EFFECTIVENESS OF KENYA EDUCATION SECTOR SUPPORT PROGRAMME GRANTS IN IMPROVING INFRASTRUCTURE IN PUBLIC PRIMARY SCHOOLS IN NYAMACHE DISTRICT, KENYA.

BY

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OFTHE REQUIREMENTS FOR AWARD OF DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT, UNIVERSITY OF NAIROBI.

2012

DECLARATION

This research project report is my original work and has not been presented for a degree in any other University.

Sign: _____ Date_____

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L50/65362/2011

This research project report is submitted for examination with my approval as university supervisor.

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DEDICATION

This research project report is dedicated to my loving wife Ruth, our son Emmanuel and daughter Joanne, for giving me ample time to undertake my post graduate studies. Thanks for bearing with me.

ACKNOWLEDGEMENTS

Special thanks to my supervisor, Dr Harriet Kidombo, for finding time out of a busy schedule to peruse through this research project proposal and for the useful advice. Special thanks also goes to my lecturers Mr. Awino, Dr. Nyaega, Mr. Ombese, Mr. Haustine, Mr. Ongoncho, Mr. Opondo, Mr. Njoroge, Ms. Ogombe and Mr. Sakaja.

I would also like to thank my colleagues at the Kisii Extra mural centre who have been of great encouragement. I will not forget to thank my dear brother Danvas Osogo for inspiring me to begin a masters programme. My special thanks also go to my parents and parents in-law for encouraging me to pursue further studies and for the foundation you laid in my life. To my brothers and sisters I say thank you so much for your encouragement. To my spiritual father, Rev. Morara, I say thank you for your prayers. I would also like to thank my principal, Mrs. Morara for giving me ample time to do assignments and to all my colleague teachers for accepting my delegated duties.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	**Education For All**
CDF	**Constituency Development Fund**
FPE	**Free Primary Education**
GOK	**Government Of Kenya**
MDG	**Millenium Development Goals**
MOEST	**Ministry Of Education Science And Technology**
KESSP	**Kenya Education Sector Support Programme**
UPE	**Universal Primary Education**
SWAP	**Sector Wide Approach Programme**

ABSTRACT

This research project sought to establish the factors influencing the effectiveness of KESSP grants in improving infrastructure in public primary schools in Nyamache District, Kenya. The study will be guided by the following objectives; to establish the influence of time of disbursement on effectiveness of Kenya education sector support programme grants in infrastructure improvement in public primary schools in Nyamache District; to access the influence of level of funding on effectiveness of Kenya education sector support programme grants in infrastructure improvement in public primary schools in Nyamache district; to establish the influence of capacity of school management on effectiveness of Kenya education sector support programme grants in infrastructure improvement in public primary schools in Nyamache District. In chapter one the researcher looks into the significance of the study, statement of the problem, limitation and delimitation of study, the basic assumption and definition of terms. In chapter two literature review of a concept, level of funding, time of disbursement, criteria of disbursement, criteria of disbursement and capacity of school management and theoretical framework is done. In chapter three the researcher deals with the research methodology- target population, sample size and sampling techniques, research instruments, validity and reliability , data collection procedures and analysis techniques are done. Validity and reliability of research instruments was done through piloting and test- retest techniques. The collected data was analyzed using the likert scale for rating the respondents response on the effectiveness of KESSP infrastructure grants in improving infrastructure in public primary schools in Nyamache district Kenya. In chapter four the research covered data analysis, presentation of analyzed data, information and discussion of analyzed data based on research objectives. Chapter five gives a summary of the findings of analyzed data conclusions and recommendations of the study. The findings indicated that the KESSP funds are not released in time and the amount released is not sufficient to fund infrastructure projects in school. The school head teachers were found to be lacking in managerial skills and knowledge on implementation of school projects. The study recommended that all the stakeholders should be involved in infrastructure constructions in schools and KESSP infrastructure grants increased depending on the unique needs of schools. Head teachers should also be trained on project management.

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CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Since independence Kenya's development objectives were anchored on elimination of poverty, disease and ignorance as highlighted in Kenya's Sessional paper No. 10 of 1965. In 1971, President Kenyatta eliminated primary school fees for areas with unfavourable geographical conditions and by 1973, primary school fees was abolished for all standard I-IV in which students were only required to purchase uniforms.This saw enrollment in primary school grow at a rate of 8.2.% between 1972 and 1982. Increase in enrollment called for more teachers, more classrooms and other infrastructure. A school building levy was introduced while teaching aids, books, classrooms amenities as desks and blackboard were dispersed by the Kenya school equipment scheme. (Abagi, 1997).

The Kenya government in its survey concluded that the primary stage of education is the most important since it is here that basic knowledge is given to the child and foundations for an economically productive and satisfying population are laid (Republic of Kenya, 1978) In cognoscente of this, the government introduced cost sharing policy in the 1986, following the economic crisis which required households to contribute towards education of their children. The cost sharing policy that was proclaimed in Sessional paper No. 1 of 1986 on economic management for renewed growth was critical of the high recurrent expenditures on education and training and consequently required control measures to be taken to reduce such expenditure to manageable level (Republic of Kenya, 1986).

The foundation of Africa's education policy dates back to the time of colonial administration. African Ministers of education met in Addis-Ababa, Ethiopia in 1961 to formulate Africa's educational objectives and strategies for the period 1961-1961 (Timan, 1980). The policies were based on the premise that education is a fundamental human right as well as being basic to economic and development of a just post-colonial African Society.

The African government's commitment to educational development is indicated by the relatively large public allocations that go to the sector (Sheffield 1996).

The policies on education of different countries are highlighted in their National development plans and reflect the importance attached to education. In the United Nations first development decade plan in the 1960's great faith was placed in education as the key to National development. This induced belief in an almost automatic relationship between education and development and resulted in large sums of money being allocated both from government and oversees Aid in the belief that it would yield high rates of return (Hardiman & Midgley, 1982).

Provision of social programmes like Education has always been stressed in global development projects since 1948, in the past regimes, financing of infrastructure has been through harambee efforts between local communities. The Kenyan government and non-government organizations were established to provide physical infrastructure and feeding programmes in the public school sector.

The government of Kenya appointed a presidential working party on education and training in 1988, to study the education sector and recommend ways of ensuring the delivery of education and training services within the limits of the constrained economic conditions. The report recommended introduction of cost-sharing in education which was accepted by the government in the sessional paper No. 6 on Education and Training for the next decade and beyond (Republic of Kenya, 1988).

Though the cost-sharing policy assisted in enhancing partnership between the state, households and communities, it added a new dimension, depth and breadth to the volume of community and household expenditure on education services. This burdened the poor households as the cost of education went high (Njeru and Orodho, 2003). In 1990, a world conference on Education for all (EFA) was held at Jomtien, Thailand where most developing countries reaffirmed their commitment to providing their school age children, a universal access to the first cycle of education. This was further reaffirmed at another international conference on education in Darker Senegal in April 2000 with a new target set for the year 2015.

However the conferences failed to project the consequences of enrolment expansion at primary level and subsequently at secondary level (Wachiye & Nasongo, 2010)

In 2000, the United Nations (UN) presented the Millennium development goals (MAGs) to world leaders in an effort to promote poverty reducing initiatives including universal education. These MDGS were effected in September 2000 by UN member countries. The countries were urged to increase gender equity and provide universal primary education (UPE) with the assistance of global partnerships like Non-governmental organizations (NGOS), the World Bank, the International Monetary Fund (IMF) and the civil society (UN-Kenya) provision of Universal education was identified as the second most important MDG.

Consequently, the Government of Kenya (GOK) enacted the free primary education (FPE) Act in 2003 that abolished all primary school fees for public primary schools in Kenya immediately the National Rainbow Coalition Government came to power (NARC) in 2003. This led to an increase in enrolment in public primary schools further putting a strain on the existing infrastructure.

