of Kenya allocates funds for the Development of school projects. The (CDF) constituency development fund also contributes towards these projects. The schools also raise money through a collection of fees to ensure the projects are established as per the priority and need basis. The school heads in collaboration with the

Board of management usually work together in the selection and overseeing the project. The development of adequate infrastructural projects in public schools is key to their overall performance including the student's performance.

The Government of Kenya waived tuition fee in secondary schools, therefore, increasing the transition rate from primary to secondary schools. This has led to overstretching of the already existing facilities. The situation will force the government and society to increase physical facilities such as dormitories, classrooms, sanitary amenities and libraries (World Bank 2008).

Lack of this physical equipment has affected learning process in secondary schools countrywide. In 2005, the ministry of education started an approach known as a sector- wider Approach (SWAP). This strategy was meant to bring all the stakeholders on board for coordination in the provision of education. Free primary and secondary Education has increased enrollment in secondary schools thereby calling for more physical facilities to cater for the ever-swelling figures. Many public secondary schools have undertaken several development projects to accommodate the increased number of students (Ohba, 2009).

Development of projects in public secondary schools in Bobasi Sub- County has stalled despite efforts from stakeholders to fund the projects hence contributing further to a shortage of classes. Even with the funding and support from the government a lot of schools do not have an adequate classroom, laboratories, dining halls, computer rooms or decent ablution facilities. There could be several reasons leading to failure or difficulty in establishing these projects.

Therefore, this study sought to investigate factors influencing the development of infrastructural projects in public secondary schools in Bobasi Sub- County in Kisii County.

1.3 The purpose of the Study

To investigate the factors influencing development of infrastructural projects in public secondary schools in Bobasi Sub-County

1.4 Objectives of the Study

The research was led by the following objectives:

1. To investigate the influence of Board of Management in Development of infrastructural projects in public secondary schools in Bobasi Sub- County.
2. To examine the extent to which access to financial resources Influence Development of infrastructural projects in public secondary schools in Bobasi Sub- County.
3. To investigate the influence of stakeholder involvement in Development of infrastructural projects in public secondary schools in Bobasi Sub- County.
4. To examine the extent to which project management skills of school heads influence Development of infrastructural projects public secondary schools in Bobasi Sub- County.

1.5 Research Questions

The study intended to provide answers to the following research questions.

1. What is the influence of Board of Management in Development of infrastructural projects in public secondary schools in Bobasi Sub- County?
2. How does access to financial resources Influence Development of infrastructural projects in public secondary schools in Bobasi Sub-County?
3. To what extent does stakeholder involvement influence Development of infrastructural projects in public secondary schools in Bobasi Sub-County?

4. To what extent do project management abilities of school heads influence Development of infrastructural projects in public secondary schools in Bobasi Sub-County Kisii County?

1.6 Research Hypothesis

1. Ho: Board of management has no influence on the development of infrastructural projects in public secondary schools in Bobasi Sub-County.

H1: Board of management influences development of infrastructural projects in public secondary schools in Bobasi Sub-County.

2. Ho: Financial resources have no influence on the development of infrastructural projects in public secondary schools in Bobasi Sub-County.

H1: Financial resources influence development of infrastructural projects in public secondary schools in Bobasi Sub-County.

3. Ho: Stakeholder involvement has no influence on the development of infrastructural projects in public secondary schools in Bobasi Sub-County.

H1: Stakeholder involvement influences development of infrastructural projects in public secondary schools in Bobasi Sub-County.

4. Ho: Project management skills of school heads have no influence in the development of infrastructural projects in secondary schools in Bobasi Sub-County.

H1: Project management skills of school heads influence development of infrastructural projects in secondary schools in Bobasi Sub-County.

1.7 Significance of the Study

This research was to investigate the factors influencing Development of infrastructural projects in public secondary schools in Bobasi Sub- County. The study therefore aimed at determining the actual development of projects and the stakeholders' involvements in developing such projects. The findings of this study further assisted the relevant stakeholders in the education sector to formulate modern, comprehensive and realistic policies to guide the development of infrastructural projects in secondary schools in Kenya.

1.8 Delimitation of the Study

This was a study on factors influencing the development of infrastructural projects in public secondary schools in Bobasi Sub- County in Kisii County. The study focused on secondary schools within Bobasi Sub- County in Kisii County selected due to their accessibility to the researcher. The population had participants who are readily accessible for participation in the study (especially considering the shortage of time available to complete the study and the budget constraints).

1.9 Limitations of the Study

The researcher faced several limitations during the study. These include time, finances and accessibility of data. The researcher engaged research assistants and data analyst to enable him to complete the study in the required time. Also, the researcher secured an education loan to overcome the limitation of finances, which enabled him to successfully carry out the study.

1.10. Basic assumption of the Study

The respondents were willing to give information honestly and objectively. The sample selected represented the target population. Data collection Instruments were appropriate, reliable and practical in taking the desired measurement.

1.11. Definition of Terms.

Development-The systematic use of scientific and technical knowledge to meet specific objectives or requirements

School infrastructure projects- These are projects that entail the provision of physical and technological facilities in schools.

Public secondary school- Refers to the school that is wholly or partially financed by the government. It is a corporate ownership by the government or the community.

Board of management- Is a body consisting of some representatives delegated to oversee secondary schools operations on behalf of the minister of education.

Stakeholders- In the context of this study, stakeholders are individuals or associations who have organizational power to allocate resources (money, people, and services) and set priorities for the school.

1.12 Summary

Chapter one provides information that introduces the study. The following are discussed: the background information of the study, statement of the problem, objectives of the study, research questions, the purpose of the study, the scope, study assumptions, limitations, delimitations and definitions to terms used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the area of study. Its divided into the following subtopics; definition of infrastructural projects, Boards of managements' (BOM) influences in the development of infrastructural projects in secondary schools, availability of funds influence in the development of infrastructural projects in secondary schools, stakeholder involvement in the development of infrastructural projects in public secondary schools, project management skills of school heads' influence in the development of infrastructural projects in public secondary schools and the conceptual framework.

2.2 Definition of Infrastructural Projects

Defining infrastructure is challenging because there is no single agreed definition of infrastructure. Infrastructure is usually basic physical systems of business: transportation, communication, sewage, water and electric systems. The systems tend to be high-cost investments; however, they are vital to economic development and prosperity. According to (https://en.m.Wikipedia org/wiki/…) it typically characterizes technical structures such as roads, bridges, tunnels, water supply, sewage, electrical grids and telecommunications. The biggest role of infrastructural projects is to sustain or enhance societal living.

2.2.1 Development of infrastructural Projects in Public Secondary Schools

The growth and Improvement of quality of education in schools have started receiving the highest priority in almost all countries throughout the globe. Greater emphasis was placed on ensuring access to free primary education for all the children. Currently, free Secondary school is being provided in

many African countries (UNESCO 2003, UNESCO 2005). Through this, young people get equipped with abilities that will help them find employment in constantly changing work environments, empower them to become active citizens hence, this is one of the challenges in the world. There is an urgent need for nations to counter these hurdles with appropriate approaches that are to their capacities and long-term development objectives.

