INFLUENCE OF STAKEHOLDERS INVOLVEMENT ON PERFORMANCE OF PARENTS ASSOCIATION PROJECTS IN PUBLIC SECONDARY SCHOOLS: A CASE OF LUGARI SUB-COUNTY, KAKAMEGA COUNTY, KENYA

BY

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DECLARATION

This research project report is my original work and has not been presented to any other University for academic purposes.

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DEDICATION

I would sincerely dedicate this work to my family: my mom, Amina K. Osieko, siblings Ibrahim Osieko, Omar Osieko and Shaban Osieko inter alia my dear wife, Mwanarabu M. Wesaya, doting children Nassir, Nasra and Shamza for their support, understanding and encouragement during the entire period of my studies. Your prayers, motivation and inspiration were the pillars of my energy, resilience and determination that propelled me to the end.

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ABSTRACT

The purpose of this study was to examine the influence of stakeholder involvement on performance of Parents Association projects in public secondary schools in Lugari sub-county. Stakeholder involvement is an important basic element envisaged in the Kenya constitution 2010 and the Basic Education Act 2013. The objectives addressed in the study were: to examine how the school management, parents, government and religious sponsors influence the performance of Parents Association projects in public secondary schools in Lugari Sub-County. The researcher used census for all principals of the schools. The researcher sampled 30 principals, did a simple random sampling for 1 member of Board of Management, 1 member of the Parents Association from each school. Ten religious sponsors and five Ministry of Education officials were also sampled. The sample size was 105. Questionnaires were used as data collection instrument for the study. Data was analyzed and presented through descriptive statistics in form of tables, percentages and frequencies. The findings for this study were that school management especially the principal in conjunction with the BOM is tasked various roles such as; planning, monitoring and evaluation and commissioning of Parents Association projects. It was established that the major financiers for secondary school Parents Association projects were the parents through payment of PTA levies. Others are the Government the religious sponsors and other well-wishers. The research also revealed that the government mainly deals with auditing, supervision, monitoring &evaluation and providing legal frame work for the operation of all schools. It was established that majority of schools in Lugari sub-county are catholic sponsored making 36.7 % of the respondents. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian Unions and the Young Christian Societies. However, they were still involved in sponsoring some students (30%) and planning (60%) through the BOM as members. Based on the findings from this study, the researcher recommends that the ministry of education should continuously in-service the school principals on school management. Secondly, for the parents, the school management should involve the parents in conception of projects, planning, and implementation and even in monitoring school projects so that they will own the decisions and therefore be able to give the needed support. Moreover, the Government should increase their financial allocations to secondary schools so that the schools can have sufficient money to finance their planned school projects, Parents Association projects inclusive. The government through Ministry of Education officials should also genuinely audit, monitor and evaluate school projects so as to ensure compliance. For the religious sponsors of secondary schools, the researcher recommends that they should increase their financial support to schools rather than just propagating their faith in schools. Further study can be done on influence of the principals on resource mobilization to finance secondary school infrastructure. Moreover, study can also be done on the effect of school infrastructure on the performance of students in Kenya Certificate of Secondary Education (K.C.S.E). In addition, research can be done on influence of Sub-county Quality and Assurance Officer's visits on completion of school infrastructural projects. Furthermore, research can be done on influence of student council on the completion of school projects.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG -Board of Governors

BOM - Board of Management

CDF -Constituency Development Fund

CRE - Christian Religious Education

DEB -District Education Board

EFA -Education For All

ESEA -Elementary and Secondary Education Act

FPE -Free Primary Education

FSE -Free Secondary Education

GoK -Government of Kenya

ICT -Information Communication Technology

IAPP- International Association of Public Participation

KESSP-Kenya Education Sector Support Programme

LATF -Local Authority Trust Fund

MDGs-Millennium Development Goals

PA -Parents Association

PFA - Parents and Friends Association

PTA -Parents Teachers Association

MoE -Ministry of Education

MOEST-Ministry of Education Science and Technology

NARC-National Rainbow Coalition

NGOs -Non-Governmental Organizations

NMSA-National Middle School Association

SPTC - Scottish Parents Teachers Council

SWAP-Sector Wide Approach Programme

ROK -Republic of Kenya

T/L -Teaching and Learning

TSC -Teachers Service Commission

UNESCO-United Nations Educational, Scientific and Cultural Organization

USA - United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Stakeholder involvement means working with people and using the resources as they are helping them to work together to realize agreed ends and goals (Bartle, 2007). A skilled manager will look for ways in which the interests and ability of each individual can contribute to the good of the whole. In this regard, the head teacher tries to create in the school an environment in which this can happen. Given that the government has provided compulsory and free primary education for all and subsidized secondary education, it is imperative that the school management meaningfully involves all stakeholders in the decision making process. The role of stakeholders has been emphasized by the governments world over for instance 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 buildings must be kept in good order and also that parents must know and be involved in the functioning of the school (World Bank, 2002).

Stakeholder engagement is a concept practiced world over. In Cambodia parents and teachers contribute to school construction and renovation. Parents Teachers Association play a vital role in ensuring that children are enrolled in school and following up to make sure that they do no drop out of school. Schools in Cambodia are organized in clusters which are a grouping of 6-9 secondary schools for administrative purposes. Its objective is for schools to benefit from the available

resources such as teaching and learning materials, facilities and staff. Cluster school committee form construction committee which mobilizes the money, supplies, labour, and land from the community in order to repair or build schools. They decide if the schools will be build with community skill and lab our 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 (Dykstra &Kucita, 2003).

Moreover, in Africa with specific reference to Ghana, the ministry of education has actively engaged the community in construction of education facilities in public secondary schools in order to improve the community. The government has introduced a system of matching grants for communities ready to undertake the school development projects. The cost is then estimated on the basis of the project. The government provides two thirds matching grant in two installments to the communities that first completed the buildings foundation. This gives ownership of the project to the community (World Bank2004).The high rise of student enrolment Kenya in both secondary and primary schools in the recent years, coupled with inadequate resources and facilities has made school project management a much more complex than a few years ago. To ensure effective and successful management, there is need to involve the people both within and outside the school. They include staff, students, parents and members of the community. All these stakeholders 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 (Wamunyu, 2010).

Today, world over education is universally recognized as a form of investment in human capital for economic benefit of the countries. This is why different governments have committed themselves to Education For All (EFA) as per the deliberations at Jomtein Thailand in 1990 and Darkar, Senegal in 2000. In USA, secondary school Education was first an initiative of both the state and the religious missionaries who used it as a means of propagating gospel to the populace (Ellen 2009). They both provided the finances required for the school infrastructure and teachers payment. The Elementary and secondary education act (ESEA) first enacted in 1965 and the recent reauthorized by the No Child Left Behind Act, was the principal federal law that affected kindergarten throughout the 12th grade in America. This incorporated such stakeholders as the Government, religious leaders, and parents.

In Africa, for more than 40 years, different stakeholders have partnered to support the development of basic education since independence (Chimombo, 2005). There has been massive expansion in the provision educational opportunities and facilities. There has also been varied stakeholder involvement and infusion of large sums of money by the new governments who belief advancement of education is a political necessity (Chimombo, 2005). Although different stakeholders have taken the ball stick especially in ensuring that basic education is available for all; education system that does not have adequate resources cannot achieve quality education Court et al(1985). He further documented the necessity to improve the quality of education through provision of teaching/learning materials (T/L) resources. The Gachathi report (ROK, 1976) points out that books, education materials and educational infrastructure are basic tools for education development. They must therefore be available at the

time when they are needed if quality education is to be realized. Moreover, the Kamunge report also bares the claim that the management and provision of quality and relevant education and training is dependent on among other things such as supply of adequate T/L materials and facilities to the learners.

The provision of Teaching Learning materials and other infrastructural facilities is a duty of varied stakeholders such as the Government, the parents, the sponsor, Non-Governmental organizations (NGOs), other Governments through bilateral and multi-lateral arrangements, foundations, corporate societies and well-wishers (Koech 1999). The key purpose of a school establishment is to output responsible workforce to drive the country's economy high, make development sustainable and for individual development. This underpinning translates to need to strive towards good performance. According to Cheruiyot (2004), performance is a product of a good discipline, good management and availability of educational facilities. Before independence, in most parts of Africa, the church, communities and parents met a higher percentage of the cost of education (Olembo, 1985). In this regard, the churches and the local community bore the responsibility of financing education like constructions and paying the teachers. After independence, most governments assumed a higher share of financing education. They put up school infrastructure, provided instructional materials, paid the teachers and took care of operational costs. The children who could not otherwise access education during the colonial era had a chance of receiving formal education (Abagi, 1997). However, with the government's implementation of the Structural Policy Package from World Bank and IMF, there was a shift in financing of education. In this respect, the National Development Plan

1989-1993 spelled out cost- sharing in education where the government and beneficiaries contributed to educational opportunities (Abagi, 1997).

The idea of cost-sharing in education brought several players in financing education. Some important stakeholders in financing education included Non-Governmental Organizations (NGOs), religious sponsors, foundations, corporate bodies through corporate social responsibility (CSR) and other individual well-wishers. But more importantly, parents took an active and central role in financing education as well as the government. Towards this end, various measures were put in place to manage this paradigm shift. This new approach led to establishment of BOG (currently known as Board of Management) to manage secondary schools (Basic Education act, 2013). Establishment of BOGs is provided for in Cap 211 of the laws of Kenya (Basic Education act, 2013). Part 111 section 10 of the Act empowers the Minister for Education to establish Boards of Management to manage public secondary schools. Section 6 (b) of the act also provides for that public secondary schools shall be managed by Board of Governors. The policy paper No. 14 of 2012 revised the name BOG to BOM but maintained the functions.

Under these provisions, the BOMs are expected to perform such functions as; planning and development of physical facilities for the purpose of learning and teaching, sourcing and managing school finances, organizing, directing, supervision and monitoring of approved procedures and programmes of the school, recruiting, appraising and disciplining the non-teaching staff in the school. Further, BOM also regulates the admission of students and the general direction of education in a school. Studies done by Njenga (2003), and Njoka (1985) on various school management

aspects indicate that the role of BOMs on management of school projects is very crucial particularly because they are in-charge of planning, sourcing and managing school finances; however, their role in school management is highly dependent on other educational stakeholders such as sponsors, parents, teachers, community and the government (Hussein 1994).

Basically, a school is a complex social institution like other institution that requires full involvement of all stakeholders for it to succeed. There are multiple of projects that take place within a school set up. According to Mulai (2011), the BOM does not have full capacity to manage school projects. Interestingly, the BOM is where a few parents who are the main financiers of Parents Association projects like purchasing of school buses, office machinery, books, library equipment, laboratory equipment, water supply, electricity supply, furniture, ICT infrastructure, dining hall equipment, dormitory facilities, toilets, staff houses, buildings sit.

Adunda (2003) noted that the school stakeholders are on the periphery with regard to education policy formulation, planning and management in Kenya. Thus, the full potential of the country's education system is missing out on the full benefit of the synergies that would be generated through the forging of a complete partnership between the Government and other stakeholders in provision of education. Secondary school Parents Association projects require financial outlay which calls for the school managers to handle school funds transparently. Any principal who does not know how to handle the school funds can face many problems with parents, Government authorities and the community. The school management must apply sound financial management not only for bigParents Association projects but also in small scale

purchases; failure to which they will face crisis from different players in school financing (Elsbree, 1967). Further, Nwangu, (1978), stresses the importance of proper administration of school funds. He advocates for open and transparent utilization and management of funds especially when setting up and implementing school projects where Parents Association projects are inclusive.