The Kenya vision 2030 reinforced the need for universal education by emphasizing the need for the implementation and enhancement of the FPE Act of 2003. Vision 2030 directs the policies which will ensure completion of MDGs. Various reform projects, programs and partnerships were personalized to meet the current demands for the Kenyan society. Specific short term goals were set to be reached at each 5 year medium term (Republic of Kenya: vision 2030).

In education, the GOK intend to build 560 New secondary schools, 1 boarding school in Aid and semi-Aid lands (ASALS) recruit 28000 teachers, promote early childhood development and education programmes and special needs education with basic education facilities (Republic of Kenya and UNDP, 2008).

Improving Primary school infrastructure is a high priority among many school management committees in public primary schools following the implementation of FPE. Prior to these, communities and parents have been responsible for investments in school infrastructure.

However, over time, there has been a major backlog of infrastructure provision and a shortage of permanent classrooms.

Existing infrastructure are generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance.

The Ministry of Education, Science and Technology (MOEST) in its survey in 2004 identified four issues that affect education. The issues identified were lack of adequate infrastructure and shortage of permanent classrooms, poor state of existing infrastructure due to lack of investment

maintenance, limited number of primary schools serving poor populations in isolated rural areas and those living in low income areas and huge discrepancies in needs, depending on local conditions subsequently (Republic of Kenya, 2004).

Subsequently, the MOEST adopted a sector wide approach to programme planning (SWAP) through which the Kenya Education Sector support programme (KESSP) was developed. Twenty three investment programmes were identified. The implementation of KESSP seeks to meet the following objectives;

Attainment of UPE and EFA by 2015, achievement of a transition rate of 70% from primary to secondary from the current 47% enhancement and sustainability of access, equity and quality in primary and secondary education, Capacity building or educational manager's training, construction and renovation of physical facilities / equipment in public learning institutions in disadvantaged areas (Republic of Kenya: 2005).

The citizens and the government of Kenya have invested heavily in improving both the access and quality of education. Actually other devolved funds from the government like the constituency development fund (CDF), Economic Stimulus package (ESP) and local Authorities Transfer Fund (LATF) are allocated for purposes of infrastructure construction and improvement.

A study by UNESCO on challenges of implementing FPE in Kenya in 2005 found out that in Gucha District most schools don't have adequate classrooms to accommodate the large number of pupils enrolled through FPE. It was found out that most classrooms were congested, in poor condition and poorly lit.

Most schools had mud walled classrooms while those that have permanent walls they lack doors and their floors are not cemented (UNESCO, 2005).

Nyamache District is clearly one of the beneficiaries of various grants and it's against this backdrop this study will be carried out to establish the actual influence of these massive infrastructural investments.

The District is in Kisii County. It is bordered by Masaba South to the East, Transmara to the North, Kenyenya to the West and Sameta to the South. Despite the reliable rainfall and peasantry farming, the District has a high prevalence of poverty due to poor institutional infrastructure, high cost of farm inputs and poor market. Funding of educational institution's infrastructure will play a significant role in empowering the youth and future generation.

1.2. Statement of the Problem

The inception of the free primary education in 2003 after the FPE Act was enacted that abolished all primary school fees for public schools in Kenya have seen a number of pupils enrolling in public schools. The rise in enrolment has exerted pressure on existing infrastructure and as such there are inadequate classrooms, latrines, water and desks. (Republic of Kenya, 2005).

The Millennium Development Goals status report identified 12 challenges facing the education sector in Kenya key among them overcrowding in schools in densely populated areas; inadequate and poor infrastructure including water and sanitation (Republic of Kenya, 20008:13).

The government of Kenya and development partners took an initiative to improve infrastructure by distributing funds to schools. This has been done through the school infrastructure improvement programme (SIIP) arm of the Kenya Education Sector support Programmes (KESSP). The Ministry of Education provides direct funding to schools to carry out permanent infrastructure projects planned by community members and school management committees (Republic of Kenya, 2005).

However, not much has been achieved despite the government's efforts to improve infrastructure in public primary schools. Previous related studies done indicate that infrastructure still remains a challenge. A research done in Nyamira County indicated that inadequate physical facilities is one of the challenges facing the management of FPE (Nyaega, 2010). A study by UNESCO on challenges of implementing FPE in Kenya in 2005 found out that in Gucha District most schools don't have adequate classrooms to accommodate the large number of pupils enrolled through FPE. It was found out that most classrooms were congested, in poor condition and poorly lit. Most schools had mud walled classrooms while those that have permanent walls they lack doors and their floors are not cemented (UNESCO, 2005).

School infrastructural programmes have not been successfully implemented in Gucha District according to the findings of (Onderi and Croll 2008), (Omwoyo 2010).

A related study that sought to access the effectiveness of KESSP infrastructure grants on improvement of primary school infrastructure in Kiambu District established that in spite of KESSP infrastructure funding, there was a shortage of infrastructure and existing

facilities were in poor condition (Waithera, 2011). This study therefore seeks to examine the effectiveness of the KESSP infrastructural grants on improvement of public primary school infrastructure in Nyamache District.

1.3. Purpose of the Study

The study seeks to investigate the effectiveness of Kenya Education sector support programme's infrastructural grants on improvement of infrastructure in public primary schools in Nyamache District, Kenya

1.4 Objectives of the Study

1. To find out how time of disbursement of Kenya Education Sector support programme infrastructure grants influence improvement of infrastructure in public primary schools in Nyamache District
2. .To assess how level of funding of Kenya Education Sector support programme infrastructure grants influence improvement of infrastructure in public primary schools in Nyamache District.
3. To establish the influence of capacity of school management of Kenya Education Sector support programme infrastructure grants influence improvement of infrastructure in public primary schools in Nyamache District.
4. To examine how stakeholders' participation in Kenya Education Sector support programme infrastructure grants influence improvement of infrastructure in public primary schools in Nyamache District.

1.5 Research Questions

1. To what extent does time of disbursement of Kenya Education Sector Support Programme grants influence improvement of infrastructure in public primary schools in Nyamache District?

2. How does level of funding of Kenya Education Sector Support Programme grants influence improvement of infrastructure in public primary schools in Nyamache District?
3. How does capacity of school management of Kenya Education Sector Support Programme grants influence improvement of infrastructure in public primary schools in Nyamache District?
4. To what extent does stakeholders participation in Kenya Education Sector Support Programme grants influence improvement of infrastructure in public primary schools in Nyamache District?

1.7 Significance of the Study

This research finding may be useful to the government in formulating policy regarding funding of school infrastructure especially on level of funding.

The non-governmental organizations (NGOs) and international agencies who engage in projects would find this study useful with regard to areas of school funding.

It is hoped that this study will form a basis on which academic researchers can do further studies on government funding on schools infrastructure.

1.8 Limitations of the Study

Most public primary school in Nyamache District are situated in remote areas which will be hard to access especially with the anticipated long rains in Nyamache District between August and September. The researcher has acquired gumboots to facilitate movement to these schools.

The period data collection is an exam season that sees many respondents busy preparing for KCPE exams. The researcher plans to request the respondents to sacrifice one of the afternoons to respond to the questionnaire and

1.9 Delimitation of the Study

The study will be restricted to the effectiveness of Kenya Education sector support programme infrastructure grants in improvement of public primary schools infrastructure in Nyamache District. Nyamache District has been chosen because it

is quite disadvantaged in terms of infrastructure in public primary schools and its accessibility to the researcher.

It targets 29 headteachers and 29 PTA chairpersons from 29 public primary schools that are beneficiaries of the infrastructure grants of KESSP.

1.10 Basic Assumptions of the Study

The study is based on the following assumptions.

i. Each public primary school where research will be carried out has a construction project funded through KESSP infrastructure grants.
ii. The respondents will provide true, honest and unbiased responses.

1.11 Definitions of significant terms used in the Study

Infrastructure : This refers to classrooms, latrines, water gutters, water tanks, desks and electricity installation within schools .