In this context, infrastructural projects in secondary schools have impacted the delivery of teaching to the learners because it includes important infrastructure, e.g. adequate classrooms, laboratories, workshops, ICT or computer labs which facilitates learning. Water projects are also essential since they provide safe drinking water and an improvement of sanitation and hygiene in the schools thereby improving the well-being of students. Secondary school education in developed countries is helpful to higher education, and this relationship has influenced policy, development of infrastructure, choice of providers creating capacities, curriculum decisions and initiation of school projects aimed at improving learning (World Bank, 2005).

School infrastructures in the majority of developed countries are taken seriously because they not only provide quality and leisure for learning spaces for children but are crucial determinants of education outcomes. In a context where the usual priority is simply to provide basic schooling, schools ought to be concerned with how buildings look like, their function and size because it is where students and teachers spend a lot of their time in the learning and teaching process. Child-friendly schools are leading the way in the innovative development of curricula that provide best education results. By making gaits in expanding structurally sound school facilities conducive to learning, as part of developing initiative of assessing existing educational facilities and building new

learning spaces for the 69 million children who need to be enrolled in school is a remarkable task that could result to a significant milestone in development (Brubaker & William, 2003).

2.3 Infrastructural School Projects in Kenya

In Kenya, both the government and the community participate in the schools' infrastructural project development. School fee is a fundamental part of the education system. Parents are therefore required to pay the required fees to support their children's education. The government at times has not recognized the inability of some parents are sincerely not in a position to pay and so it fails to make provisions in ensuring that their children are not denied access to education because of honest inability to pay fees. The ministry of education in Kenya works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are established consistently in all the counties and those funds are allocated for various projects in schools in all parts of the Nation (Nyaga, 2005).

Poverty has been a major hurdle in Kenya for many children to accessing education. This propelled the government to introduce Free Secondary Education (FPE). However, it was not clear whether the funds allocated by the government for FSE were adequate to meet the cost of initiating infrastructural projects meant for accommodating all the students and improve learning. This is one of the factors limiting growth in Gross Enrolment, Ratios (GERs) hence few secondary schools compared to primary schools. The capacity mismatch within these levels is arrived at by comparing the primary school numbers against secondary schools. To narrow this gap, a lot of project Development have to be carried out to improve the education facilities and upgrade or build more secondary schools. Huge support is also expected from the National and the County Governments (Okumbe, 2001).

The study revealed that lack of physical facilities especially classrooms, dormitories and laboratories are the major problems faced by school heads in Kenya.

2.4 Boards of management influences the development of infrastructural projects.

It is the role of school management board to provide strategic guidance for schools and adequately oversee and review the school's management. Governance practices require the school to formalize and disclose the roles and responsibilities of the school board and its members. All secondary schools now have boards of management, under the requirement set out in Education Act, 1998. It is anticipated that all schools will soon operate under a board of management structure.

The new constitution of Kenya 2010 demands that all secondary schools are managed by a board of management (B.O.M) that includes: the principal of the school as a secretary of the board, a teacher and a student as members of the board, parents, school sponsor and members of the community who are carefully selected to meet the two thirds gender rule. The B.O.M has replaced and usurped the powers of B.O. G, school management committees and replaced the P.TA. The board provides oversight on management issues of the school, monitoring curriculum delivery and learning achievement in the school and also mobilizing resources for the institution development based on agreed strategic planning.

They also have the responsibility to ensure and assure provision of proper and adequate physical activities as well as teaching and learning resources.

Therefore, the board has the responsibility to advice the county education board (CEB) on the resources needed by the school. The board secretary (the principal) of school should be effective since he is the leader of the school.

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

According to Shashkin (2003), for a school to achieve a shared vision, a leader should ensure that activities are harnessed towards it. Cole (2002) defines leadership as invigorating people to act. He asserts that if an institution has all the monetary resources to excel but does not motivate others to perform their tasks efficiently, it may fail in its leadership.

Effective communication is a key factor in the daily duties of school heads. It maintains a wide-open and progressive work environment as well as project goals well aligned and coordinated with those of larger schools. To develop a loyal and motivated people is key to effective communication Such project communication efforts should not only focus on information related to project but also be focused on all issues affecting the entire school(Message & Media Services 2004).The role of the principle encompasses diverse duties and expectations, ranging from an instructional leader to a policy developer, decision maker, a financial manager, staff mediator and negotiator and marketer (Scott & Webber,2008).Also, principals are required to be good teachers, change agents evaluators, effective disciplinarians and lovers of progress(Ojo & Olaniyan,2000).

Leithwood & Jantzi (2004) assert that school heads need to empower others to make important decisions, provide instructional guidance, create and sustain a competitive school, develop and

implement strategic plans to improve the school. Also, the geographical size, level and location of a school defines where it is placed and characterize good leadership.

It is important for school principals to understand management basics of a school fully and be ready to meet and respond to any unique circumstances that he will come across for them to be to be successful. It is evident that individual school principals often act differently depending on the situation they find themselves. According to Onyango(2001), material resources planning process involves identifying the needs, assessing their quality and putting in place standard criteria (Onyango 2001).

School board of management should first look into essential facilities which include the offices and staff room, laboratories, administrative office, classrooms, stores, workshops, staff houses, libraries, dormitories, equipment, water projects and the school grounds. Learning opportunities for students in schools will be improved if the above facilities are in place. Teachers are therefore urged to make well use of the available funds to ensure the projects are established and finished on time to give the students a conducive environment to carry out their studies.

To provide accessible, modest and yet attractive, safe, durable and durable learning facilities or environments that meet local needs, good planning should be incorporated (Osei, 2006). School management requires training on public relation and good communication skills because they facilitate improvements and acts as a bridge between the authorities, community and the school.In an increasing amount of responsibility is delegated new tactics are required (Gatheru, 2008). Training is to provide necessary skills for principals to use in delivering knowledge and skills in sustainable school development.

2.5 Availability of Funds for developing infrastructural Projects in Public Secondary School

It is a state responsibility to construct and renovate schools in the in the United States of America. However, providing funds for school infrastructure and renovation is a role established by the federal government. The federal government provides both indirect support for school construction by exempting from federal income taxation the interest on state and local government bonds used to finance school construction and renovation and direct support via grants and loans (Cornman, 2012). In Jamaica substantial private investment in education from institution particularly the church is evident.

Deferred funds for school building are other government's expenditures of funding from the Jamaica Social that supplement the education budget (JSIF). Also, the government is fostering new private and public sector partnership to create new school places at all levels using the deferred financing (Jamaica National Development Plan, 2009).