In Kenya, stakeholder involvement in secondary schools in Kenya takes different kinds and forms. The most common are the PTA and the Board of Management (BOM) previously referred to as the Board of Governors (BOG) (Onderi and Makori, 2012). The BOM and the PTA constitute part of the formal structures of governance through which parents and the community are enabled to participate in the education of their children. PTA was created following a presidential directive in 1980 (World Bank, 2008). This is linked to the fact that development of PTA is associated to the school's BOM's failure and the need for extra support from the local community for school development (Onderi and Makori, 2012). Later, it seemed that there was a growing feeling that BOMs were politically elected and politically inclined and therefore not the right forum to address the interests and needs of parents and the community in general (World Bank, 2008). Since then the PTA has grown and occupies an important position in the education sector in Kenya today.

Moreover, in Kenya, parents and other stakeholders' engagement have been entrenched in the day to day management of schools through the enactment of the Basic Education Act 2013 which gives the PA a legal backing hence strengthening its operations. The Basic Education Act 2013 states that every school shall have a parents association which shall be constituted in a manner set out in the Third Scheduleof the

Basic Education Act 2013. The act stipulates that there shall be a Parents Association for every public or private secondary school consisting of: every parent with a pupil in the school and a representative of the teachers in the school. It further spells out the functions of the Parents Association (PA) which includes: promoting quality care, nutritional and health status of the pupils; maintaining good working relationship between teachers and pupils; discussing ,exploring and advising the parents on ways to raise funds for the physical development and maintenance; exploring ways to motivate teachers and pupils to improve their performance in academic and co-curricular activities; discussing and recommending charges to be levied on pupils or parents; undertaking and overseeing development projects on behalf of the whole parents association, among others (Basic Education Act,2013).

In Lugari sub-county, according to Lugari Sub-county Annual Education Report (2013) statistics indicate lukewarm stakeholder involvement in the execution of PA projects. According to this report, the parents through the PA executive are mainly involved in the identification of the project only. Thereafter, the implementation of the project lies squarely in the hands of principal, who is the secretary to both organs (BOM and PA), and only reports to the PA executive and the BOM for adoption by the two bodies on the status in terms of performance of the project. Local leadership especially the Member of County Assembly (MCA) and area Member of Parliament (MP) also infiltrate the school establishment and influence the decisions at both administrative and management in terms of identification, financing and implementing the project.

1.2 Statement of the problem

Successful performance of public secondary school projects is undoubtedly a major prerequisite in the realization of our country's educational objectives and consequently realization of millennium development goals (MDGs). A school undertakes a number of projects such as: school bus buying project, construction projects for instance class, library, laboratory, dining hall, social hall, administration block, furniture, water facility, ICT and electricity infrastructure. These projects are aimed at helping to provide a conducive environment for achievement of educational goals. Mulwa (2004) underscores on the need to involve of stakeholders in the development of projects right from the conception stage through the implementation stage up to evaluation stage. He states that though there is no 'expert' or 'correct' way of developing a project; though he agrees that the involvement and participation of project stakeholders is a key element in the implementation and successful performance and completion of projects. Further, he points out that there is a natural tendency of people (stakeholders) reluctance to take up initiatives in participating in project if they are not called upon; they opt to rely on authorities, which do not help them in taking control over their resources. There has been a tendency of initiating school projects which end up stalling in the process of their implementation. The failure to complete school projects has an impact in that the desired goal of education is never achieved.

According to Mulai (2011) in a study on the role of BOG on management of secondary schools in Kasikeu division, Nzaui district in Makueni County, the study established that the BOG played a passive role in the running of school projects. This revealed that there has been lack of full commitment in the participation of secondary

school stakeholders and this has had an impact in the prioritization of needs (the priority projects), ownership of the projects, completion of the projects and further the sustainability of the projects in public secondary schools. The absence of involvement or participation of school stakeholders has culminated to poor planning of projects, slow or improper implementation or even failure to complete the initiated school projects. Further, in cases where some participation is involved, some projects still fail to get completed which implies that certain stakeholders face constraints in their endeavour to play their designated roles.

Mwanthi (2007), found out that the school administrators do not consult with many of the stakeholders particularly the sponsor, parents, teachers and even government officials, when they initiate projects, that is why everything has been left to them leading to dilapidation of buildings. The Parents Associations (PTA) who is the main project financiers has not been fully recognized by the law in the management of secondary school and hence they are left with minimal chances in management of school projects. Mutia (2002), further found out that the principals had been left loose to mismanage schools due to the ineffectiveness of the BOMs and out of touch to information by parents. This has led to delayed completion of funded school projects or even misappropriation of school funds and resources. This nation-wide challenging situation is not unfamiliar in Lugari sub-county. Some parents association projects have taken so long to be completed yet many of the stakeholders are in the dark as to what exactly is on the ground. Due to failure of participatory approach in secondary school projects, the intentions of the initiated projects are not clearly spelt out, thus have failed leading to compromise in the achievement of educational goals and targets. This has hence propelled my quest to examine the influence of stakeholder

involvement on the performance of parents' association projects in public secondary schools in Lugari sub-county.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of stakeholder involvement on the performance of parents' association projects in public secondary schools in Kenya with special reference to Lugari sub-county.

1.4 Objectives of the study

The objectives of the study included:

1. To establish how school management influences the performance of public secondary school parents association projects

2. To examine how parents influences the performance of public secondary school parents association projects

3. To establish how government influences the performance of public secondary school parents association projects.

4. To determine how religious sponsors influences the performance of public secondary parents' association projects.

1.5 Research questions

1. How does the school management influence the performance of parents' association projects in public secondary schools?

2. How do parents influence the performance of parents' association projects in public secondary schools?

3. How does the government influence the performance of parents' association projects in public secondary schools?

4. How do religious sponsors influence performance of parents' association projects in public secondary schools?

1.6 Significance of the Study

The study is significant to a number of persons and parties. Firstly, this study is geared towards encouraging a participatory approach in the undertaking of public secondary school Parents Association projects where all the relevant stakeholders are involved, each playing their roles and where accountability from conception to completion of the project is open rather than authoritarian approach where it is only the boss who is 'right.' Secondly, the study also hopes to help the ministry of education to come up with working structures to expand the existing ones in the successful conception, mobilization, implementation and completion of public secondary school projects with every stakeholder being involved in all the undertaken procedures. Thirdly, the study will further offer invaluable insight to the secondary school management as a fraternity to learn the influence brought about by the involvement of the school stakeholders on performance of its parents association projects and barriers towards achievement.

Moreover, the study finally hopes to add to the already existing literature on stakeholder involvement and influence on performance of parents association projects in public secondary schools. In particular, this study will elicit interest for further study into related field of study in future.

1.7 Limitations of the Study.

The study was be faced by a number of limitations. Firstly, the study was be conducted in Lugari sub-county, Kakamega County. Secondly, some respondents

were lukewarm in their quest to participate in the study due to unjustified fears. Thirdly, a few respondents may just not be willing to cooperate in the study. Fourthly, the bad state of roads in some parts of the sub-county rendered some areas inaccessible especially after the rains posing a challenge in reaching these targeted respondents in the study.

Furthermore, the study was limited to public secondary school only leaving out private schools. The study further sampled different respondents of different social status this may bring forth sampling errors. In addition, certain stakeholders were very busy and therefore may have responded to the instrument hastily. It was also not be possible to get the opinions of all the stakeholders because tracing all of them requires a considerable length of time and resources. Moreover, the respondents were too busy doing their work. Finally, the data was collected from only four types of stakeholders namely; the school management, the parents, religious sponsor and the Government leaving out other equally important stakeholders such as the teachers, suppliers, support staff, the project contactors and the students who may possess invaluable information on performance of school parents' association projects. The researcher overcame all these limitations by assuring the respondents that the study was for academic purpose only and the information provided will be treated with utmost confidentiality. In addition, under the circumstances, the researcher made clarifications on the purpose of the study and made use of convenient means of transport such as motorcycles to reach remote and the so-called inaccessible places in the sub-county. This way, the data collection process was successful.

1.8 Delimitations

There are many stakeholders that influence performance of secondary school Parents Association projects but this study was delimited to only four stakeholders; the school management, Parents, religious sponsors and the Government. The study was limited to examining the influence of stakeholder involvement on the performance of Parents Association projects in public secondary schools in Lugari sub-county hence cannot be generalized to other regions in Kenya and beyond.

1.9 Assumptions of the study

The researcher had the following assumptions. That all the school parents play significant roles in the performance of school parents association projects. That the government plays an instrumental role in the performance of school parents association projects. All the respondents will respond honestly to the questions in the instruments. The study assumed that the management of the sampled schools would aid the researcher get necessary information. Moreover, the study assumed that the attitude of the stakeholders in education towards Parents Association projects in secondary schools is wanting and that the study findings will have a positive effect on the involvement of stakeholders in the performance of Parents Association projects and this would help improve the efficiency and effectiveness of the performance of the said projects.

1.10 Definition of significant terms

Cost-sharing   - sharing the cost of school fees between the

government and other parties like the parents

Economic benefit   -valuable services or monetary increase

Government   -refers to the government of Kenya and its agents in the

education sector

Human capital   - workforce or useful human beings who are products of

education and can work to achieve independence

Involvement   - is a term used to refer to the act of engaging

significant persons in an undertaking such as a project.

Parents Association   - refers to a body/organization comprising of parents

and teachers in a school setting

Parents Association Projects -these are projects financed by the levies charged on

parents

Performance of projects -where projects are of the desired quality, completed in

the right time and generally acceptable by school

stakeholders

School management   - both the principal and the BOM

Secondary school - refers to a formal institutional set up in the second level of education in Kenya's 8-4-4 system of education which offers a four year course.

Religious sponsor -refers to religious bodies that help establish and support a school

Stakeholder - refers to a person/a group of persons with a common interest in something. In a school setting, it refers to a group of persons who have an interest in school activities and programmes. They include parents, teachers, students, community members among others.

Stakeholder involvement - refers to the act/process of engaging persons with a common interest in a project or undertaking.

1.11 Organization of the study.

The study is organized as follows:

Chapter one focuses on the introduction. This chapter gives details of background information, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, limitations, scope of the study (delimitation), definition of operational terms and the organization of the study.

Chapter two deals with literature review. This chapter reviews the previous studies on the related field, acknowledges the contribution made by the scholars' publication (seminar papers, conference proceedings, business journals textbooks and periodicals), identifies the gaps and provides the way forward. A critical review is done to identify gaps. The literature review has been categorized under various sub headings.

Chapter three is based on the research methodology. This chapter focuses on the design and the methodology that will be used in the study. It covers the following areas: research design, target population, sample and sampling procedure, data collection procedures, data collection instruments, validity and reliability of research instruments, data analysis and the ethical considerations.

Chapter four will deal with data analysis, interpretation and presentation. The chapter will provide description of to the findings and the results and discussions of the study.

Chapter five basically focuses on summary, conclusions and recommendation. It will give information on the conclusions and recommendations based on their findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on a review of literature related to this study. To begin with, will be a review about evolution of secondary school education in Kenya alongside school participatory and engagement. Moreover, the review will bring to the fore the role of school management (BOM/Principal), the role of government, the role of parents and role played by religious sponsors in the performance of secondary school parents association projects. This will also encompass the constraints faced by each in their endeavor to execute their roles.

2.2 Secondary Schools and Parents Association Projects in Kenya

Formal education in Kenya dates back to the colonial era. When Kenya gained her independence, the focus was to have its populace gain access to formal education. Thus, the development of education in Kenya was to fight ignorance and enhance economic growth, as this was one of the major priorities the Government of Kenya (GOK) had immediately after independence in 1963. The Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya set a policy and pace for fighting illiteracy, ignorance and poverty in the country (GOK, 1965). Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties (Mwanthi, 2007) The major reviews include: The 1964 Ominde Commission; the 1976, Gachathi Report; the 1981 Presidential Working Party on the Establishment of the Second Public University; the Presidential Working Party on Education and Manpower Training for the Next

Decade and beyond; and the 1998 Master Plan on Education and Training Task Force (GoK, 1964; 1976; 1981; 1988; 1998). These reviews indicate the extent to which the government and other stakeholders have gone in search for a policy framework and laying strategies to make education serve the nation and meet the country's development needs.