Grants : These are funds disbursed by the Ministry of Education

Disbursement:Paying out money to schools for purposes of implementing construction of infrastructure

Level of funding: This is the amount given to schools for purposes of implementing Infrastructure projects

Project: Is a group of interrelated work activities constrained by specific scope, budget for purposes of funding specific infrastructure requirements in schools and schedule to deliver capital assets needed to achieve the strategic goals of an organization

Stakeholders: These refer to the community, parents, ministry of education, sponsors, politicians, old boys and girls associations

1.12 Organization of the Study

This study is organized in 3 chapters. Chapter one focuses on the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitations and assumptions of the study as well as definition of significant terms used in the study.

Chapter two focuses on literature review; concept of school infrastructure, international experience on infrastructure funding in schools, the Kenya Education sector support programme and KESSP status studies, theoretical framework and the conceptual framework.

Chapter three comprises of research methodology in which research design, target population, sample size, sampling procedure, research instruments data collection procedures and data analysis techniques are discussed.

Chapter four comprises of data analysis, interpretation, presentation and discussion while chapter five deals with summary of the findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter mainly focuses on the literature review on the funding of infrastructure in schools. It is organized into: concept of education financing, international experience on infrastructure funding in schools the Kenya education sector support programme, influence of Kenya education school support programme summary of literature review and conceptual framework.

2.2. Concept of infrastructure as projects in schools

According to Fleming (2007) a project is characterized by scope (a document defining operational needs, level of service, regulatory requirements & quality of deliverables) , Schedule **(**All projects have a definite beginning and end) and Budget (Cost estimates, defines a project's funding requirements.)

When schools initiate construction works of classrooms, latrines, school gates and staff houses they do it based on scope schedule and budget.

The performance indicators of infrastructure in schools as project will therefore be assessed using the indicators as highlighted by Choudhury, (2002).

Time overrun**:** A project is considered totally successful if it gets complete on time.

Cost Overrun**:** The input in a project; if a project isn't managed we,, its cost will go up and vice versa.

Value**:** Meeting the desired performance the right to education is articulated in article 26 of the universal declaration of human rights of 1948. It recognizes the intrinsic human value of education as well as being an indispensable means of unlocking and protecting other human rights. Where education is guaranteed, people's access to and enjoyment of other rights is enhanced. The provision of free primary education in section 7 of the children's Act 2001 Cap 586) states that every child is entitled to primary education, which shall be the responsibility of both the government and parents (UNESCO, 2002).

One of the conventions of the world education for all (EFA), passed in a conference of education held in Dakar, Senegal in the year 2002 , was to attain education for all (EFA) by 2015 (Njeru and Orodho, 2003). This was a follow up to another world conference of

education for all (EFA) held in 1990 at the Jomtien, Thailand, which saw most of the developing countries commit to provide their school going age children, universal access to the first cycle of education. Following this declaration, there was an increase in enrollment at primary school level throughout the developing world (Wachiye & Nasongo, 2010).

2.3. International experience on infrastructure funding in schools.

In the USA, individual states enhance funding of school infrastructure in various ways. In Virginia State for instance, the law gives the local school divisions the responsibility for controlling, erecting, furnishing, equipping and maintaining necessary school buildings. These school divisions do not have taxing power or ability to issue debt, so it is the related government that must provide school construction financing. The options available are to use current local revenues to fund all or a portion of the projects or borrow funds, via a direct bank loan. The cost, funding availability and school consideration associated with most school construction major renovation projects will ultimately

determine the preferred financial solution. Borrowing for construction purposes can be done through direct local government borrowing in which it borrows below market rates and is administered by the department of education (Michael, 2005).

The San Diego unified school District project upgraded and repaired 165 schools and constructed 13 new ones. The project began in 1988and ended in 2002 at a cost of US Dollars 1.51 billion (Kennedy, 2002).

In Singapore, the government set aside 560 million Singapore Dollars (396.6 million US. Dollars) to be used from November 2009 in the construction of 11 new primary schools along with upgrading additional 28 existing schools. This was the first phase in the ministry of education's plans to upgrade primary school infrastructure in order to facilitate the transition of primary schools to single sessions by 2016.

The ministry projects to finally build 18 new schools and upgrading 80 schools. Single sessions are geared towards providing greater flexibility in time and space for teachers to deliver a more holistic education to their pupils. (Kumar, 2009).

The government of Chad through a program dubbed Chad education reform support project (PARSET) has managed to transform school infrastructure from classrooms built on millet stalk to complete school modules comprising classrooms, latrines and wells. This was done after the African development Bank (ADB) report on education sector support project of Chad that realized that the sector continues to face difficulties that might compromise the attainment by 2015 of EFA objectives and MDGS especially with regard to university primary education due to insufficient efforts to enhance access through construction of infrastructure.

The ADB made financial and technical contributions towards the organization of sector consultations in addition to financing the education project. The organization of petroleum exporting countries (OPEC) fund resources have been used in the construction of primary school classrooms, latrines, wells and procurement of equipment and furniture. The ADB built 225 classrooms, 150 latrines, 75 wells which offered 12000 new vacancies at the primary level. Education in Chad draws financing from the government, parent/teachers associations, NGOs and foreign agencies. (Republic of Chad, 2003).

Tanzania adopted the primary education development program (PEDP) in 2002 after the realization that primary schools across the country had inadequate and poor school physical infrastructure and teaching resources that threatened to hinder the achievement of UPE targets. It abolished school fees, the UPE campaign and massive investment in primary schools infrastructure. The program has

improved school infrastructure that is construction of classrooms, teacher's houses and learning facilities (Mabula, 2011).

2.4 How time of disbursement of funds affects improvement of infrastructure

Irregular release of funds by the government and delays to disburse funds by the government is a major cause of infrastructure stalling in most public primary school in Kiambu District (Waithira, 2011).

Inadequate physical facilities and delay in disbursement of funds by the government are cited as some of the challenges facing implementation of project in public primary schools. Such delays have made project to be behind schedule and in the long run stretching their cost.(Kipkoech and Kyalo, 2011)

The primary constraints that the projects face are the likelihood of delay in completion time of a project, reduction in the quality of a project or increase in the cost of a project. On time performance and on cost performance are in essence critical to project success(Terry, 2001) Infrastructure in public primary schools will miss out on the above indicators when funds are released late.

The Institute of Economic Affairs (IEA) review of KESSP ands FPE of 2007 highlighted that there were limited opportunities in terms of schools and classrooms and delays in disbursement of FPE grants it went further to recommend that allocation for infrastructure, priority must be accorded to overcrowded and regions with fewer schools. The huge financial allocations should be diligently and transparently used during procurement to ensure that resources are not wasted. The devolved funds that support education - LATF, CDF should be harmonized to avoid investing in "Dead assets"- classrooms without teachers, more learning institutions with low enrolments in terms of spatial distances.

2.5 How level of funding affects improvement of infrastructure

A study done in 2011 on the effectiveness of KESSP grants on the improvement of primary school infrastructure in Kiambu District established that the KESSP infrastructure grants were not enough resulting in shortage of infrastructure and existing infrastructure being in poor state (Mwaura, 2011).

A research by the international institute for education planning (IIEP) in cooperation with the British oversees development administration (ODA) found that the largest share of government budgets for education is mostly allocated to primary education. (Caillods, 1996).

An earlier study done in Gucha District by UNESCO revealed that most schools don't have adequate classrooms to accommodate large numbers of pupils enrolled through FPE. Most classrooms were found to be congested, in poor condition, lighting is poor because they depended on natural light. Most schools were mad walled and those that had permanent classrooms did not have doors, window panes and their floors were non-cemented (UNESCO, 2005).