In Kenya, money for projects in public secondary schools is obtained from various sources such as allocation through the Ministry of Education, fees collection, funding from the constituency development fund (CDF), etc. The government provides funds for secondary schools while the parents meet other costs such as boarding fees and projects developments. Local Harambee also is a way of funding projects in these schools (Ngethe, 2004).

The CDF fund was designed to support constituency-level, grass-roots development projects and attaining equitable allocation of development funds across all regions. The fund was to control imbalances caused by partisan politics in development. It targeted development projects at all the constituencies, especially those aiming to fight poverty at the grassroots. The CDF program has facilitated health and education facilities together with the putting up new water sources in all parts of the country including public secondary schools in rural areas that are overlooked during funds

allocation in national budgets. The funds allocated to schools depend on local legislators' decisions and the needs of the constituency schools (Okungu, 2006).

Schools can also get project funds from international NGOs, donors, churches, and philanthropists without and within the society. Principals play vital roles in managing school activities, and this includes allocation of funds. Managing funds determines the management of a school and also if the school will attain its development agendas and objectives. ‘Harambees' or fundraising by the community and leaders has also been a source of funding for many school projects.

Effective funds management in schools is determined by parameters which govern funds control such as auditing, board of management, training level and good financial governance (kurgan, 2006). According to the community development act 2003 section 25 (2) funds for school projects should be adequate and disbursed in time for successful Development of school projects. Community development fund allocates project fund as grants and is allocated throughout the process every financial year and the board of management is mandated to prudently manage allocated project funds. Government avails funds to National Management Committee which allocates the available funds to school projects which may not be as per board of management project management budget. The school management then cost the project with available funds from the community development fund which in many cases is never enough to complete school project (Clarkson, 2004). According to Bennet & Sayid (2002) countries in sub-Saharan

Africa such as Zambia disburses funds to three categories of schools; national, provincial and district levels through secondary school education board (SSED) although the funds are inadequate and never reach school in time.

2.6 Stakeholder involvement in Development of Infrastructural Projects in Public Secondary Schools

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

In Cambodia parents and teachers contribute to school construction and renovation. Teachers Association play a vital role in ensuring that children are enrolled in school and following up to make sure that they do not drop out of school, schools in Cambodia are organized in clusters which are grouping of 6-9 secondary schools for administration purposes. Its objective is for schools to benefit from the available resources such as teaching and learning materials, facilities and staff. Cluster school committee from construction committees which mobilize the money, supplies, labor and land from the community in order to build schools. They decide if the schools will be built with community skill and labor or through contracted help. Whatever the choice is made they oversee maintenance and construction.

Approximately 15% of total construction excluding land is donated by citizens (Dykstron & Kucita, 2003). The high rise of student enrolment Kenya in the recent years, coupled with inadequate resources has made school infrastructural management a much more complex task than a few years ago. To ensure effective &successful management, there is need to involve the people both within and outside the school. They include staff and students, parents and members of community. All these need to be brought on board when it comes to decision making supportive of what the school heads are doing (Wamunyu, 2010).

2.6.1 Teachers

Teacher's professional skills involvement is very necessary for effective management of the school and improvement of infrastructural projects (kanji, 2001) Nevertheless, teachers are not aware of their professional responsibilities.

The present situation of school is due to lack of awareness regarding the role of teachers who play a major role in school improvement. According to Fullan (2001), education change depends on what teachers do and think. In addition, lack of confidence to bringing change is a major factor affecting school improvement. The more opportunities are given to members of staff to be actively involved in school projects management, the greater is likely to be their sense of commitment and ownership of school development projects. Studies by Dema (2011), reveal that a good vision is that which is collective rather than imposed. Other studies by Dream & Cacioppe, (1997) have potential to influence the subordinates to adopt as organizational vision as their own inspirations.

2.6.2 School Committees

School heads in public secondary school come up with committees to be in charge of various departments in the school such as administration, sanitation, academic and co- curriculum activities (Hillman and still,2004). When a school is involved in a development project it is important to set up a committee that directly relates to the development of such project. A school committee might be set up to deal with development projects or the academics of the school. It is also important for schools to have improvement plans for development. Parents and teachers can play a major role in decision making and also assist in monitoring progress and identifying strengths and weaknesses in the system. The day to day running of the school projects depends to a large extent upon effective system

of committees, communication, consultation and full participation of all the stakeholders (Fleming (2001).

2.6.3 Parents Teachers Association

In Kenya Parents Teachers Associations PTA were created as a result of the 1980 presidential directive. Today PTA members are elected on yearly basis by parents during school Annual general meeting (A.G.M) and they are charged with the responsibility of ensuring quality of education offered in the schools. In addition, PTA is also responsible and also overseeing academic performance of students (World Bank, 2001). Cooperation between teachers, parents and the school head is not only beneficial to the school but also essential to the welfare of the students. In bringing the school and home together. For development of school projects, recently, PTA has been more formally involved in school development. PTA representatives are required to form part of committees to formulate the school improvement program and approve it. This is called school improvement committee (SIC). Parents in the school operate individually, collectively and formally. Each of the roles can be quite different; and can also have a positive or negative impact on the school if not managed properly.

2.7 Project Management Skills of School Heads influence Development of Infrastructural Projects

The study ascertained the level to which project management skills of school heads influences Development of infrastructural projects in public secondary schools in Bobasi Sub- County. As noted earlier in Kenya, the Cabinet Secretary (CBS) of education has the mandate to manage schools under the Education Act and the Teachers Service Commission Act.

The CBS delegates mandate at the school level to the Boards of Management and school Principals. The administration of schools is multifaceted and Requires committed and visionary leadership (Bush,2007) since a school head is mandated with the duty of managing school physical amenities, the staff, school finance, the curriculum activities learners and school public affairs, as such, the school principal acts a project manager. The successful Development of any project in the school therefore depends on their managerial capacity. However, this capacity in managerial skills may be inadequate.

A study by Chepkonga (2009) found out that the Principals needed training in very key management areas such as preparing budgets, accountancy and general project management. While Kilonzo (2007) found out that the primary Head teachers needed training in management. According to Shashkan (2003), a leader should ensure that activities of the school are geared towards the achievement of shared vision; Cole (2002) defines leadership as inspiring people to perform. He asserts that if an institution has all the financial resources to excel, it may fail if leadership does not motivate others to accomplish their tasks effectively.

Effective communication is a key factor in the daily duties of school heads. It maintains a wide open and progressive working environment as well as profit goals that are well aligned and co- ordinate with those of the larger school. A key objective of effective communication is to develop a motivated and loyal workforce. As such project related information is crucial to them and they should be focused on all issues affecting the schools as a whole (message and media services 2004).