To meet this target, the government of Kenya devised an educational system stratified at three levels; primary (elementary and intermediate), secondary and tertiary. Secondary schools in Kenya fall into two categories - government funded and private owned schools. Government funded schools are divided into national, extra-county, county and sub-county levels. Private schools are run by private organizations or individuals. After taking the primary school leaving exam and successfully passing, government funded schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into extra-county, county and sub-county schools. Students who fail examinations either repeat the final school year or pursue technical training opportunities (Republic of Kenya, 1998). A number of students also drop out of school by choice due to poor scores and sometimes because of lack of fees. Under the current system, students attend secondary school for four years before sitting for the school leaving exam at the end of the fourth year. The first class or year of secondary school is known as form 1 and the final year is form 4. At the end of the fourth year, from October to November students sit for the Kenya Certificate of Secondary Education examination (Republic of Kenya, 1998).

The second category of school in Kenya is private schools. Private secondary schools in Kenya are generally high cost schools offering students an alternative system of education with better or more luxurious facilities compared to public schools. They are often favored for prestige and class. Most private schools in Kenya offer the British system of education which includes "O- levels" and "A-levels". A few offer the American system of education and good number of them offer the Kenya system. Some of the oldest private schools in Kenya include Loreto Convent Msongari, Nairobi (1921), St. Mary's School, Nairobi, Braeburn School, Consolata School, Strathmore School, Oshwal Academy, Rift Valley Academy, Aga Khan Academy (Eshiwani, 1990).

On realization of increased drop-out rate and low retention rate in schools, in 2008, the government introduced plans to offer free Secondary education to all Kenyan students. In 2007 there were 1.2 million children in Kenya's secondary school system. Some 400,000 students entered secondary school in 2007 - about 60 percent of those who sat the Kenya Certificate of Primary Education - a number expected to have risen by 200,000 in 2008 with the introduction of subsidies to cover tuition and other related costs. According to some estimates, at least 4,000 new classrooms, the equivalent of 250 schools, were needed to accommodate the 1.4 million pupils expected in public secondary schools in 2008 (Kwamboka, 2004). Moreover, according to Kwamboka (2004) in 2008, Kenya had 4,478 public high schools, many of which were in a state of disrepair and lack essential facilities. Before introduction of the subsidies, the whole of 2007 should have been used to prepare for the programme by building extra classes and hiring teachers but this was not done. Education Secretary then Prof. Karega Mutahi maintained that existing schools could

accommodate the increasing numbers of students seeking secondary education since he believed that some schools were under-utilized while others were congested.

The government felt there should be more efficient use of the facilities in some schools. Thus, the government should have had incentives to attract students and teachers to such schools. Experienced teachers and a tradition of good performance attract parents to schools. Perhaps the government should post trained teachers to such schools. However, the issues of inadequate teaching staff and lack or poor infrastructural facilities are problematic (Kwamboka, 2004). The Teachers Service Commission (TSC), the governmental agency that employs teachers at the time of introducing free education, had frozen the recruitment of additional teachers, only employing staff to replace those leaving, the 235,000-strong service. So, the experience of free primary education of certain teachers having to deal with overly-large classes – was to be repeated in high schools. In 2007, the average teacher-pupil ratio in Kenya's secondary schools already stood at 1: 45 (Kwamboka, 2004).

The current 8-4-4 system has received criticism from many quarters because of the heavy workload it places on students, staff and the grave inadequacy of infrastructural facilities. Teachers report that pupils need to be given extra tuition in the evenings, over the weekends and during holidays, because the broad syllabus cannot be completed within stipulated time frames. The system puts heavy pressure on students leading to stress that causes many to drop out or resort to drugs. On the other hand, proponents for the system say that students are able to compete and out-perform on a global level since they are used to working hard in school (Munyiri, 2008).Lack of infrastructural facilities at schools and busier teachers are trends that spell a likely

doom for the quality of education in Lugari sub-county secondary institutions. Indications are that many public secondary schools are already struggling to perform well in national examinations, a situation that could be worsened by pupils entering institutions that are ill-equipped to receive them. Secondary education should properly prepare children for their careers and future life; without passing well in national examinations one's career choices are limited (Munyiri, 2008). Under the secondary schooling programme, authorities will pay schools about 130 dollars per pupil annually, an amount that is to be allocated in lump sums at the start of each of the three school terms, and which is expected to cover tuition and administration costs, school maintenance and improvements and class activities. Parents are still responsible for uniforms and lunches - and the subsidy does not cover residence costs for children at boarding school. However some principals stand accused of trying to extract more money from parents (Kwamboka, 2004).

School heads have complained of delays in receiving government subsidies, saying this obliged them to seek operating funds in the interim. Government officials ascribed these delays to schools being slow to open new bank accounts that authorities have deemed necessary to avoid misappropriation of subsidies. Sadly, a child from a poor family cannot afford even the top-up fees. The tuition is just a small fraction of the financial requirement for a secondary school student. Many Kenyans live below the poverty line and this compromises school attendance of many children from poor households (Kwamboka, 2004). Furthermore, Kwamboka, (2004) holds the view that, in spite of these problems, the new secondary education policy was welcomed by some. Once the government pays all students' tuition fees, the school doesn't have to rely on the few parents who are able to clear the annual school fees.

With the lump sum, schools plan other activities, such as equipping libraries and laboratories. The subsidies from the government are not enough and if anything they basically aid in tuition programmes. Thus infrastructure in school is a preserve for the parents to undertake. Basic Education Act (2013), postulates the role of the Parents Association through their representative sit in the Parents Teachers Association and ratify amounts that are required to be paid by each parents as PTA levies. The amounts are endorsed during the Annual General Meeting. From this, the identified project is undertaken. Although parents are the main financiers of the Parents Association Project their say and involvement in the implementation of the project is minimal.

2.3 Empirical review of literature

2.3.1 School management (BOM /PRINCIPAL) and Parents Association projects

The school management is under the Board of Management with membership drawn from the parents association of the school and beyond plays a key role of supervision. The membership and functions of the BOM and PTA is stipulated in the Basic Education Act 2013.The major role of a school BOM in accordance with the provisions of Education Act cap 211 is to ensure effective and accountable use of resources in the provision of education in public secondary or private schools (Jackson M. 2005). Typically the expansion of the effective and accountable use of resources in the provision of education breeds other components which includes; the governing board should ensure that the school is run to provide educational services in accordance with the provision of relevant education laws and regulations that may be in existent or may come to existence from time to time by holding regular

meetings on schedule set by policy to discuss the dispatch of the school's business (Masube , T.O 2008)).

Secondly, the school management through the BOM and the principal do planning for the school. According to Mwanthi (2007), the BOM also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school head. The board also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school. The BOM is further responsible for the provision of educational facilities. When necessary the board can exercise its powers to acquire sites for school facilities. In addition to providing school facilities, in form of sites and buildings, the board also must provide day-to-day operational materials required for an educational programme (Masube, T.O (2008).It is responsible for sourcing and management of school finance which includes receiving all fees, grants, donations and any income to the school. The board is required to prepare, approve and implement both recurrent and development budget of the school. It organizes, directs, supervises and monitors approved projects and programmes of the school. The board regulates the admission of students subject to the general directions of the education secretary in the Ministry of Education (MoE).

The principal plays a coordinative role among the stakeholders, s/he is in-charge of communication and he is the school's accounting officer. The principal is the secretary to both BOM and PA (Basic Education Act, 2013) Most times s/he works with the BOM members. If the principal is transparent and open, they are likely to work more harmoniously with the aboard and this can result to him being given freedom to carry many infrastructural projects without sabotage (Mulwa, 2004). According to Tondeur (2008) The school management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations and working relationships. He /she should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Moreover, Tondeur (2008) further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other partners in planning decision making and execution. He notes that working with a group is not always easy, but through team building and change of attitude should be part of the leaders' consideration (Mutia .K. 2002). In the manual for heads of secondary schools in Kenya, some of the duties of the head teacher (particularly concerning this study) include; the principal is responsible for overall running and control of the school and maintenance of standards, maintenance of all buildings and grounds, He/she is responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the school, as the accounting officer of the school responsible for all revenue and expenditure and the secretary to the BOM and PTA. Combining the roles of the principal and those of the BOM, we realize that the two as the school management

team hold higher position in conceiving Parents Association project ideas, involving the other educational partners and coordinating the implementation process until completion.

2.3.2 Parents and Parents Association projects

The parents are an important source of financial and material support essential for development of schools (MOE 1997). This is noted because of the cost-sharing plan in offering education services. ROK (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school. Watson's (1980) found out that many world countries indicated a strong community involvement and commitment in school affairs. In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labour to subsidize. MOE (1998) notes that on average household spending on secondary education was 25% per student more than the government. Through Sessional paper No. 1 of 2005, the parents are to cater for boarding fee, for students in boarding schools, meet the cost of uniform, and other school projects like expansion of infrastructure upon approval of the District Education Board (DEB). Masube (2008) claims that though the parents are the greatest contributors towards development of infrastructure through projects such as Parents Association projects in secondary school education, they have been overshadowed by BOMs. The parents also have very little influence of the money

disbursed by the government. He further recommends that the head teacher should always aspire to enhance harmonious partnership among school stakeholders.

Masube, T.O (2008) indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. He opines that it would be very important that parents are involved in school matters at all stages running from planning to completion of school projects. Through Parents Teachers Association executive, the parents' voice in terms of identifying the project for the year and planning for it is expected to be loud. This is not the case. The PTA executive meetings are few and determined by the secretary to the PTA executive (principal). Thus, parents are at the mercy of the school administration in terms of terms of determining the number and frequency such meetings. Moreover, school administrations have historically made decisions in isolation and when the fail, they face disapproval from parents. Though the practice is minimal, the government has taken a move of taking decisions to making to the people. The parents and the community are required to implement programme activities while the government provides technical support and supervisory services through Kenya Education Sector Support Programme (KESSP) based on a Sector Wide Approach to Programme Planning and Implementation (SWAP). This is in line with the government policy of empowering people to actively play their role in National Development (TSC Report, 2007). In 2008, the Kenyan government introduced plans to offer free secondary education. The sum of 10,265KSh per pupil amounts to only 30 per cent of the actual funds required to attend a public school. One of the tragedies of the school system is re-enacted daily when literally thousands of secondary school youth walk the roadways during the day, sent home for lack of school fees.

Funding for capital projects such as infrastructure and water projects are unavailable unless through a local Harambee fundraiser, the work of NGO's, access to CDF (Kenya), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE, 1997). One of the biggest challenges parents face is the tuition costs. A part of it was eliminated in 2003 when Kenya re-introduced free Primary education. However the basic fees of a school uniform, text books, PTA fees, and extracurricular activities remain the family's obligation. The primary needs of food, nutrition, health and care for younger siblings keep many away from school.   Besides fee other levies payment, parents face a challenge in terms of the transportation of their children. Good schools are often a long distance from home. Those with the means send their children to private schools. National, extra-county, county and District school all have different fee structures. They also vary in the quality of education and overall school environment. High achieving students are often unable to attend schools of choice due to lack of school fees and distances that require residency. In order to attend school many children wake up long before sunrise, returning home late in the evening. After this they still have to do their household chores and if there is a source of light they complete their "school preps". This leaves no time for children to play and develop in a natural way (Kwamboka O. 2004) Robert et al (2000), order to report on the cost elements of after-school programs, this report uses a simplified model of the costs that after-school programs and systems would be expected to face in establishing, operating, and sustaining their activities.