Government funding towards physical facilities and teaching learning materials towards meeting the demands of high enrollment since the inception of FPE is in adequate this has resulted in overcrowding in classrooms and poorly constructed classrooms (Akoth, 2010)

According to Choudhury (2002) a project is deemed to have failed if it is abandoned half-way, kept in abeyance, completed with a changed concept or if it doesn't produce as per the specifications in terms of quality of produce

2.6 How capacity of school Management affects improvement of infrastructure

Most primary school head teachers experience challenges on financial management and especially in book keeping. Most of them have not trained on financial management (Cheruto and Benjamin,2011)

The free primary education is hampered by poor financial management skills that head teachers as financial managers in schools face. They should therefore be trained on financial management (Akoth 2010) .

The KESSP grants have failed to deliver the desired infrastructure needs. These have resulted to shortages of infrastructure and the poor status of the existing ones. The major

causes of these are lack of close monitoring of the funds and corruption on the part of school head teachers and school management committees. (Mwaura, 2011)

A study done in Kamwangi division, Thika District, Kenya that focused on administrative challenges facing primary school head teachers, found out that lack of adequate equipment and resources for teaching and learning, lack of adequate knowledge and skills in financial management and un resourceful school committees are the greatest challenges. (Waweru, 2011).

Institute of policy analysis and research (IPAR, 2008) explains that the education sector in Kenya is in crisis because of inefficient inadequate measurement, monetary and evaluation of spending and institutional changes. Inefficient management of Kenya's centralized education system and poor school management practices will worsen the crisis.

A project manager takes the role of planning, organizing, directing and controlling project resources. He also adopts a more creative approach to solve non-programmed and instructional problems. He has to strengthen the managerial orientation of project goals and objectives can be efficiently achieved within the constraints of time and budget (Chandra, 2006). He may hot have control over the personnel's technical competence, but he can influence their behavior by motivating them.

A PM's competence in planning is important in planning, he develops a comprehensive time plan for construction of buildings, recruitment of personnel and tender evaluations estimate resource requirements and specify cost standards (Chandra, 2006).

Rwelamila (2007) proposes six competences of a project manager as sense of ownership and mission, political awareness, strategic influence, interpersonal assessment, relationship development and action orientation.

2.7 How stakeholders' participation affects improvement of infrastructure.

In the U.S.A, citizen participation through monitoring and evaluation of public programmes as resulted in accountability and programmes meeting the needs of the community .(Estrella and Gaventa,1997).The local people are involved in financial processes, prioritization and assessment. Voters actual approve a school project and keep track of the project progress .An independent bond oversight committee to oversee project implementation is created. These enhances proper implementation of school projects.(Kennedy,2002)

2.8 Theoretical Framework

The study will be based on the classical liberal theory. It states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced to writers as Rousseau (1712 – 1778) who claimed that in the natural states men were born equal and personal qualities should not jeorpadize social mobility as long as society rewards people according to their merits. (Njeru and Orodho, 2003)

This theory is found relevant to the study because KESSP was introduced in the ministry of education as a sector wide approach to pull resources in order to enhance access and equity to education across the country.

A study by uwezo (2010) found out that there were disappointing levels of learning among primary school children. Dominance of private schools in KCPE reveals the disparity that exists between public and private schools. The study indicated that this disparity is as a result of availability of physical infrastructure as well as quality instructional methods. The FPE has increased enrolment but many students learning remains inadequate. A national survey comprising of over 100,000 students aged between 3 and 16 in over 2000 schools found out that only 33% of children in class 2 can read a paragraph at their level (Uwezo, 2010). The large and heterogeneous classes can challenge pedagogy.

The statistics above about Gucha District out of which Nyamache District was curved from are quite dismaying. It is clear that fairness, access and quality of education are threatened.

By studying the factors influencing the effectiveness of KESSP grants in improving infrastructure in public primary schools and suggesting remedial recommendations, it is hoped the District's poor and vulnerable will be cushioned against high schools development levies that would make the cost of basic education to go up. In the long run, in equalities to access, quality and retention will be reduced.

2.9. Conceptual Framework

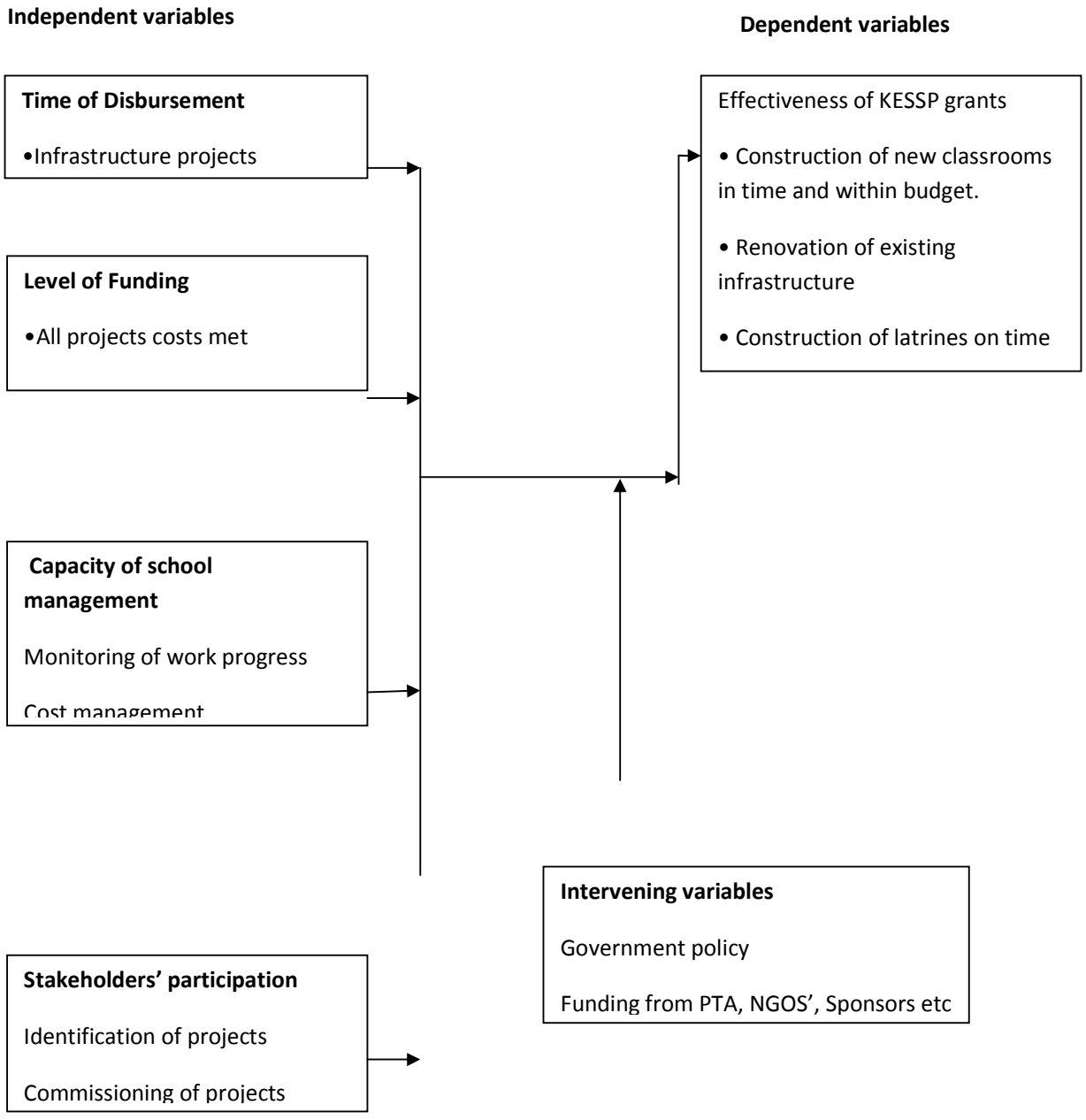

Figure 1: conceptual framework

The conceptual framework shows the Ministry of education through KESSP as the source of funding towards construction of classrooms and latrines and renovation of existing infrastructure. The independent variables are time of disbursement, level of funding, criteria of disbursement. All these will determine the effectiveness of the KESSP grants. the indicators of effectiveness are classrooms constructed on time and within budget, latrines constructed on time, renovations of schools infrastructure and construction of school gate. The government of Kenya regulations on tendering and procurement and the Ministry of public works (MOPW) infrastructure specifications are the moderating variables. Infrastructure is also funded through CDF LATF, economic stimulus package and PTA.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with methods that will be used in carrying out the study. It is organized as; research design, target population, sampling techniques and sample size, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2. Research Design

Research design is a plan structure and strategy of investigation conceived to obtain answers to research questions. It provides a framework for planning and conducting study quantitative researchers maintain that once the research has been designed, it must be followed throughout the study (Ary, 2006).