Odhiambo (2005) observed that lack of adequate training especially affected principals in project control, budgeting and accounting, human resources management, project scheduling, and project

development hence this may be the reason why some public schools in the country have stalled projects, dilapidated structures and poor academic performance. Thus, if we look at a school head as a project manager, one who is expected to plan, manage, maintain and evaluate the entire education system physical facilities, human resources, students, financial inputs and curriculum then we see the need for adequate preparation of school heads in project management. The research study seeks to establish the level to which the project management skills of school heads will influence the Development of infrastructural projects in public secondary schools in Bobasi Sub-County, Kisii County

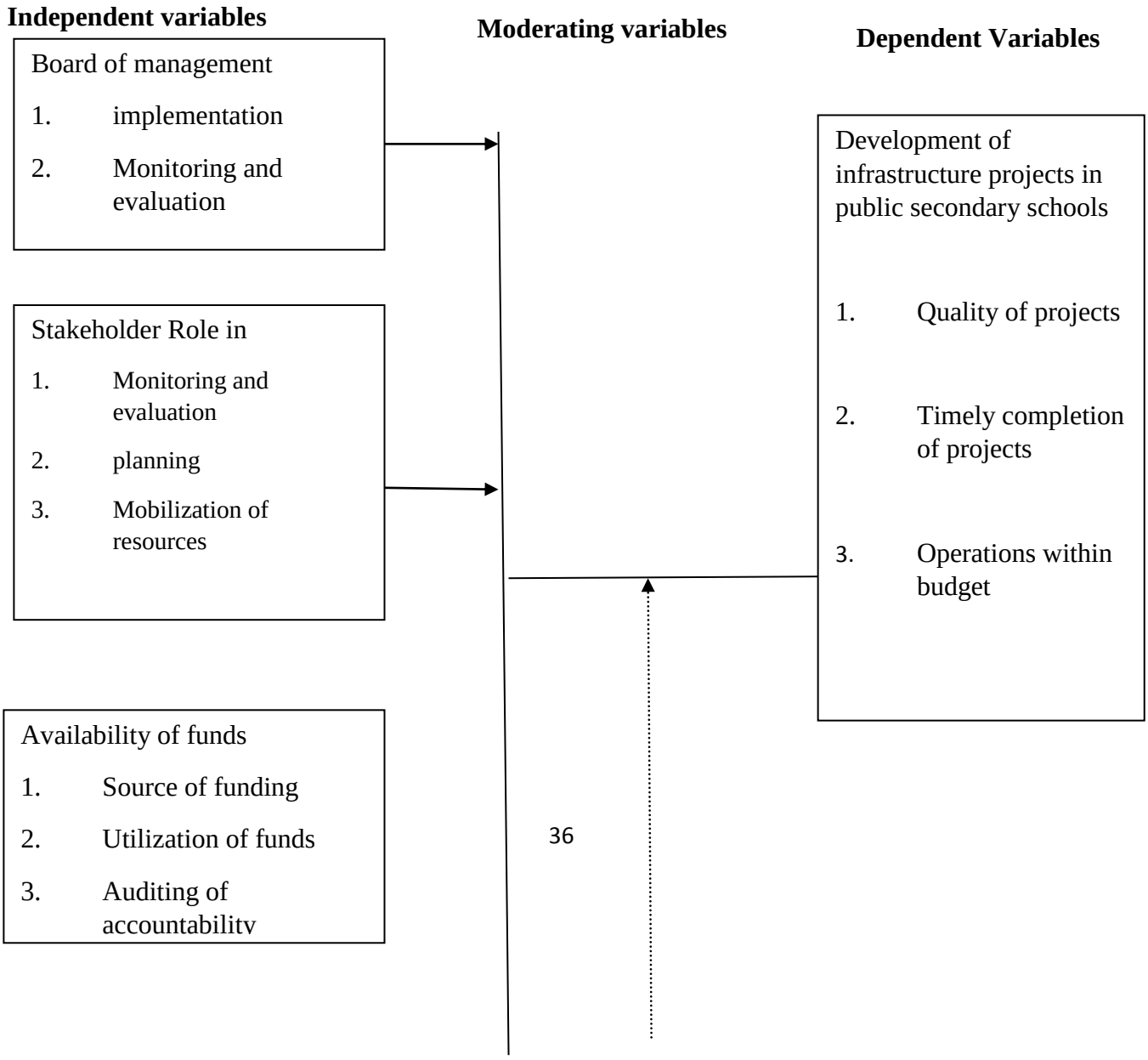
2.7.1 Theoretical Framework

The study was guided by general system theory which was proposed in the 1940's by the biologist Ludwig von Bertalanffy (General Systems Theory, 1968) and furthered by Ross Ashby (Introduction to Cybernetics, 1956). They both argue that a system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. Systems share feedback among each of the aspects of the systems. On the other hand, there is an infinitely complex 'environment', and on the other hand there are self-replicating systems. Systems also model the environment and can respond adaptively to environmental changes. Management systems (where they occur) are a form of social organizational system which is engaged in modeling the organization it manages. For a system of management everything other than itself is 'environment' but the organization that is being managed constitutes the most immediate environment. System theory focuses on relations between the parts. Rather than reducing an entity such as the human body into its parts or elements (e.g. organs or cells). System theory focuses on the arrangement of and relations between the parts and how they work together as a whole. The way the

parts are organized and how they interact with each other determines the properties of that system. This theory is therefore applicable to the study because management of schools is viewed as a system comprising of parts such as parents, teachers, board of management and the community who play interactive roles for success of public secondary schools. If one part does not cooperate management fails especially when it's of participatory nature

2.7.2 Conceptual Frame Work

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. This study therefore was guided by the below illustrated conceptual framework.



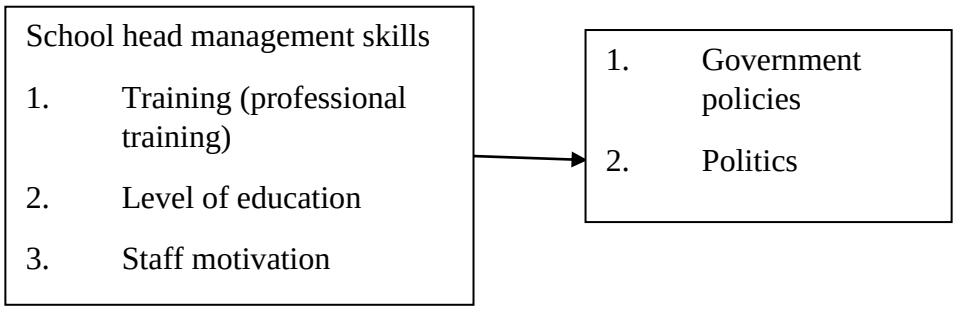


Fig. 1 Conceptual Framework

In the conceptual framework depicted in Figure 1, the factors influencing development of projects in public secondary schools are outlined as school board of management skills, stakeholder involvement, availability of funds and school heads' management skills. This research intends to establish how these factors operate as far as secondary schools in Bobasi Sub-County Kisii County are concerned.