Parents' level of involvement in school projects in terms of following the progress of the performance is not well defined. According to Catsambis (1997), findings indicate

that many parents are willing to participate in the school programmes and in the decision-making processes of high schools. They would also greatly benefit from guidance in their efforts to secure funds for postsecondary education. A second line of research points to the importance of school practices in involving all families and helping students succeed in school (Epstein 1990). Findings from those studies show that minority parents can be successfully involved in their children's education and that school and teacher interventions help these families succeed (Epstein, 1990, 1992). Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school. This is based on the fact that their input and insights can immensely help in clarification of aims, vision and mission as well as establishment of development priorities of the school. Ngunchu (2005) notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times they are kept in darkness during the implementation of school projects yet they have a lot that they can bring on board apart from the financial support. Ngware et al. (2006) indicate that schools' failure to involve their stakeholders is a clear indication of compromise to quality management and that that jeopardizes provision of quality education.

2.3.3: Government and Parents Association projects

The core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula, supervision, auditing and allocation of resources. Thus, the

government plays a major role in disbursement of resources to secondary schools. This calls for her reason to monitor, supervise and audit school development plans and their implementation (Jackson 2005). According to a research done by Ngunchu (2005) there is always initial involvement of the Government in school project development planning but their role during the implementation, monitoring and consequent continuous improvement process, they become passive players in their participation towards their funded projects.

In terms of supervision, the government is expected to supervise any project undertaken in any public secondary school. This is not the case in most cases. The government gets active only in the initial stages of the project and fizzles out with time. This adversely affects the performance of any projects, Parents Association project inclusive. Sometimes road way declaration by politicians who later on when in power control the operations of the school adversely affects educational policy framework without a well thought out roadmap. During its campaigns, National Rainbow Coalition (NARC) promised to offer free primary school education (FPE). And true to its promise, after taking over in December 2002, through MoEST, the NARC government introduced FPE in January 2003. And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming (Asyago, 2005). Unlike the FPE initiative, which had reference to enormous conventions, resolutions and literature, free secondary education initiative could have been triggered by the politically charged climate that engulfed the country during the 2007 general elections which implied that the country may not have been very prepared for its implementation. However, there was government commitment to increase transition from primary to secondary by seventy per cent in all districts

(Ohba, 2009). According to the Free Secondary Education policy, the government was expected to meet the tuition fees of Ksh 10,265 per student, while the parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. This was in line with the government commitment to ensure that regional special needs and gender disparities were addressed (Ohba, 2009). These efforts are a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All.

The Kenyan government determines the Parents Association levies that parents need to pay. The government further determines the length a Parents Association project should last. This is done through the approval of fees structures by Sub-county education offices. Despite this policy, through a parents meeting, Parents Association levies are changed and later own ratified by the line officers in the ministry. This complicates the matter for some parents since the Parents Association levies key fluctuate from time to time. Further, to assist some schools beef up infrastructure, the Kenya government continues to support achievement of educational opportunities and facilities through other bodies such as constituency development fund (CDF). Government of Kenya (2008), CDF is meant to finance needy cases in the education sector to ensure that services are decentralized to people at grass root level. CDF has been used to cushion such Parents Association projects in school such as building, classes, laboratories, water facilities among others. These funds however have their own challenges namely; the Minister and area Member of Parliament could be biased, corruption tendencies, giving funds to undeserving, bureaucracy and failure to strictly monitor the projects hence inability to achieve the value for money and purpose of the funds. The government also channels some funds to secondary schools to top up

Parents Association projects through Local Authorities Trust Fund (LATF).This fund can also be very instrumental in financing projects to help lessen the heavy levy laid on most Kenyan parent. It is however marred by very many procedures.

All finances disbursed, collected and expended in a school must be accounted for. The government periodically audits school accounts. This is in line with policies such as Public Finance Management Act for public officers such as principals. School administrators found culpable of misappropriation or embezzlement of funds face the full force of the law. They are surcharged, transferred, demoted or redeployed and in some few cases jailed (Basic Education Act, 2013). However, a glance at most audited financial documents; the records are clean balancing yet on the ground the projects are either incomplete, poor quality or not there. The government must play this critical role earnestly. Audit queries would not arise if stakeholders are fully involved in the Parents Association process from the initial stage to the last level. Though such major projects such as Parents Association projects may be faced with such challenges as insufficient funds, failure if support from other stakeholder and other extraneous challenges. They can also create problems within themselves when cases of misappropriation come up, conflict and cases where transparency is lacking (Mutia J.K, 2002).

2.3.4: Religious Sponsors and Parents Association Projects

The word 'sponsor' is first used in Section 8(1) of the education act in relation to schools formerly managed by the church which was transferred to local authority. The local authority was empowered to appoint the former church manager as the sponsor. The education order of 1969 on board of governors, defines 'sponsor' as voluntary

body other than government, local authority or any other department which is responsible for the establishment of the school. Their main role in the management of school institutions is to maintain their religious tradition through representation in the management committees and board of governors. This could be realized through offering spiritual nourishment to the school's fraternity. Closer to the school was a church (a missionary set-up) that guided the students and general populace matters spiritual. The Ominde report (1964) stipulates that it is the ministry's policy to transfer the responsibility of management of secondary school to board of governors. Hence as a member of the Board Of Management, the sponsor will be happy the values and virtues of church are imbued in the students and community around the school. The physical expansion of formal education in not only Secondary School Education but also Primary school education, has been as a result of government partnership with church and society's commitment to the development of education; it is through partnership of the government and other stakeholders that a remarkable growth in education is realized (Hussein 1994)

The increasing cost of education expenditure, disciplinary problem, spiritual /moral gaps, the cost sharing and the involvement of parents demands for participation of various players in education management, (Sogomo 2002). The sponsor assists in financing some needy but bright children. Eshiwani (1990) noted that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He argues that the missionaries played a big role in the establishment of educational institutions. The main organization to which the minister delegates the management of education at the institutional level is the school BOG. The school

BOG deals with effective management, implementation of school projects, discipline and recruitment of teachers among other roles, following the multiplicity of tasks revolving around school management, it is evident that a centralized system is not suitable for school management. The Education Act therefore, provides for sponsors participation in the management of the institutions and its operations. Sogomo (2002) observes that in order for the minister to be effective, he/she needs to delegate some of his /her functions to other organizations. According to Hussein (1994) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. The device of the board governors gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

Njoroge, (2006) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school for example the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship (Njoroge, 2006:6) notes that the government cannot alone provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources according to Bray (1998). To enhance the role of the church as a sponsor in the management of school activities entails an establishment of a policy that empowers the church sector and a

consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education as observed by Bishop (1994). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. In Kenya, the full potential of the church is not being fully exploited.

Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education (Adunda, 2003) Most sponsors enhance the academic standards through the provision of manpower and material resources yet their full involvement is still wanting (Kigotho 2007) Apparently in the involvement of the church as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when excess demands in marginalized and rural areas are met by church managed institutions. Koech commission (1999) observes that, some sponsors have not contributed financially or morally to the development of the sponsored institutions. The commission therefore recommends that, sponsor be required to take an active role in the spiritual, financial and infrastructural development of school in order to maintain sponsor's status. The need to appreciate and demand for the church as a stakeholder and a partner in education has largely been driven by one trend: - an increase in recognition of its value in education and educational development activities through its provision of resources that leads to quality education. A gap in literature reveals lack of full involvement in educational activities.

2.4: Conceptual Framework

The figure 2.1 is a diagrammatic network of independent variables and dependent variable. The diagram shows the role and constraints played by secondary school stakeholders alongside moderating variables and intervening variables as shown by the arrows above. This means that different school stakeholders including school management, parents, religious sponsors and government officials may lead to either desirable outcome or undesirable outcome to the dependent variable which is the performance of secondary school parents' association projects depending on the effectiveness or ineffectiveness of involvement of the stakeholders. Effective involvement of stakeholders may result to desirable outcome, that is, desirable parents association project within the given timelines, of the right quality, with transparent management, enjoying good relationship among partners and consequent achievement of school goals and vision. Ineffective involvement and lack of engagement of stakeholders may result to undesirable outcome, that is, incomplete infrastructural projects, misappropriation of public funds, failure to meet educational goals and untimely delivery of essential projects.

2.4 Conceptual Framework

Independent variable   **Dependent variable**

| Stakeholder Involvement |

| Performance of PA Projects |

| **Moderating variables** |
| - Procurement process |
| - School management |

| **School management** |
| - Planning |
| - Supervision |
| - Coordination of activities |

| **Parents** |
| - PTA levies payment |
| - Planning |
| - Monitoring &Evaluation |

| **Performance of P A projects** |
| - Timely completion |
| - Stakeholders satisfaction |
| - Prudence in resource utilization |
| - Desirable quality |
| - Executable working plan |

| **Government** |
| - Supervision |
| - Legal/policy framework |
| - Auditing |

| **Religious sponsors** |
| - Spiritual nourishment |
| - Financial aid |
| - Participation in the deliverables |

| **Intervening variables** |
| - Environmental factors |

Figure 2.1 Conceptual framework

2.5 Theoretical Framework

The study was guided by two theories;

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(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 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.

The study was also guided by the structural functionalism theory; Talcott Persons (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in how order seems to prevail in both systems and societies irrespective of the changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization in particular and identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, the government through the Ministry of Education and the school management (the BOM and the principal) are the parts of the system while the system is the school. However, it is crucial to take into account the involvement for participation by each stakeholder and the different interest towards achievement of certain goal.(Carr and Capey, 1982). The theory thus appropriately explains the school management must consider it important in bringing the other parties together into building a cohesive and a goal oriented system that pull together towards achieving goals and how to manage both conflicts and excitements.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the design and the methodology that were used in the study. It covers the following areas: research design, target population, sample and sampling procedure, data collection procedures, data collection instruments, validity and reliability of research instruments, data analysis and the ethical considerations.

3.2 Research Design

A research design is a basic arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Mugenda and Mugenda (1999), states that a research design is plan for collecting and utilizing data so that desired information can be derived with high objectivity.

The study employed a descriptive survey design. Mugenda and Mugenda (2003) describes descriptive survey as collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of study. Descriptive survey design was chosen because it was appropriate for educational fact-finding and yielded a great deal of information, which was accurate. Agreeing with survey design, Verma and Verma (2004) says survey design collects data on various variables as found in the school system and deal with incidents and relationships. Moreover, it also enabled a researcher to gather data at a particular point in time and use it to describe the nature of the existing conditions (Cohen, 2000).

Furthermore, Orodho (2003) describes a descriptive survey as collecting data in order to get a detailed description of current practices, status of the subject or situation required. It was used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The research aimed at gathering accurate information on the influence of stakeholder involvement on performance of Parents Association projects within secondary schools hence this research design was more applicable. Therefore, the survey design was effective for the study as it was used by the researcher to determine the present nature of stakeholder involvement and constraints, their attitudes and further described the how the different school stakeholders involvement influenced the performance of school Parents Association projects.

3.3 Target Population

Population study is a study of a group of individuals taken from the general population who share a common characteristic, such as age, status, sex, or health condition. Moreover, Mugenda and Mugenda (1999), assert that population is the entire group of individuals, events, objects having a common observable characteristic. Thus, a target population is a population about which information is desired for the study is derived from. In particular, this is the population that is actually surveyed in the study population (Borg and Gall, 1989).

The study targeted a population in all the 30 public secondary schools in Lugari sub-county. These comprised of 4 girls boarding schools, 2 boys boarding schools, 24 mixed day schools. One girls' boarding school is in extra- county school category, 5 are county schools while the rest are sub-county schools. These schools have 30 principals, 420 members of the B.O.M and 120 parent representatives, 10 religious

sponsor representatives and 10 Ministry of Education representatives. The total target population was therefore 590.