This study adopts a descriptive survey method to investigate the influence of Kenya Education sector support programme in improvement of infrastructure in public primary schools in Nyamache District. Descriptive survey is a process of collecting data in order to answer questions concerning the current status of the subjects of study. (Gay, 1992). The design is appropriate to the study since it is concerned with descriptive and explanation from the sample population.

3.3. Target Population

According to Mugenda and Mugenda (1996) population is the entire group of individuals, events or objects having common characteristics about which the researchers wishes to make generalization.

When the target population is similar the researcher is more confident making generalizations (Fraenkel & Wallen, 2006). The study targets all the 101 public primary schools head teachers and 101 school management committee chairpersons.

3.4. Sample Size and Sample Selection

A sample is a subject of a particular population selected for the purpose of the study to make conclusions about the population (Mugenda & Mugenda, 2003).

This study will employ purposive sampling to single out head teachers and chairpersons of SMCS of the 29 public primary's schools in Nyamache District which are the current beneficiaries of the KESSP infrastructure grants. Purposive sampling refers to the selection of a sample depending on the researcher's discretion.

According to Mugenda and Mugenda (2003) if the population size is small, then it is advisable that the researcher takes a complete census of the population.

3.5. Research Instruments

This study will use questionnaire, observation schedules and interview schedules to collect data from the sampled schools. Questionnaires will be ideal for collecting data from head teachers while interview schedules will be used to get information from the school committee chairpersons because of their varied literacy levels and they will also give an in-depth data that is not possible to obtain if questionnaires were used.

An observation schedule will be used by the researcher to make own observations on the progress of the infrastructure projects and their very actual presence.

3.5.1. Instrument Validity

Validity is the extent to which a measure actually measures what it ought to measure (Dane, 1990). To enhance validity, appropriate and adequate items relevant to research objectives are contained in the questionnaire. Colleagues and supervisors will be consulted to validate the instruments.

The questionnaire will be piloted with 5 schools to check the reliability and validity of the tool. The tool will then be reviewed appropriately.

3.5.2. Reliability of the Instruments

Reliability is the degree of consistency between two measures of the same thing (Dane, 1990). It is the consistency of the scores or answers from one administration of an instrument to another and from the set of items to another (Fraenkel & Wallen, 2006).

The questionnaire will be pre-tested to a selected sample of head teachers from other Districts that are not part of the actual sample. Reliability will be established by comparing responses for the same items. Items that may elicit responses that have wide variations among the respondents will be improved so as to enhance reliability. Items with responses that are similar will be retained without making changes.

3.6. Data Collection Procedures

Authority will be sought using an introductory letter from the university in order to get a permit from the National council of science and technology. Then the District commissioner and the District Education Officer, Nyamache District will be notified after which the schools will be visited and the head teachers consent sought. The questionnaires will then be administered directly to the head teachers.

The interview schedules will be conducted after booking appointments with SMCS chairpersons. The exercise will finally involve physical assessment of the projects to establish their existence, completion and utilization.

3.7. Data Analysis Technique

According to Mugenda and Mugenda (1999) data analysis is the process of bringing order and meaning into raw data collected.

The data will be subjected to both quantitative and qualitative data analysis techniques using the Statistical Package for Social Sciences (SPSS) version 17.0. Analysis of data will begin with defining

analysis objectives where the relationships or comparisons to be made and the variables to be used are determined.

The raw data will be coded and entered to SPSS and subjected to the cleaning process to ensure correctness. The data will then be analyzed using both descriptive and confirmatory statistics .The descriptive data analysis techniques to be employed will include; frequencies, measures of central tendencies and dispersions.

Cross tabulations will be used to explore relationships between the factors affecting the effectiveness of KESSP grants and the improvement of the infrastructure in the schools. The hypothesis will be tested by subjecting the cross tabulation to the Chi-Square ($\chi 2$) statistical test to establish the statistical significance of these relationships.

The results will be presented in appropriate formats (tables and graphs).

3.8: Operationalization of variables

Objectives/research questions.	**Type of variable**	**Indicator**	**Measure**	**Level of scale**	**Approa analysi**
To find out how time of disbursement of KESSP funds influences improvement of infrastructure in public primary schools in Nyamache District	**Independent variable** time of disbursement **Dependent variable** Improvement of infrastructure	-Projects completed in time -Projects completed in time and within schedule	Percentage Delay in disbursement	Ratio Ratio	Quantit quantita
To assess how level of funding of KESSP funds influences improvement of infrastructure in public primary schools in Nyamache District	**Independent variable** level of funding **Dependent variable** Improvement of infrastructure	-Enough amount received -Complete infrastructure projects	Percentage Complete projects Stalled projects	Ratio Ratio Ratio	Quantit Quantit quantita
To establish the influence of capacity of school management of KESSP funds on improvement of infrastructure in public primary schools in	**Independent variable** capacity of school management **Dependent variable** Improvement of	-Level of education -Cost management -Proper utilization of funds -Standard	Percentage Percentage All amount accounted for Usage of	Ratio Ratio Ratio	Quantit Quantit Quanti

Nyamache District	infrastructure	infrastructure erected	classrooms ,latrines and water tanks	Nominal	Quantit
To examine how stakeholders participation in KESSP funds influences improvement of infrastructure in public primary schools in Nyamache district	**Independent variable** stakeholders participation **Dependent variable** Improvement of infrastructure	-Attendance of meetings -monitoring -identification of infrastructure needs. -Standard infrastructure projects	Percentage Percentage Percentage	Nominal Ratio nominal	Quantit Quantit Quantit

3.9: Ethical Consideration

The researcher will seek approval of the research study from the department of extra mural studies and authorization from the Ministry of Education Science and Technology. Request will be made for respondents to give truthful and honest information and they will be assured of confidentiality. The information gathered will only be used for purely academic purposes.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the questionnaire and interview schedules on effectiveness of Kenya Education sector support programme infrastructure grants on improvement of infrastructure in public primary schools in Nyamache District, Kenya .the indicators considered were time of disbursement, level of funding, capacity of school management and stakeholder's participation. The indicators were deemed to have influence on effectiveness of Kenya education sector support programme infrastructure grants on improvement of infrastructure in Nyamache district, Kenya

4.2 Response Return Rate

Out of the 29 questionnaires that were issued to the respondents, 29 questionnaires were returned. This showed a questionnaire return rate of 100% the response rate to the interview schedule administered by the researcher was 100%

4.3 Respondents' Demographic Information

The researcher sought to determine the demographic information of the respondents. This information included respondents' gender and work experience their responses were as shown in table 4.1

Table 4.1 distribution of respondents' gender

Gender	Frequency (f)	percentage %
Male	25	86%

Female	4	14%
Total	**29**	**100**

From table 4.1, 25 (86%) respondents were male while 4 (14%) were female. in all these schools a majority of respondents were male. this implies that there was gender imbalance in decision – making and improvements of school infrastructure in public primary schools in Nyamache District.

The study sought to establish the years of service of head teachers. The response is shown in table 4.2

Table 4.2 respondents' years of service

Years of service	Frequency	%
Below 1	1	5%
1-5	5	17%
6-10	15	51%
Over 10	8	27%
Total	**29**	**100**

Table 4.2 shows that 1 (5%) of head teachers had served below 1 year, 5(17%) between 1-5 years 15(51%) between 6-10 years and 8(27%) over 10 years . this findings indicate that majority of head teachers have a long experience in management of infrastructure development in schools they have had a long time fully implement the construction works .