2.8 Chapter Summary

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

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology, that was applied to achieve the research design, the target population, the sample size sampling procedures instrument validity, reliability of the instruments, ethical considerations, data collection procedures and data analysis.

3.2 Research Design

The research design is described as the plan, structure and strategy of investigation concerned in order to answer research questions involved. It also includes the plan of the researcher of data to be gathered, methods used, from whom and how. Qualitative researchers recommend that the research design that should be followed throughout the study is one that has been designed (Ary, 2006). The study adopted a descriptive research design. The design was to determine and report the way things are as well as describe such things like behaviour, values, characteristics and attitudes (Mugenda & Mugenda, 2003).

This technique was carefully selected by the researcher because it is economical hence convenient for data collection process.

3.3. Target Population

The study was conducted in Bobasi Sub-County. Target population refers to a population of all members from which findings of research can be generalized hence is an accurate sampling record where samples were drawn. The targeted population included; all the Principals, PTA members in

charge of project development and members of BOG at acting capacity on behalf of the sponsor in all 30 secondary schools in Bobasi Sub-County. This translates to a total of 90 respondents.

3.4 Size and Selection Samples

According to Mugenda & Mugenda (2003), a sample is a selected population of the study that is particularly used to give conclusions about an entire population. Mugenda (2003) however, continue to state that if the size of the population is small, then a complete census of the population should be carried out by the researcher. This study intended to take a census of the entire population of 90.A sample of 30 principals and 30 PTA members as advocated by Mugenda & Mugenda.

3.5 Data collection methods

The study used questionnaires utilizing hand delivery and face to face interview methods. A Likert-scale rating scale was used by the researcher to collect opinion data as it was the frequency variation of the summated rating scale. The respondents were required to agree or disagree with the statements stipulated in the questionnaires hence the achieved response of attitudinal favorableness.

3.6 Reliability and Validity Instruments of Research

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

3.6.1 Reliability of the Research Instrument

Reliability is the consistency with which research instruments measure what it purports to measure. It also captures important suggestions from the respondents that enabled the researcher to improve the instrument's efficiency, amend approaches and strategies to maximize the response. The test-retest

technique was used to test the reliability of the research instruments; the test was involved in administering the same instruments twice to the same group of subjects with same intervals over a week.

3.6.2 Validity of Research Instruments

Mugenda & Mugenda (1999), concord validity is the meaningfulness and accuracy of inferences, based on research results. The study was to apply validity content to measure the degree to which obtained data from instruments of research meaningfully and accurately represented a theoretical concept. Expert judgment method was used to determine content validity. The copy of the questionnaire was submitted by the researcher to the supervisor, to verify if it all the objectives of the study were represented.

3.6.3 Pilot Test

To establish the suitability and clarity of the instruments, a pilot study was done in three of the selected schools. A pre-test is a preliminary test administered on a research instrument to check on its reliability and validity. These schools that were selected did not participate in the final study. The pre-test allowed for the clarification of the question phrasing and response categorization to be done to test the validity and reliability of the instruments. The desirability of piloting was to ensure that survey questions operated well and also that the research instruments functioned well.

3.7 Data Collection Procedure

The researcher personally administered the whole process of data collection after the prior visit that assisted in refining timings of distribution questionnaires. It also provided a rough picture of respondents, when the research instruments were administered and specific dates of collecting the questionnaires.

3.8 Data Analysis

According to Kathari (2009), after collection of data, it has to be processed and analyzed by the laid down outline purposely during the period of developing a research plan. Data collected was coded about the type and source. Qualitative and Quantitative data analysis techniques were applied in the study to analyze data. This study ensured that the data is analyzed systematically to come to a meaningful recommendations and conclusions. Data drawn from the questionnaires, document analysis, was organized, coded and presented using frequency tables and percentages.

3.9 Ethical Considerations

The researcher ensured that all the ethical issues were considered while undertaking this study. Also the researcher followed an informed consent procedure. Each questionnaire had a statement that introduced it assuring respondents that data is meant for academic purposes and was regarded with high confidentiality.

3.10 Summary

The chapter contains the research's discussed methodology that includes methods of data collection, data analysis, research design and sampling techniques. Furthermore, the chapter discusses the instruments of research: their reliability and validity. Finally, it presents ethical considerations on which the study is based.

3.11 Operational Definition of Variables

Objective	Independent variables	Indicators	Scale	Data collection	Type of analysis
1.To investigate the extent to which board of management influences development of public secondary schools	Board of management	• Leadership skills • Project planning • Project monitoring and evaluation	Normal ordinal	Questionnaire interview	Descriptive analysis
2.To examine the extent to which access to financial resources influence development of infrastructural projects in public secondary schools	Financial resources	• Project funding • Project costs	Normal ordinal	Questionnaire interviews	Descriptive analysis
3.To investigate the influence of stakeholder involvement in development of infrastructural project in public secondary schools	Stakeholder involvement	• The BOM • The PTA • Teachers	Nominal ordinal	Questionnaire interview	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the demographic characteristic of respondents, the return rate of the questionnaire, the analysis, presentation, interpretation of field data findings and a brief discussion of each variables' the key findings.

4.2 Response Rate of the Questionnaire

Table 4.1 represents response variations in the rate per targeted cluster. Target respondents involved 1 PTA member, all principals and 1 BOG member substituting the sponsor in all the 30 secondary schools Bobasi Sub-County.

Table 4.1 Show Response Rate of the Respondents

Questionnaires	**Frequency**	**Percentage**
Questionnaires filed Correctly	**80**	**82.8**
Questionnaires not filed correctly	**10**	**17.2**
Total	**90**	**100**

A total response rate of 82.8% was recognized which is higher than recommended 70%. Mugenda & Mugenda (2003) asserts that a more than 70% response rate is very good.

4.3 Demographic Characteristics of School Heads

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

Table 4.2 shows results of analyzed data from respondents.

Table 4.2 Distribution of responses on Demographics of the respondents

Gender	**Frequency**	**Percentage**
Male	50	55.6
Female	40	44.4
Total	**90**	**100**

Length of service	**Frequency**	**Percentage**
0 - 1 year	15	16.7
2 - 4 years	30	33.3
5 - 8 years	5	5.6
over 9 years	40	44.4
Total	**90**	**100**

Academic qualification

Bachelor's degree	40	44.4
Masters' degree	50	55.6
Total	90	100

Male respondents were majority with (55.6%) while the remaining percentage was females.

For the length of service at the schools, 77.7% of the principals interrogated were well experienced and served for more than five years in their schools. Also, as per the requirement of the regulations

of TSC, all the principals were competent and equal to tasks. Majority of 55.6% of principals were Masters Holders and the minimum academic level was at least a first degree. This is imperative as it could give a pointer to whether education levels have any influence on development of schools' projects.