Table 3.1: Target population

Target population

Stakeholders	Frequency	Number
1 Secondary school principal	1x30	30
14 BOM per school	14x30	420
4 Parent per school	4 x30	120
1 Religious Sponsor in 3 schools	1x10	10
10 Government officers	1x10	10
Total		**590**

3.4 Sample size and Sampling procedures

3.4.1 Sample size

A sample is a portion of large population, which is thought to be representative of the larger population. Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference (Mugenda and Mugenda, 2003). The most straight forward type of frame is a list of elements of the population (preferably the entire population) with appropriate contact information. The sampling frame must be representative of the population and this is a question outside the scope of statistical theory demanding the judgment of experts in the particular subject matter being studied (Kothari, 2006).

Cohen (2003) postulates that factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, there is need to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. The study sample therefore comprised of 30 principals, 30 parents, 30 B.O.M members, 10 religious sponsor representatives and 5 government officials from 30 public secondary schools in Lugari sub-county. The total sample population was 105. This sample was well within sample size for descriptive analysis as proposed by Gay (1976) and the 60% maximum as proposed by Cohen and Marion (1994) for statistical analysis. In this case the sample selected was deemed to be representative enough of the whole population and therefore valid and genuine generalizations could be made. According to Mugenda and Mugenda (2003) the sample should be small enough to be economical in terms of expenses on time, money and data analysis and ensured representation of all in the population proportionately.

Table 3.2: Sample size and frame for respondents

Sample size and frame for stakeholders

Stakeholders	Population	Sample
Secondary school principals	30	30
BOM	420	30
Parent Representatives	120	30
Religious Sponsors	10	10
Government officers	10	5
Total	**590**	**105**

3.4.2 Sampling procedure

Sampling technique is the procedure a researcher uses to gather people, places or things to study (Kombo & Tromp, 2006). A census of 30 public secondary schools in Lugari sub-county was carried out. This target population was put into strata of principals/ B.O.M members/parent representative/government officials and sponsor representatives. Census sampling was used to pick the principals in the sub-county. Simple random sampling was done to get one B.O.M member from each school and five government officials. A purposive sampling was also used to get one parent representative from each school and a total of ten sponsor representatives were sampled.

3.5 Research Instruments

The researcher used questionnaires to collect relevant data for the study. Richards (1992) defines a questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent. This implies that the respondent is in full control of the questionnaire and thus completes it and return. According to Kombo and Tromp (2006:89), a questionnaire is a research instrument that gathers data over a large sample. The data was collected using structured questionnaires. The questionnaire was organized into sections with section one capturing demographic details whereas the rest focused on the objectives of the study. The questionnaires were self- administered and drop and collect method was used so as to ensure high response rate.

In addition, since it was a standard research instrument, it allowed for uniformity in the manner in which questions are asked and made it possible to be compared across respondents (Cohen and Manion, 2003). Open ended questions gathered in depth information and also enabled the researcher to gather data from a large number of respondents at a particular time (Ngumbo, 2006) while closed-ended questions gave out structured responses, which facilitated the ease of tabulation and analysis (Cohen and Manion, 1980). Moreover, the questionnaire generated a considerable amount of data and enabled the researcher to obtain a wider coverage of data at a comparatively low cost in terms of time, money and effort. It was also suitable because the target population was literate and thus limited chances of difficulties in responding to questionnaire items.

The researcher preferred this tool because it made use of large samples over a short period of time (Kerlinger, 1973). This tool contained both open ended and closed ended questions, the closed ended questions are easier to be analyzed since they are in an immediate usable form, easy to administer because each item was followed by alternative answers and are economical in terms of time and money. The open-ended questions stimulated a person to think about his/her feelings or motives and to express what he considers to be most important. This questionnaire basically focused on feedback mechanisms on the objective/dimension.

3.5.1 Piloting of the Research instruments

The researcher did a pilot on the research instruments on a sample of the stakeholders in the target population. This helped in making corrections on the instruments before

it was then administered to the sample of respondents. Those who took part in the piloting of the research instruments did not take part in the final study.

3.5.2 Validity of the research instruments

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. According to Mugenda and Mugenda (2003) validity is the degree to which an instrument measures what it is supposed to measure for a particular group. The instrument for this study was validated by the supervisor. The expectations were that the content validity of the items in the questionnaire was ensured following the researcher's constant consultation with the supervisor, pilot study and reference books used in the study. These collaborative efforts yielded instruments which stood the validity test. The validity of the research instruments was done at two levels; engaging experts and accumulation of evidence. The general concept of validity can be defined as the degree to which a test measures what it claims, or purports, to be measuring (Brown, 1996). The researcher tested both content and constructs validity of the research instruments before administering them to the actual respondents in this study.

Content validity is a non-statistical type of validity that involves the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured (Anastasi & Urbina, 1997). Content validity evidence on the other had involves the degree to which the content of the test matches a content domain associated with the construct. Content related evidence typically involves subject matter experts evaluating test items against the test specifications. A test has content validity built into it by careful selection of which items to include (Anastasi & Urbina, 1997). Items were chosen so that they comply with the test specification which is drawn up through a thorough examination of the subject

domain. Foxcroft, Paterson, le Roux & Herbst (2004) note that by using a panel of experts to review the test specifications and the selection of items the content validity of a test can be improved. The experts were able to review the items and comment on whether the items covered a representative sample of the behaviour domain. In this study, the researcher sought the assistance of experts in the field. Their comments were incorporated so as to improve the validity of the instrument. The instruments were administered to the same group of individuals after two weeks. The responses were analyzed using correlation coefficients to prove good construct validity.

3.5.3 Reliability of the research instruments

A data collection instrument must be reliable. That means it should have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. The questionnaires were subjected to a pilot study in order to test reliability (Best and Kahn, 1993). A random sample of one public secondary school, one principal, one BOM member, one church sponsor representative, one parent representative and one Ministry of Education official of a school that has recently undertaken a Parents Association project was used. Through a test-retest was carried out on the different school stakeholders. The initially tested respondents will not be re-administered during the actual study.

Moreover, reliability of the questionnaire to be used in this study was tested by the Cronbach's alpha correlation was used in which the research tools was administered to a population which has similar characteristics as those of the target population but not in the sample population. This was repeated after a period of two weeks. From the responses obtained, the Cronbach's alpha formula was used to calculate coefficient of

the correlation (r) in order to establish the extent to which the items in the questionnaire are consistent in eliciting the same responses every time they were used. In this study, the correlation coefficient of more than 0.6 was taken as a good measure of reliability.

3.6 Data Collection Procedure

Before collecting data, the researcher sought for an introductory letter from the School of Continuing and Distance Education, University of Nairobi and addressed to the Permanent Secretary, Ministry of Higher Education, Science and Technology. Thereafter, a permit and an authorization letter to carry out research valid for three months was issued by the Ministry of Higher Education, Science and Technology. Authorization letters was collected by the researcher. The researcher then made prior arrangement with the principals, BOM members, parents, sponsors and government officials in a bid to establish rapport with them before the actual date for data collection. The data was collected in two months. The questionnaires were personally administered by the researcher. The questionnaires were given to the respondents who filled them and handed over completed questionnaires in each of the schools visited.

3.7 Data Analysis Procedure

Kombo et al (2006) alludes that analysis of data varies with the purpose of the research, the complexity of the research design and the extent to which conclusion can be reached easily. The data collected from questionnaires was analyzed by the use of descriptive statistics. Descriptive statistics specifically play an important role in the presentation and interpretation of analyzed data. For descriptive statistics, frequency tables and percentage were applied. Quantitative data was analyzed by use of

descriptive statistics. Qualitative data was categorized and reported in emergent themes. As defined by Watson (1994), qualitative data analysis is systematic procedure followed in order to identify essential features, themes and categories.

Descriptive statistics and factor analysis were used in analyzing the quantitative data. In this case, frequency distribution and measures of tendency such as mean, mode and median as well as measures of dispersion such as percentages, range, standard deviation, mean deviation, and quartile range was calculated. Thus data was presented using tables, pie charts, graphs (Kathuri and Pals, 1993). Spearman's rank correlation was used to determine the strength of relationship between variables. The data was then coded and themes that relate to the research questions in the study identified. The qualitative data was then interpreted by attaching significance to the themes and the patterns observed. Alternative explanations were also considered by looking at differences in responses recorded in data collection (Mugenda and Mugenda, 2003). The data collected was coded and entered in the computer for analysis using the Statistical Package for the Social Scientists (SPSS). This program helps in organizing and making it easier for the data and to be presented through charts and graphs (Mugenda and Mugenda, 2003).

3.8 Ethical Considerations

Kombo and Tromp (2006), note that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. Ethical measures are principles which the researcher should bind himself or herself with in conducting his/her research (Schulze, 2002). In this study, the researcher followed the following research ethics:

First consideration was to seek permission to conduct the research. In this study, the researcher sought permission from the School of Continuing and Distance Education to apply for research permit from Ministry of Education, Science and Technology. An introductory letter was also presented to the relevant office before carrying out research.

Second ethical consideration was about informed consent. Participants were given enough information pertaining to the study before the administration of the research instrument. The possible benefits and value of the study were also explained to the participants. In addition, maintaining confidentiality and anonymity was critical. A researcher has to be responsible at all times and be vigilant, mindful and sensitive to human dignity. In this study, participants' confidentiality was not compromised, as their names were not used or did appear on the returned questionnaire. No private or secret information was divulged since the right of confidentiality of the participants was respected. Moreover, the researcher established a good working relationship with the participants, the researcher endeavored to develop and maintain a rapport with them throughout.

Table 3.3: Operationalization of the study variables

Objectives	Variable(s)	Indicator(s)	Measure	Level of scale	Tools of analysis
To establish how school management influence the performance of parents association projects in public secondary schools	Dependent variable: performance of secondary schools parents association projects. Independent variable: role of school management	-The level of stakeholder involvement -Financial accountability -Strategic plan	-No. of different stakeholder participation. -Audits and transparency -No. of projects entrenched	Ordinal	Descriptive statistics/analysis Mean and percentages
To establish how parents influence the performance of parents association projects in public secondary schools	Dependent variable: performance of secondary school parents association projects. Independent variable: role of parents	-Fee payment -Frequency the parents attend sch. for parents association projects	-Level of project ownership. -No. of fee defaulters(parent) -No. of projects initiated by parents	Ordinal	Descriptive statistics Frequency distributions/ mean/ percentages.
To examine how the government influences the performance of parents association projects in public secondary schools	Dependent variable: performance of secondary schools parents association projects. Independent variable: Government role.	-Amount of money remitted by Government (FSE, bursaries, grants) -No. of times Government officials attend the school to supervise projects. -Directives by DEB on approval of sch. Projects.	No. of students benefiting from Government finances. No. of projects inspected by MOE officials Financial reports	-Ordinal	Descriptive statistics. Mean/ percentages
To explore how religious sponsors influence the performance of parents association projects in public secondary schools.	Dependent variable: performance of secondary schools parents association projects. Independent variable: role of religious sponsor	-Church contribution -Church perception on their involvement on sch. projects	-Records of church financial grants. -Church enthusiasm towards sch. Projects.	-ordinal	Descriptive statistics. Frequency distribution , percentages

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1: Introduction

The purpose for this study was to examine the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools in Lugari sub-county, Kakamega County, Kenya. The study sought to establish the role of school management in the performance of public secondary school Parents Association projects, role played by parents in the performance of public secondary school Parents Association projects, the role of the government in the performance of public secondary school Parents Association projects and moreover, to determine if secondary school religious sponsors have influence in the performance of school Parents Association projects in public secondary schools in Lugari sub-county, Kakamega County, Kenya. Data was collected using the questionnaires as the main research instruments. Census sampling of the 30 public secondary schools in Lugari sub-county was done and all the 30 principals were part of the study. Further, the study also got data from 30 parents, 30 B.O.M members, 10 sponsor representatives and 5 government officials making a total sample size of 105 respondents.