The study also sought to know the number of years, the head teachers have served in their current stations as shown in table 4.3

Table 4.3, years of service of head teachers in current stations.

Years of service	Frequency	%
Less than 1 year	4	13%
1-5	7	24%
6-10	13	44%
Over 10	5	17%
Total	**29**	**100**

From the researcher found that 4 (13%) of head teachers had served below 1 year in their current station, 7(24%) between 1-5 years, 13(44%) between 6-10 years and 5(17%) over 10 years.

This finding indicates that majority of head teachers have had first hand experience in the utilization of KESSP infrastructure grants that have been in existence since 2005.

4.4 Time of disbursement of KESSP funds in improvement of infrastructure in public primary schools.

The respondents were asked to state the time it took for the funds to be reflected on the school account after the allocation. There responses were as shown below.

Table 4.4 Respondents' response on time of disbursement.

Duration	Frequency	%
Up to 1 year	21	72%
Over 1 year	8	28%
Total	**29**	**100**

From table 4.4 the researcher found that 21(72%) the money takes up to 1 year to be reflected in the school accounts after disbursement while 8(28%) indicate that it takes over 1 year. This shows that there is untimely disbursement of funds. This concurs with the findings of Kipkoech and Kyalo of 2011 that there is delay of funds making delays in completion of projects.

The respondents were asked whether they experienced cost overruns as a result of the delay in disbursement of funds. Below were there responses.

Table 4.5 Respondents' response on cost overruns due to delay in disbursement of funds.

Response	Frequency	%
Yes	26	90%
No	3	10%
Total	**29**	**100**

Table 4.5 shows that 26(90%) respondents indicated that infrastructural projects cost went up as a result of delay in disbursement of funds while 3(10%) respondents indicated that there was no change in cost. This shows that majority of projects will be actually be finished at a much higher cost than earlier projected. This will in most cases lead to stalling of infrastructure projects.

Table 4.6 shows the extent of increase costs due to delay in getting the funds.

Response	Frequency	%
Very high	2	8%
High	24	82%
Minimal	3	10%
Total	**29**	**100**

Table 4.6 shows that 2 respondents representing 8% agreed that the costs increased due to delay in getting funds,24 respondents representing 82% concurred that extent was high while 3 respondents

representing 10% put it at minimum. This shows that in most cases the cost of the infrastructure project will go up if funds are delayed.

4.5 How level of funding of KSSP infrastructure grants influences improvement of infrastructure in public primary schools.

The respondents were asked to state how they used the funds received. They were supposed to indicate where they used the funds to begin a new project or renovate existing projects , whether they have incomplete project, what has caused projects to stall , the percentage of the amount required to complete the projects and to rate adequacy of funds . The responses are discussed below

Table 4.7 shows the responses of respondents concerning the use of infrastructure grants

Table 4.7 use of infrastructure grants in schools.

Response	Frequency	%
Begin a new project	18	63%
Renovation	11	37%
Total	**29**	**100**

From table 4.7 18(63%) respondents stated that they have used the funds to initiate new projects in schools while 11(37%) respondents stated that they have used the funds to renovate existing infrastructure. This shows that majority of the schools used KESSP grants to start new projects and therefore KESSP was the main source of funding to schools.

Table 4.8 show the respondents of respondents concerning the state of completion of infrastructure projects in schools

Table 4.8 state of completion of infrastructure projects

Response	Frequency	%
Yes	27	93%
No	2	7%
Total	**29**	**100**

Table 4.8 indicates that majority 27(93%) of respondents indicated that they have incomplete infrastructure projects. Only 2(7%) respondents have complete infrastructure projects. this clearly shows that funding through KESSP is insufficient to meet the schools ' infrastructure needs . this concurs with the finding of Mwaura 2011 that KESSP infrastructure grants were not enough.

The respondents were asked to state the cause of incomplete projects in their schools their response were as shown in table 4.9

Table 4.9 Cause of infrastructure projects to stall in public primary schools.

Response	Frequency	%
In adequacy of funds	21	72%
Low projections from Mason	8	28%
Total	**29**	**100**

From table 4.9 21(72%) respondents agreed that projects have stalled due to inadequacy of funds while 8(28%) respondents indicate that incomplete is as a result of wrong cost estimates given by project staff . this clearly shows that projects will not be completed if funds are not sufficient.

The researcher sought to know the respondents rating of the adequacy of KESSP grants and the responses as given in table 4.10

Table 4.10 Adequacy of KESSP funds in improving infrastructure in schools.

Response	Frequency	%
Very adequate	0	0%
Adequate	6	21%
Not adequate	23	79 %
Total	**29**	**100**

From table 4.10 , 23 (79%) respondents rated the funds as inadequate , 6(21%) respondents rated it as just adequate while none found the funds as very adequate . from the findings above , it can be deduced that KSSP funding towards infrastructure is quite inadequate .

4.6 How capacity of schools management of KESSP infrastructure grants influences improvement of infrastructure in public primary schools.

In order to rate the capacity of school management to utilize KESSP infrastructure grants the researcher chose to look at the percentage of stalled infrastructure, the use of the grants ad the type of staff the head teachers engaged the findings were as shown below .

Table 4.11 Shows the cause of infrastructure projects to stall.

Response	Frequency	%
Wrong estimates	14	48%
Cost overruns	15	52%
Total	**29**	**100**

From table 4.11, 14(48%) respondents indicated that project estimates given were wrong while 15(52%) cited cost overruns as a major cause of staking. This implies that some project managers (head teachers) gave underestimations and employed the project staffs who are not conversant with implementation.

Table 4.12 How the KESSP funds were used

Response	Frequency	%
Begin a new project	18	62%
Renovate existing infrastructure	11	38%
Total	**29**	**100**

From table 4.12 18(62%) respondents stated that they used the funds to start a new project

While 11(38%) said that they used the funds to renovate existing infrastructure. This implies that most head teachers rushed to initiate new projects without ascertaining whether the funds will be sufficient to complete the infrastructure projects. This therefore means that the head teachers have no capacity to implement school projects thereby hindering the effectiveness of the KESSP grants. Observations done in the schools indicated that there are existing infrastructures that are in poor condition while at the same time new projects have stalled.

4.6 Management capacity of head teachers in influencing effectiveness of KESSP grants in improving infrastructure in public primary schools.

In this section the researcher sought to know how management capacity of headteachers enhances effectiveness of KESSP infrastructure in public primary schools. The headteachers training on management, their opinion on the necessity of training on project management mechanisms of hiring technical personnel and their control on technical competencies were as below.

The respondents were asked to indicate whether they had any training on management. Their response was as shown in table4.13 below.

Table 4.13 Head teachers' training on management.

Response	Frequency	%
Yes	9	31%
No	20	69%
Total	**29**	**100**

From table 4.13, the 9(31%) respondents admitted that they had undergone training on management while 20(69%) admitted that they have had no training on management. Therefore this shows that utilization of KESSP funds is greatly affected by lack of training in management skills.

Table 4.4 shows the responses of the Headteachers about the importance of training in project management.

Responses	Frequency	%
Yes	29	100
No	0	0
Total	**29**	**100**

From table 4.14, the researcher found that 29(100%) respondents agreed that training on project management is quite important to headteachers as project managers in school while none was on the contrary. Majority of PTA chairpersons also indicated that headteachers should undergo training in project management. These findings concur with Rwelamila (2007) who proposes that the project

managers need to undergo training in project management to avoid accidental construction works and to overcome inadequate people management.

Table 4.15 shows the headteachers' responses on the ways they used to hire technical personnel to carry out construction of infrastructure in school.

Table 4.15 How technical personnel were hired.