4.4 Public secondary schools in Bobasi Sub-County

Bobasi Sub- County has twenty-four (24) public secondary schools. The study found out that all the 24 schools, a 100% have undertaken one or more infrastructure projects within the last five years. Total of 80 projects was identified by the respondents.

Table 4.3: Summary of the type of infrastructure projects undertaken by the schools.

Type of Project	Frequency	Percentage%
Dormitory construction	7	9.35
Laboratory construction	5	4.67
DH and kitchen construction	8	7.48
Classroom construction	10	12.15
Library construction	5	4.67
Staff quarters	7	6.54
Perimeter fence	10	9.35
Toilets and sanitation blocks	22	36.45
School bus	6	9.35
Total Number of Projects	**80**	**100**

4.4.1 Influence of Board of management in development of infrastructural projects in secondary schools in Bobasi Sub-County

It is the role of school management board to provide strategic guidance for school and to effectively oversee and review the school' management; the researcher sought to gauge their influence and to ascertain their specific roles towards the development of various school projects.

Table 4.3 shows results of analyzed data obtained from respondents on the influence of board of management

Table 4.4 summary of responses on influence of board of management

Role of Board of Management	SA	A	U	D	SD
Oversight management of school	29.70	33.66	24.75	6.94	4.95
Monitoring curriculum delivery	21.78	44.56	15.84	9.90	7.92
Learning achievement in school	33.66	38.61	18.81	8.91	0.99
Mobilizing resources for school development	27.78	36.63	2.97	22.77	10.89
Provision of proper teaching and learning resources	14.85	19.80	5.94	25.74	33.66

The results showed that oversight management of the school, monitoring curriculum delivery, learning achievement in school, mobilizing resources for school development and provision of proper teaching and learning resources influenced the development of infrastructural projects.

4.4.2 Influence of Access to Funds in Developing of School Projects

Availability of funds is usually a major determinant for any project to succeed. Therefore, the researcher sought to establish on its availability. Table 4.5 presents results obtained from the respondents regarding availability of funds for project development.

Table 4.5: Distribution responses on availability of funds for school project development in secondary schools

Characteristic	Frequency	Percent
Good	50	55.6
Average	30	33.3
Poor	10	11.1
Total	**90**	**100**

The obtained results indicate that whereas majority of the respondents thought that readiness of funds was average and above (11.1%) thought that availability of funds was below average. government allocation could have been the result of good rating. Those with feeling that availability of funds was poor may have had more projects which the allocation could not provide for. Moreover, to investigate on how school heads cater for inadequate funds for projects, the researcher obtained the succeeding results from multiple response analysis as shown in Table 4.6

Table 4.6: Distribution of responses on how school heads cater for deficit created by lack of enough funds for completion of projects

Statement	Response	Percent of cases
We encourage the parent to meet the deficit	40	44.4%
We use profits from come generating activities	30	33.3%
Fundraising to cater for the deficit	20	22.2%
Total	**90**	**100**

As shown in Table 4.6 Variety of initiatives including extra funds from parents, profits from income generating activities and community fund raising (Harambee) are used by schools to raise extra funds to bump into their deficits. The findings above indicate clearly that allocated funds by the government are not always satisfactory to develop the various projects in public secondary schools. To cater for the deficit, the school's heads play a proactive role in coming up with other means of raising more funds.

4.4.3 Discussion

These findings were in line with those of Ngethe (2004), which recognized that extra money for projects in public secondary schools is obtained through various sources such as funding from the

community development fund (CDF), fees, through the Ministry of Education allocation etc. The government issues procedures on how much students are supposed to pay as fees. The stipulated guidelines are supposed to be adhered to by the principals. These findings in this study also concur with those of Onuka & Arowojolu, (2008), which noted that sometimes a special school development fee would be included in the fee structure for purposes of supporting school fund existing to develop new projects in the schools. Guardians and parents are expected to bear the educational cost with assistance from the government fees subsidiary.

4.5 Stakeholder participation in School Projects

Different stakeholders and various interest groups run schools. Therefore, the researcher sought to gauge their participation level and to ascertain their roles specifically towards the development of various school projects.

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

Table 4.7 Distribution of responses on stakeholder views on infrastructural project development

		RESPONSE FREQUENCY OF STAKEHOLDERS			
		BOG		**PTA**	
Statement	**Characteristics**	Frequency	**%**	**Frequency**	%
Gender	Male	24	92	20	69
	Female	2	8	9	31
	Secondary	5	19	15	52
	Diploma	3	12	8	28
	Graduates	12	46	6	21
	Post graduates	6	23	0	0
Duration as a stakeholder in the school	< 5 years	8	31	13	45
	5-10 years	17	65	14	48
	11-15 years	1	4	2	7
Frequency of involvement in school projects	Occasional	4	15	5	17
	almost every time	20	77	18	62
	every time	2	8	6	21
Role played in school projects	Advisory	2	8	5	17
	Management	17	65	11	38
	Monitoring	3	12	9	31
	Resource mobilization	4	15	4	14
Level of satisfaction on project leadership team	Extremely satisfied	8	31	6	21

	very satisfied	18	69	23	79
Level of satisfaction in planning of school projects	Extremely satisfied	7	27	9	31
	very satisfied	19	73	20	69
Level of satisfaction in projects control	Extremely satisfied	12	46	12	41
	very satisfied	14	54	14	48
Level of satisfaction on competence of project	Extremely satisfied	5	19	2	7
	very satisfied	21	81	27	93
Level of satisfaction in project monitoring	Extremely satisfied	13	50	5	17
	very satisfied	13	50	24	83
Main Challenge in developing of school projects	Sourcing of funds	8	31	14	48
	Budgeting	7	27	2	7
		2	8	1	3
	Financial reporting	4	15	3	10
	Fund allocation	4	15	3	10
	Embezzlement & Misappropriation of funds	1	4	6	21

On the issue of the level of education, the a good number of the BOG respondents were found to be graduates (46%) while 52% of PTA members had a secondary level of education. This shows that majority of the respondents in this study were in a position to contribute effectively to the development projects of the schools. Determining duration, the respondents have been a shareholder in the school hence necessary for the researcher to establish the level of their involvement in school projects. The results obtained indicated that both stakeholders were present between a period 5-10 years (65% for BOG and 48% for PTA). On their frequency of involvement in school projects, 77% of the BOG stakeholders told that they had involved themselves almost every time and 15% engaged themselves occasionally. Similarly, the majority of the PTA stakeholders (62%) got themselves engaged in school project almost every time as well. 21% involved them every time. The researcher further sought to establish the nature of responsibilities the stakeholders involve themselves with in these projects. Results obtained revealed that majority of both PTA (38%) BOM (65%) and respondents performed monitoring and management roles. Both the PTA and BOM actively participated in project development in the schools and played both roles of monitoring and management. They were also knowledgeable of the projects that were on going in the schools because most of them had been in the schools for at least five years.