The collected data was analyzed using both descriptive and inferential statistics where frequency distribution tables and correlation tables were generated from coded data using Statistical Package for Social Scientist (SPSS). This was later followed by data interpretation.

4.2: Questionnaire return rate.

Questionnaire return rate is the proportion of the sample that participated in the survey and returned their questionnaires as intended by the researcher. The results on questionnaire return rate are presented in Tables

Table 4.1.1: Questionnaire's return rate for principals

Response rate	Frequency	Percent
Returned	30	100
Not returned	0	0
Total	30	100.0

Table 4.1.1 shows that all (100%) of the questionnaires administered to the principals were returned.

Table 4.1.2: Questionnaire's return rate for BOM members

Response rate	Frequency	Percent
Returned	30	100
Not returned	0	0
Total	30	100.0

Table 4.1.2 shows that all (100%) of the questionnaires administered to BOM were returned.

Table 4.1.3: Questionnaire's return rate for parent representatives

Response rate	Frequency	Percent
Returned	30	100
Not returned	0	0
Total	30	100.0

Table 4.1.3 shows that all (100%) of the questionnaires sent to the parents representatives were returned.

Table 4.1.4: Questionnaire's return rate for Government officials

Response rate	Frequency	Percent
Returned	05	100
Not returned	0	0
Total	05	100.0

Table 4.1.4 shows that all (100%) of the questionnaires administered to the Government/ ministry officials were returned.

Table 4.1.5: Questionnaire's return rate for religious sponsors

Response rate	Frequency	Percent
Returned	10	100
Not returned	0	0
Total	10	100.0

Table 4.1.5 shows that all (100%) of the questionnaires administered to the religious sponsors were returned.

All the tables show that all (100%) of the questionnaires administered to all the stakeholders were returned. This shows that the researcher had good rapport with the respondents and that the respondents were taking the research seriously. Also the researcher seems to have made a good follow up of the distributed questionnaires which enabled him to get back all the questionnaires. An overall response rate of 100% was realized which is higher than 70% that is recommended by Mugenda and Mugenda (2003) who asserts that a more than 70% response rate is very good.

4.3: Distribution of respondents by gender

The respondents were asked to indicate their gender with the aim of establishing whether the study was gender sensitive. The results are shown in Table 4.2.

Table 4.2: Distribution of stakeholders by gender

Gender of the stakeholders

Gender	Frequency	Percent %
Female	45	43.3
Male	60	56.7
Total	**105**	**100.0**

Table 4.2shows majority (56.7%) of the respondents were male while (43.3%) were female respondents. This indicates that the number of male was more than the female stakeholders.

4.3: Academic qualification for the respondents

The researcher sought to investigate the academic qualification for the respondent

Table 4.3: Stakeholders' academic qualification

Academic qualification for the respondents

Academic level	Frequency	Percentage
PhD	2	1.9
Masters	13	12.4
Degree	51	48.6
Others	39	37.1
Total	**105**	100.0

Table 4.3 revealed that majority of the respondents (48.6%) had a bachelor's degree as their highest academic qualification while 12.7 per cent had master's degree. This shows that the respondents had acquired academic qualification for managing Parents Association projects. The 26.7% with masters and 1.9 per cent with doctorate degree shows that the respondents were interested in pursuing further education and this is an indication of a great desire for academic advancement. This is likely to influence the management skills of the stakeholders.

4.5: Stakeholders management training skills

The researcher sought to find out whether respondents had undergone any management training.

Table 4.4: Stakeholders management training skills

Stakeholders management training skills		
Management training	Frequency	Percent
Yes	75	71.4
No	30	28.6
Total	**105**	**100.0**

Table 4.4 revealed that majority of the stakeholders (71.4%) had undergone management training while 28.6 per cent had not gone through any management training. This is likely to influence the stakeholders' management skills.

4.5 Length of period as a stakeholder in the school

The researcher sought to find out how long the stakeholders had served in the current school as stakeholders in their various capacities

Table 4.5: Length of period as stakeholders in their current school

Length of period as stakeholders in their current school		
Years	Frequency	Percent
Below 3	38	36.2
4-5	52	49.5
Over 6	15	14.3
TOTAL	**105**	**100**

Table 4.5 revealed that majority of stakeholders (49.5%) had been in their current station/school for 4-5 years while (36.2%) had been in their current stations for less than 3 years. Moreover, 14.3 per cent of the stakeholders had been in their present schools for over six years. This means most stakeholders had overseen several Parents Association projects for over 4 years.

4.6: Age Distribution of stakeholders

The researcher sought to establish the age distribution for the stakeholders.

Table 4.6: Age distribution of stakeholders

Age distribution of stakeholders

Age in years	Frequency	Percentage (%)
Less than 40	0	0.0
41 – 44	5	4.8
45 – 49	32	30.5
50 – 54	48	45.7
Above 55	20	19.0
Total	**105**	**100**

Table 4.6 revealed that majority of the stakeholders in school(45.7%) were 50 – 54years of age while (30.5%) were of 45-49 and those above 55 years of age were 19.0 percent, while 4.8% were aged 41-44. This age indicates that the stakeholders were not young and therefore were in a better position to play their roles such as mobilization of financial resources to fund the Parents Association projects.

Table 4.7: Presence of Parents Association projects in secondary schools

Length of period as stakeholders in their current school

Presence	Frequency	Percentage (%)
Yes	105	100.0
No	0	0.0
Total	**105**	**100.0**

According to table 4.7, all the respondents (100%) agreed that there were Parents Association projects underway in their schools. The projects Parents Association

projects on course included: construction, buying school furniture, school bus, and equipping the school with furniture among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to plan for the projects to be undertaken in the schools every year with the principal as the secretary. However, some of the projects were taking more than the stipulated one year.

4.9: School management and performance of public secondary school Parents Association projects

The first objective for this study was to establish how school management influences the performance of Parents Association projects in public secondary schools. To achieve this objective, the principals were required to respond to the questions in their questionnaire relating to this objective. The responses were presented in tables. The researcher investigated who majorly participates in the planning of Parents Association school projects. The responses were presented in Table 4.8

Table 4.8: Major role of the BOM in Parents Association projects

Major role of the BOM/Principal in Parents Association projects

BOM/Principal	Frequency	Percentage
Procurement	0	0.0
Monitoring &evaluation	12	20.0
Commissioning	4	6.7
Planning	44	73.3
Total	**60**	**100.0**

According to table 4.8, majority of the respondents (73.3%) stated that the major role for the BOM in school project management was planning. Other roles included monitoring and evaluation (20%) and commissioning (6.7%). However, none of the BOMs were doing procurement apart from the school principal in the capacity of school head and not as a BOM member. To a large extent the school principal were also playing the role of monitoring and evaluation on school projects on behalf of the BOM and PTA.

The study established that the principals were the managers for all projects in their schools including Parents Association projects. The projects include construction, buying school furniture, school bus, and equipping among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to plan for the projects to be undertaken in the schools every year with the principal as the secretary. This agrees with Tondeur (2008) who in the literature review argued that, school management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations and working relationships. The principal should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Tondeur (2008) further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other partners in planning decision making and execution. He notes that working with a group is not always easy, but through team building and change of attitude should be part of the leaders' consideration.

Majority of the respondents (73.3%) stated that the major role for the BOM in school project management was planning. Other roles included monitoring and evaluation (20%) and commissioning (6.7%). However, none of the BOMs members were doing procurement apart from the school principal in the capacity of school head and not as a BOG member. In the literature review, Mwanthi (2007) argued that the BOM also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school head. The board also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school.

4.10: Parents and the performance of Parents Association projects

The second objective for this study was to establish how parents influence the performance of Parents Association projects in public secondary schools. To achieve this objective, the respondents were required to respond to the questions in their questionnaire relating to the objective.

Table 4.9: Major funders of school Parents Association projects

Major funders of school Parents Association projects

Stakeholder	Frequency	Percentage (%)
Parents	16	53.3
Government	9	30
Religious sponsors	2	6.7
Others	3	10
Total	**30**	**100.00**

According to the findings in table 4.9, they revealed that the major financiers for secondary school projects are the parents (53.3%). This was through payment of school fees and PTA levies. This was followed by the Government (30.0%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (6.7%). Others such as LATF, NGOs, and other well-wishers accounted for (10.0%). Some of the parents indicated a bigger need for more involvement in the management of these school projects.

The second objective for this study was to establish how parents influence the performance of Parents Association projects of public secondary schools. It was established that the major financiers for secondary school projects are the parents (53.3%). This was through payment of school fees and PTA levies. This was followed by the Government (30.0%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (6.7%), LATF, NGOs, and other well-wishers at 10.0 %. Some of the parents indicated a bigger need for

more involvement in the management of the school Parents Association projects. In literature, Watson's (1980) stated that, many world countries indicated a strong community involvement and commitment in school affairs.

In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labour to subsidize. The parents are an important source of financial and material support essential for development of schools (MOE 1997). This is noted because of the cost-sharing plan in offering education services. ROK (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school. MOE (1998) notes that on average household spending on secondary education was 25% per student more than the government. It therefore means that the parents determine the implementation of the planned projects.

4.11: Government and the performance of public secondary schools Parents Association projects

The third objective for this study was to establish how the government influences the performance of Parents Association projects in public secondary schools. The researcher investigated the major role of government in Parents Association projects. The responses were presented in the table 4.10

Table 4.10: Major role of Government in Parents Association projects

Major role of Government in Parents Association projects

Government role	Frequency	Percentage (%)
Financing	3	30
Monitoring and evaluation	2	20
Commissioning	1	10
Auditing	4	40
Total	**10**	**100**

Table 4.10 shows that the government is finances (30.0%) secondary school projects to some extent, the major role seem to be auditing the school accounts (40.0%). This is to ensure the money given to schools is spent according to the Government guidelines. Further, the Government officials were also monitoring and evaluating the projects (20.0%) so as to ensure that what is recorded in the books was the same thing which was physically observed. Moreover, the government (10.0%) commissioned the school projects including the Parents Association projects.

The third objective for this study was to establish how the government influences the performance of Parents Association projects in public secondary schools. It was established that although the Government is financing (30.0%) secondary school projects to some extent, the major role seem to be auditing the school accounts (40.0%). This is to ensure the money given to schools is spent according to the Government guidelines. However, the Government officials were also monitoring and evaluating the projects (20%) so as to ensure that what is recorded in the books was

the same thing which was physically observed. Moreover, the government played a role of commissioning (10.0%) the projects done.

In literature, the core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for Her reason to monitor, supervise and audit school development plans and their implementation (Jackson 2005).According to a research done by Ngunchu (2005) there is always initial involvement of the Government in school project development planning but their role during the implementation, monitoring and consequent continuous improvement process, they become passive players in their participation towards their funded projects.