Response	Frequency	%
Picked know personnel	18	62%
Through tendering	11	38%
Total	**29**	**100%**

From table 4.15, 18(62%) respondents indicated that they pick personnel well known to them and 11(38%) respondents used tendering to get the technical personnel. Majority of PTA chairpersons agreed that they always go to the personnel known to them. These responses show that construction standards are likely to be compromised and in the long run shoddy structures are likely to be put up.

The researcher also sought to know whether the headteachers as project managers have control over the personnel's technical competencies. The results were as shown in table 4.16 below.

Table 4.16 Control of the headteachers over the technical competencies of the personnel.

Response	Frequency	%
Yes	24	82.7
No	5	17.3
Total	**29**	**100**

From table 4.16, 24(82.7%) respondents agreed that they had control over the competence of the technical personnel while 5(17.3%) said that it is difficult for the head teacher to have control over the competence of the personnel. These responses show that majority of headteachers believed that they can control the competencies of the technical personnel. Majority of PTA chairpersons also agreed that headteachers have the ability to check on the competencies of technical personnel.

4.7 Stakeholders participation in KESSP infrastructure grants in improvement of infrastructure in public primary schools.

The researcher sought to know how stakeholders 'participation in KESSP infrastructure grants influences improvement of infrastructure in public primary schools. The stakeholders majority parents, PTA members and the government.

The researcher asked the respondents to state whether they involved stakeholders in undertaking infrastructure projects and there responses were as shown in table 4.17.

Table 4.17 Stakeholders participation in infrastructural projects.

Response	Frequency	%
Yes	29	100%
No	0	0
Total	**29**	**100**

Table 4.17 shows that 29(100%) respondents agreed that stakeholders participated in the construction of infrastructural projects while none denied. This shows that in all cases stakeholders are actually involved Table 4.18 Stakeholders commonly participating.

in construction of infrastructural projects. All PTA chairpersons agreed that headteachers involve them in construction of infrastructure projects in schools.

Table 4.18 Shows the responses of the Headteachers when asked to list the stakeholders they involve.

Response	Yes		No		Total	
	N	%	N	%	N	%
Parents	19	66%	10	34%	29	100%
PTA members	29	100%	0	0	29	100%
Government officials	22	75.8%	7	24.2%	29	100%

N= Number of respondents %= Percentage of respondents

Majority of respondents 29(100%) indicated that they involve PTA members, 19(66%) indicated that they involve parents while 22(75.8%) stated that they involve government officials. Most PTA chairpersons agreed that government officials were majorly concerned with documents in the office. This shows that regulation of work standards and verification of actual presence of infrastructure projects is lacking.

Table 4.19 shows that the responses of headteachers and PTA chairpersons concerning the stage at which they involve the parents.

Table 4.19 Stage at which parents participate.

Stage	Yes		No		Total	
	N	%	N	%	N	%
Planning	6	20.7	23	79.3	29	100
Construction	8	27.6	21	72.4	29	100
Commissioning	4	13.8	25	86.2	29	100

N= Number of respondents %= Percentage of respondents

Table 4.19 shows that the participation of parents in all the stages is minimal, 6(20.7%) at planning,8(27.6) at construction and 4(13.8%) at commissioning stage. This shows that parents as key stakeholders are rarely involved in the utilization of KESSP infrastructure grants.

Table 4.20 shows that the responses of headteachers on the stage at which PTA members as stakeholders are involved in infrastructure improvement in schools.

Table 4.20 Participation of PTA members in infrastructural projects funded through KESSP.

Stage	Yes		No		Total	
	N	%	N	%	N	%
Planning	29	100%	0	0	29	100%
Construction	29	100%	0	0	29	100%
Commissioning 8	27.6%	21	72.4	29	100%	

N= Number of respondents %= Percentage of respondents

From table 4.20, PTA members were involved in all the stages with all respondents 29(100%) agreeing that they involve them in planning and constructions while 8(27.6%) respondents agreed that they involve them in commissioning. These responses indicate that actually PTA members are involved in construction of infrastructural projects.

Table 4.21 shows the analysis of responses about the involvement of government officials at different stages of infrastructural construction in schools.

Table 4.21 Participation of government officials in utilization of KESSP infrastructure funds in public primary schools.

Stage	YES		No		Total	
	N	%	N	%	N	%
Planning	2	6.8	27	93.2	29	100
Construction	5	17.2	24	82.8	29	100
Commissioning 3	10.3	26	89.7	29	100	

N= Number of respondents %= Percentage of respondents

From table 4.21, the involvement of government officials at every stage is 2(6.8%) in planning, 5(17.2) in construction and 3(10.3%) in commissioning. The participation of this key stakeholder that checks on quality standards and prudent use of resources clearly hinder the effectiveness of KESSP infrastructural grants. This is in contrast with what happens in the Virginia state of USA where according to Kennedy (2002) an oversight state Board of Education frequently offers guidance through the standards accrediting public schools and standards of quality.

Table 4.22 shows the responses concerning whether stakeholders involvement enhances better infrastructural improvement in public primary schools and the analysis was as below.

Table 4.22 stakeholders' involvement enhances infrastructural improvement.

Response	Frequency	Percentage
Yes	29	100%
No	0	0
Total	**29**	**100**

From table 4.22, all the responses 29(100%) believed that stakeholder participation can enhance infrastructural improvement. The participation of all stakeholders at all stages of infrastructure projects in public primary schools could enhance effectiveness of KESSP infrastructure grants to public primary schools.

When respondents were asked to rate the input of stakeholders in implementation of infrastructural projects in public primary schools, the responses were as indicated in table 4.23.

Table 4.23 Rating of the input of stakeholders in implementation of infrastructure projects in public primary schools.

Response	Frequency	%
Excellent	0	0
Good	7	24.2%
Average	11	37.9%
Below	11	37.9%
Total	**29**	**100**

From table 4.23, 7(24.2%) respondents indicated that the input of stakeholders was good and 11(37.9%) agreed that it was average and below average respectively. This shows that most stakeholders that headteachers involve lack the necessary knowledge and skills on management of infrastructure projects. Most experts like the MOPW officials are not involved. The project works could be standard if the experts are involved in all stages of project constructions.

When respondents were asked on what they thought could be done to improve the KESSP infrastructure grants, their responses were as shown in table 4.24.

Table 4.24 what can be done to enhance the effectiveness of KESSP infrastructure grants.

Response	Yes		No		Total	
	N	%	N	%	N	%
More allocation of funds	29	100	0	o	29	100
Stakeholders participation	27	93.1	2	6.9	29	100
Training of managers	28	96.6	1	3.4	29	100

N= Number of respondents %= Percentage of respondents

From table 4.24, majority of respondents 29(100%) ,27(93.1%) and 28(96.6%) believe that more money should be allocated, stakeholders involved in all stages and project managers be trained respectively . this finding concurs with Chandra (2006) who says that it is possible to meet project goals and objectives within the constraints of time and budget if managerial orientation is improved especially if skills of authority ,control ,planning ,monitoring ,and evaluation. This also concurs with Onderi and Croll(2008) who say that funds given to schools are hardly enough to finance the successful implementation of any meaningful construction project.

CHAPTER FIVE

THE SUMMARY OF THE FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 Introduction

This chapter summarizes the findings of the study, conclusions, recommendations and suggestions for the further research.

5.2 Summary of the findings

The findings indicate that there is delay and untimely disbursement of funds where in some cases it takes up to one year. The amounts are released in tranches that are so spread to sustain timely completion of infrastructure projects. the untimely disbursement results to cost overruns making the cost of infrastructure projects to go up as indicated by the 26(90 %) of respondents . the cost of construction materials are shown to be going up which in return lead to stalling of infrastructure projects .

The study further established that whereas the KESSP funds are used to begin new projects in schools, 27(93 %) of respondents indicated that most of these projects are incomplete. the state of incompletion was attributed to inadequacy of the funds given as indicated by 21(72%) respondents. the state of incompletion was also attributed to wrong project cost estimates given by the project technical staff. The study findings also indicated that 23(79%) respondents believed that KESSP funds are not adequate

The study found that 20(69%) of head teachers as project managers in schools do not have any training in project management though all the respondent agreed that knowledge and skills in project management are quite important . these findings imply that head teachers do not have the capacity to effectively manage KESSP infrastructure funds. Head teachers hardly carrying out tendering to identify the best technical staff as indicated by just11 (38%).