Regarding the satisfaction of the respondents who participated in the study on the various elements of the projects, 79% of the PTA members reported being very satisfied with the project leadership team compared to 69% of the BOG members. This may be an indication of stakeholders' confidence in the competence of the school projects leadership teams and a possible good working relationships. Furthermore, 73%, 54%, 81% and 50% of BOG

stakeholders responded to be very satisfied with planning, control, and competence of project staff and monitoring of school projects respectively. When questioned on the main challenges experienced during the development of school projects, results showed that financial allocation and reporting was a major problem among the stakeholders, followed by compliance to procurement processes and misappropriation funds in that order.

4.6 Discussion

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

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

4.6.1 Influence of management skills among school heads in development of school projects

The researcher sought to investigate the influence of management skills among school heads.

Table 4.8 shows results obtained from respondents.

Table 4.8 distribution of responses on management skills of the school heads

Statement	Frequency	Percent
Trained in project management		
Trained	60	66.7
Not trained	30	33.3

Frequency of project review meetings

Annually	10	11.1
Quarterly	70	77.8
Monthly	10	11.1

Frequency of project progress report

Quarterly	70	77.8
Monthly	20	22.2

Current status of projects

complete	50	55.6
Incomplete	40	44.4

Results, as presented in Table 4.3, indicate that two thirds (77.8%) of the school heads had attained training in project management. Hence, the majority of the heads (77.8%) found it crucial to hold review meetings on project progress as well present project reports at least on a quarterly basis (that is, at least every term). Results also disclosed that most of the recent projects (55.6%) in the study area had been completed. Moreover, the sought to establish the extent of application of project management skills among the heads in developing various projects in their schools. Table 4.4 shows results obtained from the respondents.

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

Table 4.9 Level of skill utilization among school heads in managing school projects

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

All in all and to a large extent the heads had the necessary skills for executing the tasks of their responsibilities. But had some challenges in budgeting and sourcing funds Results obtained indicate that there were challenges and from the opinions of the respondents, a challenge in sourcing for project funds was thought to be the main challenge at (22.2%) Writing project proposal was also highlighted as an impediment towards accessing support for funding. Financial Reporting was agreed by 48.1% of the respondents that it posed a challenge during development process which may have been a result of tedious monitoring procedures involved. Challenges in the procurement process and in communicating the details of the project to the stakeholders also stood in the way of project development. However, there seems to be fewer

challenges in negotiating for project resource and leadership of the project team. This may have been as a result of procedures clearly laid down in the selection of the leadership in and funding that comes directly from the government which required little or otherwise no negotiations.

4.7 Discussion

Findings results revealed that the many school heads were trained in project management skills that prepared them with knowledge of management of schools' projects. The skills they were trained on include the following; controlling, leading, fundraising, evaluation and monitoring of projects. However, in spite of this training, most stakeholders faced various challenges as they accomplished their managerial tasks more specifically proposal writing and sourcing of funds and. These findings resound with what Gatheru (2008) points out when he says that the need for heads to have proper training with an aims of providing essential skills for head teachers to use their new duties as well as providing skills and knowledge. Head teachers could be empowered by training to learn more about effective leadership to know one's strengths and weaknesses with the aim of improving one's management capacities. Also they can also explore how to guide change and overcome resistance and obstacles present in their school, therefore, making wide-ranging and comprehensive changes throughout the school which are supported by teachers, children and parents Otiende (2002).

4.7.1 Testing the first Hypothesis as Per the Objective and Discussions

H1: Board of management influences development of infrastructural projects in public secondary schools in Bobasi Sub –County

Table 4.10: Chi- Square Testing the first Hypothesis

F	f_e	f_d	$(f_d)^2$	$(f_d)^2/f_e$
20	18	-2	4	0.2
30	18	-12	144	8
10	18	-8	64	3.5
25	18	7	49	2.7
5	18	-13	169	9.4
				$\sum(f_d)^2/f_e$= **23.8**

X^2 c = 23.8 > $x^2_{0.05}$ = 9.488 at 4 degrees of freedom and 5 % level of confidence**.**

Since the calculated Chi-square value of 23.8 is greater than the critical Chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, the Board of Management influences development of infrastructural projects in Public secondary schools

4.7.1 Testing of the second Hypothesis as Per the Objective and discussions

H1: Access to financial resources influences development of infrastructural projects in public secondary schools in Bobasi Sub-County.

Table 4.11: Chi- Square Testing Second Hypothesis

F	f_e	f_d	$(f_d)^2$	$(f_d)^2/f_e$
40	18	22	484	26.9
15	18	-3	9	0.5
20	18	2	4	0.2
10	18	-8	64	3.6
5	18	-13	169	9.4
				$\sum(f_d)^2/f_e$ = **40.6**

X^2 c = 40.6 > $x^2_{0.05}$ = 9.488 at degrees of freedom and 5% level of confidence**.**

Since the calculated Chi-Square value of 40.6 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Henceforth, access to financial resources has an influence in Development of infrastructural projects in Public secondary schools in Bobasi Sub-County.

4.7.2 Testing of the Third Hypothesis as Per the Objective and discussions

H1: Stakeholder involvement influences development of infrastructural projects in Public secondary schools in Bobasi Sub-County.

Table 4.12 showing Chi-Square testing for the Third Hypothesis

F	f_e	f_d	$(f_d)^2$	$(f_d)/ f_e$
40	**18**	**22**	**484**	**26.9**
20	**18**	**2**	**4**	**0.2**
15	**18**	**-3**	**9**	**0.5**
5	**18**	**-13**	**169**	**9.4**
10	**18**	**-2**	**4**	**0.2**
				$\sum (f_d)^2 / f_e = 37.2$

$X^2 c = 37.2 > x^2_{0.05} = 9.488$ at 4 degree of freedom and 5% level of confidence**.**

Since the calculated Chi-Square value of 37.2is greater than the critical Chi-Square value at 5% level of confidence, we accept the alternative hypothesis. Thus, stakeholder involvement in development of infrastructural projects has significant influence public secondary schools in Bobasi Sub-County.

4.7.3 Testing the Fourth Hypothesis as Per the Objective and Discussion

H1: Project Management skills have an influence in Development of Infrastructural projects in public secondary schools in Bobasi Sub- County.

Table 4.13 Testing of the Fourth Hypothesis as Per the Objective and Discussion

F	f_e	f_d	$(f_d)^2$	$(f_d)/f_e$
5	**18**	**-13**	**169**	**9.4**
45	**18**	**27**	**729**	**40.5**
20	**18**	**2**	**4**	**0.2**
16	**18**	**-2**	**4**	**0.2**
4	**18**	**-14**	**196**	**10.9**
				$\sum (f_d)^2 / f_e =$ **61.2**

X^2 **c = 61.2 >** $x^2_{0.05}$ **= 9.488** at 4 degrees of freedom and 5% level of confidence.