4.12: Religious sponsors on the performance of Parents Association projects

The last objective for this study was to establish how school religious sponsors influence the performance of Parents Association projects in public secondary schools. To achieve this objective, the principals were required to indicate their school religious sponsors. The religious sponsors identified in Lugari sub-county secondary schools were tabulated in table 4.11

Table 4.11: Distribution of School religious sponsors

Distribution of School religious sponsors

Religious sponsor	Frequency	Percentage (%)
Roman catholic	11	36.7
Friends(Quakers)	5	16.7
Pentecostal Assemblies of God (P.A.G)	4	13.3
Church of God (C.O.G)	2	6.7
Salvation Army (S.A)	1	3.3
Africa Inland Church (A.I.C)	1	3.3
Reformed Church of East Africa (RCEA)	1	3.3
None (D.E.B)	5	16.7
Total	**30**	**100.00**

As shown in table 4.11, majority of schools in Lugari sub-county are Roman Catholic sponsored making 36.7% of the respondents. 16.7% of the schools were sponsored by Friends church. Moreover, 13.3% were sponsored by Pentecostal Assemblies of God (P.A.G) while 6.7% and 3.3% were sponsored by Church of God (C.O.G) and Salvation Army, Africa Inland Church &Reformed Church of East Africa respectively. 16.7% of the schools in the sub-county had no religious sponsor.

Further the researcher investigated what the religious sponsor was doing in the public secondary schools. The responses from the religious sponsors were presented in table 4.12

Table 4.12: Major role the religious sponsors in public secondary schools

Major role the religious sponsors in public secondary schools

Role	Yes (%)	No (%)	Total(10)
Financing	3(30%)	7(70%)	**10(100%)**
Planning	6 (60%)	4 (40%)	**10(100%)**
Spiritual guidance	10 (100%)	0 (0%)	**10(100%)**

Table 4.12 shows that the major (100%) the religious sponsors mainly gave spiritual guidance through the Christian Unions (CU) and the Young Christian Societies (YCS). However, they were still involved in sponsoring some students (30%) and also were involved in planning (60%) through the BOMs as members.

The last objective for this study was to establish how religious sponsors influence the performance of Parents Association projects in public secondary schools. It was established that majority of schools in Lugari sub-county are Roman Catholic sponsored making 36.7% of the responses. The study further revealed that 16.7% of the schools were sponsored by Friends (Quakers) church. Moreover, the study indicated that 13.3% of the schools were sponsored by Pentecostal Assemblies of God (P.A.G) while 6.7% and 3.3% were sponsored by Church of God (C.O.G) and Salvation Army, Africa Inland Church &Reformed Church of East Africa respectively. Further, the study noted that 16.7% of the schools in Lugari sub-county had no religious sponsor. It was also established that the major role (100%) for the sponsors was spiritual guidance through the Christian Unions (CU) and the Young Christian Societies (YCS). On the other hand, the study showed that the religious

sponsors were also still involved in sponsoring or financing some students (30%) and also took part planning (60%) through the BOMs as members.

In literature, Eshiwani (1990) noted that the Minister for Education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and Parents Teachers Associations. He argues that the missionaries played a big role in the establishment of educational institutions. The education act therefore, provides a provision for sponsor's participation in the management of the institutions especially secondary schools and their operations.

According to Hussein (1994) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. Their main role in the management of school institutions is to maintain their religious traditions through representation in the management committees and Board of Managements. The Ominde report (1964) says that it is the ministry's policy to transfer the responsibility of management of secondary school to board of managers. The device of the board managers gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby the sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls. Njoroge (2006) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school for example, the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom

of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship (Njoroge 2006:6)

4.13: Pearson's Correlation Coefficient showing the relationship between stakeholders' involvement and performance of school Parents Association projects

The researcher constructed a correlation coefficient to determine the relationship between the independent and dependent variables. This was done by calculating the Pearson's correlation using SPSS. The results were presented.

Table 4.13.1: Correlation between school management and performance of public secondary schools Parents Association projects

Correlations			
		School management	Performance of public secondary school Parents Association projects (Dependent variable)
School management	Pearson Correlation	1	0.79
	Sig. (2-tailed)		.343
	N	105	105
Performance of public secondary school Parents Association projects (Dependent variable)	Pearson Correlation	0.79	1
	Sig. (2-tailed)	.343	
	N	105	105

Table 4.13.1 shows there is a positive (+0.79) correlation between the independent variable (school management) and a dependent variable (performance of public secondary schools Parents Association projects).

Table 4.13.2: Correlation between parents and performance of public secondary schools Parents Association projects

Correlations			
		Parents	Performance of public secondary school Parents Association projects (Dependent variable)
Parents role	Pearson Correlation	1	0.85
	Sig. (2-tailed)		.343
	N	105	105
Performance of public secondary school Parents Association projects (Dependent variable)	Pearson Correlation	0.85	1
	Sig. (2-tailed)	.343	
	N	105	105

Table 4.13.2 shows there is a positive (+0.85) correlation between the independent variable (parents) and a dependent variable (performance of public secondary schools Parents Association projects).

Table 4.13.3: Correlation between government and performance of public secondary schools Parents Association projects

Correlations		Government	Performance of public secondary school Parents Association projects (Dependent variable)
The Government role	Pearson Correlation	1	0.56
	Sig. (2-tailed)		.343
	N	105	105
Performance of public secondary school Parents Association projects (Dependent variable)	Pearson Correlation	0.56	1
	Sig. (2-tailed)	.343	
	N	105	105

Table 4.13.3 shows there is a positive (+0.56) correlation between the independent variable (Government) and a dependent variable (performance of public secondary schools Parents Association projects).

Table 4.13.4: Correlation between religious sponsors and performance of public secondary schools Parents Association projects

		Religious sponsors	Performance of public secondary school Parents Association projects (Dependent variable)
		Correlations	
Religious sponsors	Pearson Correlation	1	0.45
	Sig. (2-tailed)		.343
	N	105	105
Performance of public secondary school Parents Association projects (Dependent variable)	Pearson Correlation	0.45	1
	Sig. (2-tailed)	.343	
	N	105	105

Table 4.13.4 shows there is a positive (+0.45) correlation between the independent variable (school management) and a dependent variable (performance of public secondary schools Parents Association projects).

Correlation coefficient Tables show the correlation coefficient (r) between all the independent and dependent variables is positive. However, parents' role (r = +0.85) seems to have a stronger positive correlation. This is because they are the major financiers of the secondary school Parents Association projects. This was followed by school management (r = +0.79) which is responsible for planning and management of finances for the successful performance of the school Parents Association projects. The third is the government role (r = +0.56). This because the Government provides some of the funds for completion of the Parents Association projects and does

monitoring and evaluation. The least is the religious sponsors (r = +0.45) which seem to have little influence on the performance of the school Parents Association projects. Finally, the researcher investigated the relationship between the independent and dependent variables using a correlation matrix. It was established that the correlation coefficient (r) between all the independent and dependent variables is positive. However, parent's role (r = +0.85) seems to have a stronger positive correlation. This is because they are the major financiers of the secondary school projects. This was followed by school management (r = +0.79) which is responsible for planning and management of finances for completion of the school projects. The third is the government role (r = +0.56). This is because the Government provides some of the funds for completion of the projects and monitoring and evaluation which depends on the school management.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents summary of the findings, conclusions, recommendations and suggestions for further research.

5.2: Summary of the findings

The first objective for this study was to establish how the school management influences the performance of Parents Association projects in public secondary schools. It was established that the principals (100%) agreed that there were Parents Association projects in their schools. These projects were included construction, buying school furniture, school bus and equipping units among others. The principals were supposed to oversee all the projects being undertaken in their school. The role of the BOM was to plan for the projects to be undertaken in the schools every year with the principal as the secretary. However, some of the projects were taking more than one year. Majority of the respondents (73.3%) stated that the major role for the BOM in school project management was planning. Other roles included monitoring and evaluation (20%) and commissioning (6.7%). However, none of the BOMs were doing procurement apart from the school principal in the capacity of school head and not as a BOM member.

The second objective for this study was to establish how parents influence the performance of Parents Association projects in public secondary schools. It was

established that the major role of the parents was to finance secondary school projects (53.3%). This was through payment of school fees and PTA levies. This was followed by the Government (30.0%). The Government was financing school projects through free secondary education and secondary school bursary funds for the needy students, CDF and school improvement programmes. Other financiers for the school projects included the Sponsors (6.7%), LATF, NGOs, and other well-wishers (10.0%). The study established that there was bigger need for more involvement of parents in the management of the school Parents Association projects.

The third objective for this study was to establish how the government influences the performance of Parents Association projects in public secondary schools. It was established that although the Government is financing (30.0%) secondary school projects to some extent, the major role seem to be auditing the school accounts (40.0%). This is to ensure the money given to schools and also collected through school fees and PTA levies is spent according to the Government guidelines. Further, the Government officials were also tasked with monitoring and evaluating of the projects (20%). So as to ensure that what is recorded in the books was the same thing which was physically observed the government needs to frequently do the auditing and also visit projects sites.

The last objective for this study was to establish how religious sponsors influence the performance of Parents Association projects in public secondary schools. It was established that majority of schools in Lugari sub-county are Roman Catholic sponsored making 36.7% of the religious sponsorship. The study also revealed that 16.7% of the schools were sponsored by Friends (Quakers) church. Moreover, 13.3%

of the schools were sponsored by Pentecostal Assemblies of God (P.A.G) while 6.7% and 3.3% were sponsored by Church of God (C.O.G) and Salvation Army, Africa Inland Church &Reformed Church of East Africa respectively. 16.7% of the schools in the sub-county had no religious sponsor. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian unions and the young Christian societies. However, they were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. The study revealed that it would be prudent for the church to have a more robust role in the secondary schools beyond spiritual nourishment.

Finally, the researcher investigated the relationship between the independent and dependent variables using a correlation matrix. It was established that the correlation coefficient (r) between all the independent and dependent variables is positive. However parent's role (r = +0.85) seems to have a stronger positive correlation. This is because they are the major financiers of the secondary school Parents Association projects. This was followed by school management (r = +0.79) which is responsible for planning and management of finances for performance of the school projects. The third is the government role (r = +0.56). This is because the Government provides some of the funds for completion of the Parents Association projects and monitoring and evaluation which depends on the school management. The least was the religious sponsors role (r =+0.45). This is because the sponsors participate in planning though only at BOM level and through contributions to needy students.

5.3: Conclusions of the study

From the findings of this study, the researcher concluded that school management especially the principal in conjunction with the BOM is tasked various roles such as; overall school administration, the curriculum, leadership and human relations, community relations and working relationships. The principal should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life. Leadership often exists through a group of people working closely together. It follows then that the school management which is in the hands of the BOM and the school principal must not do everything alone but should involve other partners in planning, decision making and execution.

It was established that the major financiers for secondary school projects are the parents (53.3%). This was through payment of school fees and PTA levies. This was followed by the Government (30.0%). The Government was financing school projects through Free Secondary Education (FSE) and secondary school bursary funds for the needy students. Other financiers for the school projects included the Sponsors (6.7%) and 10.0% financial support from LATF, NGOs and other well-wishers. Some of the parents indicated a bigger need for more involvement in the management of the school projects; that is in conception, planning, implementation, monitoring and evaluation, and auditing.

Furthermore, it was established that although the Government is financing (30.0%) secondary school projects to some extent, the major role seem to be auditing the school accounts (40.0%). This is to ensure the money given to schools is spent according to the Government guidelines and policies. However, the Government

officials were also monitoring and evaluating the projects (20%) so as to ensure that what is recorded in the books was the same thing which was physically observed. 10.0% of the respondents indicated that the government's role was commissioning of school projects. In literature, the core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools for development of school projects such as the Parents Association projects. With this expansive mandate, the government has a reason to monitor, supervise and audit school development plans and their implementation.

It was established that majority of schools in Lugari sub-county are Roman Catholic sponsored making 36.7% of the respondents. 16.7% of the schools were sponsored by Friends (Quakers) church. Moreover, 13.3% were sponsored by Pentecostal Assemblies of God (P.A.G) while 6.7% and 3.3% were sponsored by Church of God (C.O.G) and Salvation Army respectively. Africa Inland Church &Reformed Church of East Africa each sponsored 3.3% of the schools. 16.7% of the schools in the sub-county had no religious sponsor. It was also established that the major (100%) role for the sponsors was spiritual guidance through the Christian Unions and the Young Christian Societies. Further, the religious sponsors were still involved in sponsoring some students (30%) and planning (60%) through the BOMs as members. This calls for the sponsors to take active role in partnering with other stakeholders in school establishment to ensure success of school projects such as Parents Association projects by particularly getting involved in monitoring, evaluation and financing.