Who carry out tendering .most head teachers pick personnel who are known to them as shown by 18(62%) respondents. however most respondents believed that they have control over the technical

competencies of the technical personnel. Lack of knowledge on project management and engaging of 'friendly' technical personnel makes the KESSP funds ineffective.

The finding further indicated that stakeholders were involved in construction works. Those that were involved include parents, PTA and government officials. Parents' involvement in all the stages of infrastructure construction was shown to be minimal while PTA members are most involved in the planning and construction stages. A few respondents agreed that they involve government officials like ministry of public works officials in all the stages. Their involvement which is supposed to be critical is rated at 2(6.8%), 5 (17.2%) and 3(10.3%) at all the stages appears to be compromising the standards.

All respondents agreed that stakeholder's participation can enhance infrastructure improvement through KESSP infrastructure grants. The inputs of the stake holders involved was rate at average and below average as shown with 11(37.9%) respondents for average and 11(37.9%) respondents for below average . the input can tend towards good and excellent if head teachers involve all the stake holders at all stages .

5.3 Conclusion of the Study.

This study investigated the effectiveness of KESSP infrastructural grants in improving infrastructure in public primary schools in Nyamache District, Kenya.

There is no timely disbursement of KSSP infrastructure grants. The untimely disbursement of the funds results to cost overruns and infrastructure projects end up increasing cost. This shows that KESSP infrastructure funding could be more effective if money is disbursed in time.

The study results showed that there is low funding towards infrastructural improvement in public primary schools .this means that school infrastructural improvement through KSSP grants is not effective.

The head teachers lack management capacity to effectively undertake infrastructure projects funded through KESSP infrastructure grants in there schools. Knowledge and skills in project management are important in effective implementation of projects in schools

According the results of the study stakeholder participation in infrastructure improvement in public primary schools in Nyamache District is quite minimal. This shows that if specialist is involved in giving technical advice, standard work will be actualized in infrastructure projects in public primary schools in Nyamache District, Kenya.

5.4 Recommendations of The Study

As a result of these findings the researcher makes the following recommendations;

1. This study recommends that the government of Kenya should release KESSP infrastructure grants promptly.
2. There is need to increase the level of funding to public primary schools to undertake infrastructure projects in their schools. There funding should be based on the needs assessment done by the government agencies.
3. This study recommends that all head teachers should undergo training on project management so that they can mange projects in schools effectively
4. There is need for the school managers to give school construction works to people with technical know how. Head teachers and PTA members should not hire people who are their cronies.
5. Stakeholders should be fully involved in all the stages of infrastructure development in schools. More emphasis should be put to ensure that MOPW officials are consulted at every stage of infrastructure construction. This will enhance standard construction works.

Suggestions for Further Research.

The study suggests that further research be carried out to establish the extent to which prioritization of infrastructure projects in schools affects infrastructure project success. Further research should be done to asses the impact of monitoring and evaluation in infrastructural improvement in schools. Study should be done to establish the extent to which level of education affects stakeholder participation in infrastructure implementation in school.

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APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi

Kisii Campus

P.O Box 2461

Kisii

10th August 2012.

Dear sir/Madam,

Re: Research on the factors influencing the effectiveness of Kenya education sector support programme grants in improving infrastructure in public primary schools in Nyamache district, Kenya.

I am a post-graduate student at the University of Nairobi pursuing a Master of Arts degree course in Project planning and Management. I am carrying out research as indicated above. Following your direct involvement in the subject of this study, you have been selected as a participant in the study. Kindly respond to all questions in the attached questionnaire as honest as possible.

The findings from this study will be used for academic purposes. Your response will be kept confidential.

Thank you in advance for your collaboration.

Yours Faithfully,

Philip Onyango

APPENDIX II: HEADTEACHER'S QUESTIONNAIRE

You are kindly requested to provide answers to the following items regarding your personal details as well as issues touching on infrastructure in your school.

SECTION A: DEMOGRAPHIC DATA

1. Gender : Male [ ] Female [ ]

2. For how many years have you served as head teacher

1-5 [ ] 6-10 [ ] less than 1 [ ] over 10 [ ]

3. For how many years have you served your current station as

a) Head teacher

Less than 1 year[ ] 1-5yrs [ ] 6-10yrs [ ] more than 10 yrs [ ]

b) As a teacher

Less than 5yrs [ ] more than 5yrs [ ]

SECTION B: SCHOOL INFRASTRUCTURE DATA

4. a) Have you heard of KESSP infrastructure grants? Yes [ ] No [ ]

b) Has your school been funded though KESSP infrastructure grants?

Yes [ ] No [ ]

5. Which projects have been funded through KESSP infrastructure grants in your school?

(Classrooms, Latrines, Water tanks, Electricity, Halls, Computers)

b. Please indicate the number of each of the projects identified above

6. a) Did you apply to get the KESSP infrastructure grants? Yes [ ] No [ ]

b) How long did it take for the funds to be reflected on the school account after the allocation?

c i) Have you experienced cost overruns as a result of delay in disbursement of funds?

Yes [ ] No [ ]

ii) If yes explain

d) How can you rate the extent of increased costs due to delay in getting the funds? very high ( ) high ( ) minimal ( )

7. a) How did you use the funds relieved

To begin a new project [ ]

To renovate existing infrastructure [ ]

b) Do you have incomplete infrastructural projects in your school?

Yes [ ] No [ ].

If yes, what has caused the infrastructure project to stall?

c.)What is the percentage of the amount that is required to complete the stalled project as compared to the total cost of the infrastructure?

d) How can you rate the adequacy of funds received for improving infrastructure through KESSP? very adequate ( ) adequate ( ) not adequate ( )

8. a) have you attended any course on management?

Yes ( ) No ( )

b) do you think it is important for head teachers as project managers in schools to have training in project management

yes ( ) No ( )

c) How did you hire the technical personnel ?

i) Picked well known personnel around the school ( )

ii) Through tendering ( )

d) As the project, manager I have control over the project personnel's' technical competencies

Yes [ ] No [ ]

9.a) Do you involve stakeholders in construction and renovation of infrastructure in your school? Yes [ ] No [ ]

b) If yes who do you involve most from the following

Parents ( )

PTA members ( )

Government officials ( )

c) at what stage do you involve parents

Planning ( )

Construction ( )

Commissioning ( )

d) At what stage do you involve P.T.A members

Planning ( )

Construction ( )

Commissioning ( )

e) At what stage do you involve government officials ?

Planning ( )

Construction ( )

Commissioning ( )

f) Do you think stakeholders involvement enhances better infrastructure improvement?

Yes ( ) No ( )

g) How can you rate the input of stakeholders in implementation of infrastructure projects in your school?

Excellent ( )

Good ( )

Average ( )

Below average ( )

10. What do you think can be done to improve the KESSP infrastructure grants?

THANK YOU MUCH FOR YOUR TIME

APPENDIX III: WORK PLAN

The following table shows the time schedule on how the research process will be conducted.

Activity	**Duration**	**Dates**
Writing the proposal	2 months	Jan – Feb 2012
Typesetting and printing	2 weeks	March 2012
Submission of the proposal	16th May	May 2012
Preparation of research materials and data collection	2 months	May – June 2012
Data collection and analysis	2 months	July – August 2012
Final research report writing	1 month	September 2012
Submission of final research report for approval	30th September	September 2012

APPENDIX IV: RESEARCH BUDGET

Item	**Amount**
Stationery (writing materials, services, printing)	15,000/=
Field Research expenses (commuter, subsistence)	25,000/=
Report writing expenses (printing, photocopy, binding)	10,000/=
Contingencies	10,000/=
Grand Total	**60,000/=**