Since the calculated Chi-Square value of 61.2 is greater than the critical Chi-Square value at 5% level of confidence, we accept the alternative hypothesis. Thus, Project Management skills influence the Development of Infrastructural projects in public secondary schools in Bobasi Sub-County.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of Findings

The following are the key findings of the study.

5.2.1 Influence of Board Management

Results of findings revealed that the board of management actively worked to their roles in providing strategic guidance for the school and effectively overseeing and reviewing the school management. However provision of proper and adequate physical activities as well as teaching and learning resources was thought to be the main challenge.

5.2.2 Access to Financial Resources

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

5.2.3 The Influence of Stakeholders involvement in Development of School Projects

As to whether stakeholders were equipped with skills in managing projects, results obtained indicate that they had the necessary skills however, sourcing for project funds was thought to be

the main challenge and writing project proposal was also highlighted as an impediment towards accessing support for funding.

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

5.2.4 Influence of School Head Project Management Skills

Results of findings revealed that the majority of school heads were trained in project management skills, including leading, controlling, fundraising and monitoring and evaluation of projects. However, and in spite of this training, most of them faced various challenges as they executed their managerial responsibilities key of these being sourcing of funds and proposal writing. Heads while managing projects whereas teachers and Board of governors were viewed as not posing any challenge towards development of school projects.

As far as stakeholders is concerned, Men formed the majority of the stakeholder respondents in this study with secondary and graduate levels of education who had served as a BOG or PTA member for a period of between 5-10 years in the schools at the time of study. The study also established that the stakeholders involved themselves in management and monitoring roles of the school projects almost all the time and were very satisfied in the leadership, planning, and

control, competence of project staff and monitoring aspects of the projects. Financial reporting and allocations to various project activities was however identified to be the most experienced challenge faced by the respondents during development of school projects

5.3 Conclusion

The study establishes that school heads were trained in project a management skill that enables them to manage school projects. However, the training they receive does not equip them fully to manage school projects appropriately. Sourcing of funds and proposal writing is one of the main challenges that this study has identified that has continued to face school heads. Money given by the ministry of education is inadequate and therefore school heads are forced to look for other ways of raising more funds to cater for the deficit. Stakeholders were equipped for their role in project development because they had all attained high school education, They actively involved in the school development projects however; difficulties were encountered when it came to raising funds in support of the ongoing projects.. The study also revealed that the school heads need specific professional training in areas of project management, financial management and programme monitoring and evaluation.

5.4 Recommendations

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

i. The government through the Ministry of Education (MOE) should organize training programs on project management, financial management and monitoring and evaluation for school heads.

ii. Ministry of education should encourage principals to take personal responsibility and initiatives in equipping themselves with general management and project management

skills through self-study, reading literature, attending seminars and workshops out of their own personal volition.

5.5 Suggestions for Further Study

Following are the recommendation for further study.

i. A study on evaluation of project development for construction and non-construction projects in public secondary schools in all the counties in Kenya

ii. A study should also be done on constraints to effective development of projects in public secondary schools in Kenya at large.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Roneck Mochama Anching'ah
P.O BOX 63726- 00619

Nairobi Date: 15/06/2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: DATA COLLECTION

My name is Mochama Roneck Anching'ah, a student pursuing a Master of Arts in project planning and management at the school of Continuing and Distance Education of the University of Nairobi.

I am undertaking a study to establish factors influencing Development of infrastructural projects in public secondary schools in Bobasi Sub- County Kisii County.

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

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

Thank you for your cooperation.

Yours faithfully,

Mochama Roneck Anching'ah
Student (M.A PPM)-L50/85232/2016
University of Nairobi (SCDE) Nairobi.

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

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

Please tick (√) in the appropriate box.

Section A. Demographic Data

Indicate by ticking (√) your gender

a) Male ( ) b) Female ( )

How long have you served in this school?

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

Tick against the category that matches with the highest academic qualification

A level ( ) b) Diploma ( ) c) Bachelor's degree ( ) d) Master's Degree ( )

Section B: management skills

1. Have you been trained in project management? Yes( ) No ( )
2. How frequent do you have project review meetings?
    a. Annually ( ), Quarterly ( ), Monthly ( ), Weekly ( )

3. How often do you provide project progress report?

a. Never ( ) Annually ( ) Quarterly ( ) Monthly ( ) Weekly ( )

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

	Project	**Complete**	**Incomplete**

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

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

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

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

(1- Strongly Disagree, 2 – Disagree3 – uncertain 4–Agree 5- Strongly Agree)

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

Section C: Stakeholders' Involvement in Implementation of Projects

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

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

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

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

5- Strongly Agree)

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

3. To what extent do you think the following affect successful Development of school projects? (1 - Very high 2 - High 3 - Moderate 4 - Low 5 - insignificant)

Attributes	1	2	3	4	5
Lack of previous experience					
Lack of management skills					
Low level of education					
Lack of coordination in the choice of the project					
Lack of monitoring and evaluating the project					

4. How often do you schedule stakeholder's meetings in your school?

Beginning of a new project only [ ]

Monthly [ ]

Once a year [ ]

Never [ ]

Section D: Availability of Funds for development of Projects

1. Who monitors the usage of the funds?

School head [ ] Committee [ ] Project Manager [ ]

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

Very good [ ] Good [ ] Poor [ ]Very Poor [ ] Don't Know [ ]

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

We encourage parents to meet deficit [ ]

We use profits from income generating activities [ ]

Fund organize Harambee to cater for deficit [ ]

We seek credit from financial institutions [ ]

Any other (specify)……. [ ]

APPENDIX III: QUESTIONNAIRE FOR STAKEHOLDERS

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

1. Please indicate your stakeholder membership

PTA [ ] BOG [ ]

1. What is your gender?

Male [ ] Female [ ]

2. What is your education qualification?

Secondary [ ] Diploma [ ] Graduate [ ] Postgraduate [ ]

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

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

4. What is the frequency of your involvement in various school projects? Never []Almost never [ ] occasionally [ ] Almost every time[] Every time [ ]

5. What role do you play?

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

6. Gauge the level of application of the following management skills in implementation of school projects. (1 – Not at all satisfied 2 – slightly satisfied 3 – moderately satisfied 4 – Very satisfied 5– Extremely satisfied)

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

1. Tick the challenges faced during implementation of school projects Sourcing of project funds [ ]

Budgeting [ ]

Financial reporting [ ]

Fund allocation [ ]

Embezzlement & misappropriation of funds [ ]

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

Stakeholders	**Very high**	**High**	**Fair**	**Poor**	**Very poor**
PTA Members					
BOG Members					
Parents					
Teachers					

APPENDIX IV: INFORMED CONSENT

Dear Sir/Madam,

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

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

Respondent: Signature……...Date…….

Research Assistant:

Signature…… Date……

Researcher

Mochama Roneck Anching'ah

(MA.PPM)- Reg. No. L50/85232/2016

University of Nairobi Mobile No. 0720029038

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