5.4: Contribution to the Body of Knowledge

Table 5.1: Objectives, main findings and contribution to the body of knowledge

OBJECTIVES	MAIN FINDINGS AND CONTRIBUTION TO THE BODY OF KNOWLEDGE
To establish how school management influence the performance of parents association projects in public secondary schools	Findings indicate that the school management (BOM/Principal) mainly do planning aspect/level of project cycle. The secretary (principal) on behalf of the BOM executes the remaining phases of the project to completion and then report to BOM. The school management also does little of commissioning and monitoring &evaluation. The BOM needs to step up on the monitoring & evaluation of school projects to increase chances of timely completion through regular meetings and visits to the project site.
To establish how parents influence the performance of parents association projects in public secondary schools	Parents play a pivotal role in financing of Parents Association projects. Findings point to the fact that parents are lukewarmly involved in planning of the school project as Parents Association executive, especially at the initial stage of identification of the project only. Thereafter, the principal executes the project to completion and then reports to the Parents Association executive and BOM. This leaves a lot to desire. The parents need to be fully involved in the full project cycle so that they own the project and facilitate/support it to its logical conclusion and completion.
To examine how the government influences the performance of parents association projects in public secondary schools	The findings indicate that the government is mainly tasked with auditing of school accounts and projects. The government to some extent does commissioning and monitoring & evaluation. However, the government does not procure for schools. Though auditing is done, some Parents Association projects have stalled, are incomplete or take way over one year to get completed. The government needs to increase its financial capitation to schools, frequently visit and audit books of account. The policy on stakeholders' meetings is not clear in terms of frequency and composition.
To explore how religious sponsors influence the performance of parents association projects in public secondary schools.	The religious sponsors mainly provide spiritual nourishment, do a little of planning as members of BOM and also do a little of financial aid to the needy. The religious sponsors need to come out strongly in financial aid and project life cycle, beyond their spiritual guidance role, if their impact is to be felt in Parents Association projects.

5.5: Recommendations from the study

Based on the findings from this study, the researcher recommends that the ministry of education should continuously in-service the school principals on school management which involves financial management. This would empower the principals to be good managers of the finance and hence improve on the execution of school Parents Association projects to their logical, timely completion. The school management should take the frontline engaging all stakeholders to participate at their relevant periods in Parents Association project development cycle.

Secondly, based on the second objective on the role of parents, the school management should involve the parents more in planning for school projects so that they will own the decision and therefore be able to give the needed support, financial or otherwise. The school management should further involve parents in the full project cycle stages of project identification, implementation, monitoring and evaluation. This will make them own the project and support it to its logical completion.

Thirdly, based on the findings on the Government involvement in school projects, the Government should increase their financial allocations to secondary schools so that the schools can have enough money to finance their planned school projects and also cushion Parents Association projects. In addition, the government should also be involved in sincere monitoring and evaluation so as to help curb challenges such as misappropriations, stalling of projects and compliance to standards and timelines. The auditing should be thorough, frequent, timely and based on the indicators of performance and work schedule/activities of the project life cycle on the ground not books reconciled.

Moreover, based on last objective on the role of religious sponsors in public secondary schools Parents Association projects, the researcher recommends that they should increase their financial support to schools rather than just propagating their faith in schools. This will increase their role and quest into monitoring and evaluating the school projects with Parents Association projects inclusive. They should also work in conjunction with other religious groups since there is freedom of worship in the country.

5.6: Suggestions for further research

This study examined the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools in Lugari sub-county, Kakamega County. Further study can be done on:

i. Influence of the principals on resource mobilization to finance secondary school infrastructure.

ii. The effect of school infrastructure on the performance of students in Kenya Certificate of Secondary Education (K.C.S.E).

iii. Influence of Sub-county Quality and Assurance Officer's visits on completion of school infrastructural projects.

iv. Influence of student council on the completion of school projects.

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LETTER OF REQUEST

P.O. BOX Private Bag,
Turbo

12th August 2016

The Sub-County Director of Education,

Lugari Sub-County,

P.O Box

TURBO

Dear Sir,

RE: REQUEST FOR PERMISSION TO COLLECT DATA IN PUBLIC SECONDARY SCHOOLS

I write as the subject above refers and further request for vital data and statistics (number of registered public secondary schools, principals and their contacts, religious sponsors of the schools inter alia) in the sub-county that will help me in undertaking the study.

I am a postgraduate 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 through with course work and now undertaking a study to establish the **influence of stakeholder involvement on performance of Parents Association projects in public secondary schools: A case of Lugari sub-county, Kakamega County, Kenya**.

Thank you in advance as I look forward to your support.

Yours faithfully,

Haji Wanyanga Osieko
Student (M.A PPM)-L50/83269/2015
University of Nairobi (SCDE)

LETTER OF TRANSMITTAL

P.O. BOX Private Bag,
Turbo

12th August 2016

All Principals/BOM Members/Parents/sponsors

Lugari Sub-county

Dear Sir/Madam,

RE: DATA COLLECTION

I am a postgraduate 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 the **influence of stakeholder involvement on performance of Parents Association projects in public secondary schools: A case of Lugari sub-county, Kakamega County, Kenya**.

You have been selected to take part in the study and therefore I humbly request you to co-operate and assist in filling in the questionnaire.

The attached questionnaire is therefore intended to seek your views on the various aspects of
the research project. 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,

Haji Wanyanga Osieko
Student (M.A PPM)-L50/83269/2015
University of Nairobi (SCDE)

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This study is on the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools. Put a tick against the appropriate choice. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution.

Section A: Bio data of the respondent.

1. Gender

    (a) Male   [ ]

    (b) Female   [ ]

2. What is your highest academic qualification?
    (a) Diploma   [ ]
    (b) Bachelor   [ ]
    (c) Masters   [ ]
    (d) Ph D   [ ]

3. Have you undergone any management training course?

        Yes [ ]   No [ ]

4. How many years have you been a principal in this school?
    a. Below 3 years   [ ]
    b. Between 4-5 years   [ ]
    c. Above 6 years   [ ]

5. What is your age bracket in years?

    (a) Less than 40 [ ] (b) 41-45 [ ] (c) 46-50 [ ] (d) 51-55 [ ] (e) more than 56 [ ]
6. Is there any Parents Association project in progress?
               Yes   [ ]   No   [ ]
Section B: Role of school management and Parents Association projects
    1. What is the main role of school management in Parents Association projects?
        i.   Procurement   [ ]
        ii.   Monitoring and Evaluation   [ ]
        iii.   Commissioning   [ ]
        iv.   Planning   [ ]
    2. Who is the religious sponsor of your school?
    (a) Roman Catholic [ ] (b) Friends/Quakers [ ] (c) P.A.G [ ] (d) Salvation Army[ ]
    (e)Church of God   [ ]   (f) Others (specify)   [ ] …………………………

This study is on the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools. Put a tick against the appropriate choice. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution.

Section A: Bio data of the respondent.

1. Gender

     (a) Male   [ ]

     (b) Female   [ ]

2. What is your highest academic qualification?
     (a) Certificate   [ ]
     (b) Diploma   [ ]
     (c) Bachelor   [ ]
     (d) Masters   [ ]
     (e) Ph D   [ ]
3. Have you undergone any management training course?

        Yes [ ]   No [ ]

4. How many years have you been a Board of Management member of this school?
     a. Below 3 years   [ ]
     b. Between 4-5 years   [ ]
     c. Above 6 years   [ ]

5. What is your age bracket in years?
   (a) Less than 40 [ ] (b) 41-45 [ ] (c) 46-50 [ ] (d) 51-55 [ ] (e) more than 56 [ ]

6. Is there any Parents Association project in progress?
          Yes   [ ]   No   [ ]

Section B: Role of school management and Parents Association projects
    1. What is the main role of school management in Parents Association projects?
    i.   Procurement   [ ]
    ii.   Monitoring and Evaluation   [ ]
    iii.   Commissioning   [ ]
    iv.   Planning   [ ]

APPENDIX IV: QUESTIONNAIRE FOR PARENT REPRESENTATIVES

This study is on the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools. Put a tick against the appropriate choice. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution.

Section A: Bio data of the respondent.

1. Gender

      (a) Male   [ ]

      (b) Female   [ ]

2. What is your highest academic qualification?
      (a) Certificate   [ ]
      (b) Diploma   [ ]
      (c) Bachelor   [ ]
      (d) Masters   [ ]
      (e) Ph D   [ ]
3. How many years have you been a parent of this school?
      a. Below 3 years   [ ]
      b. Between 4-5 years   [ ]
      c. Above 6 years   [ ]

4. What is your age bracket in years?

  (b) Less than 40 [ ] (b) 41-45 [ ] (c) 46-50 [ ] (d) 51-55 [ ] (e) more than 56 [ ]

5. Is there any Parents Association project in progress?
                Yes   [ ]   No   [ ]

Section B: Role of parents and Parents Association projects
    1. Who are the major funders of school projects?
        i.   Parents   [ ]   iv.CDF   [ ]
        ii.   Religious sponsors   [ ]   v. LATF   [ ]
        iii.   Government   [ ]   vi. Others   [ ]

APPENDIX V: QUESTIONNAIRE FOR GOVERNMENT/MINISTRY OFFICIALS

This study is on the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools. Put a tick against the appropriate choice. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution.

Section A: Bio data of the respondent.

1. Gender

    (a) Male   [ ]

    (b) Female   [ ]

2. What is your highest academic qualification?
    (a) Diploma   [ ]
    (b) Bachelor   [ ]
    (c) Masters   [ ]
    (d) Ph D   [ ]

3. How many years have you been at the sub-county education office?
    a. Below 3 years   [ ]
    b. Between 4-5 years   [ ]
    c. Above 6 years   [ ]

4. What is your age bracket in years?

    (a) Less than 40 [ ] (b) 41-45 [ ] (c) 46-50 [ ] (d) 51-55 [ ] (e) more than 56 [ ]

Section B: Role of government and Parents Association projects
    1. What is the main role of the government in Parents Association projects?
    i.   Financing   [ ]
    ii.   Monitoring and Evaluation   [ ]
    iii.   Commissioning   [ ]
    iv.   Auditing   [ ]

APPENDIX VI: QUESTIONNAIRE FOR RELIGIOUS SPONSORS

This study is on the influence of stakeholders' involvement on performance of Parents Association projects in public secondary schools. Put a tick against the appropriate choice. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution.

Section A: Bio data of the respondent.

1. Gender

    (a) Male   [ ]

    (b) Female   [ ]

2. What is your highest academic qualification?
    (a) Diploma   [ ]
    (b) Bachelors   [ ]
    (c) Masters   [ ]
    (d) Ph D   [ ]

3. How many years have you been a parent of this school?
    a. Below 3 years   [ ]
    b. Between 4-5 years   [ ]
    c. Above 6 years   [ ]

4. What is your age bracket in years?

  (a) Less than 40 [ ] (b) 41-45 [ ] (c) 46-50 [ ] (d) 51-55 [ ] (e) more than 56 [ ]

6. Is there any Parents Association project in progress?
              Yes   [ ]   No   [ ]

Section B: Role of Religious sponsor and Parents Association projects
    1. As a sponsor, what is your main role in a public secondary school?
       i.   Spiritual nourishment   [ ]
      ii.   Financial aid   [ ]
     iii.   Participation in the deliverables [ ]