

**FACTORS INFLUENCING COMPLETION OF PARENTS TEACHERS
ASSOCIATIONS FUNDED PROJECTS IN PUBLIC SECONDARY
SCHOOLS IN MIGORI DISTRICT; MIGORI COUNTY**

BY

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DECLARATION

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

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DEDICATION

This research project report is dedicated to my beloved husband Patrice Mulei, sons Desmond and Jesse and daughter Diana for giving me ample time to undertake my studies which deprived them my presence and attention.

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TABLE OF CONTENT

	Page
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT.....	v
LIST OF FIGURES.....	x
LIST OF TABLES	xi
LIST OF ABBREVIATIONS AND ACRONYMS.....	xiii
ABSTRACT	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions and Research Hypothesis	7
1.6 Significance of the Study.....	9
1.7 Limitations of the Study.....	9
1.8 Delimitation of the Study.....	10
1.9 Basic Assumptions of the Study.....	11
1.10 Definitions of Significant Terms as used in the Study.....	11
1.11 Organization of the Study.....	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	13
2.1.1 State of physical facilities in schools.....	13
2.1.2 Status of missing physical facilities in Government Schools in Pakistan.....	14
2.1.3 Inadequate facilities in Nigeria and other States.....	15
2.1.4 Influence of availability of finance on completion of PTA funded projects.....	20
2.1.5 Influence of monitoring and evaluation on completion of PTA funded projects.....	21
2.1.6 Influence of competence of PTA committee members on completion of PTA funded projects.....	24
2.1.7 Influence of project management discipline on completion of PTA funded projects.....	25
2.1.8 Influence of the sponsors of schools on completion of PTA funded projects.....	26
2.2 Theoretical Framework.....	29
2.3 Conceptual Framework.....	30
2.4 Summary of Literature Review.....	32

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	33
3.2 Research design	33
3.3 Target Population	34
3.4 Sample size and Sample Selection Procedure.....	34
3.4.1 Sample size	35

3.4.2 Sample Selection Procedure	35
3.5 Data collection instruments.....	36
3.6 Instruments validity and Reliability.....	37
3.6.1 Piloting.....	37
3.6.2 Validity.....	37
3.6.3 Reliability.....	37
3.7 Data Collection Procedure.....	38
3.8 Data Analysis Techniques.....	39

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	41
4.2 Response Return Rate.....	41
4.3 General Characteristics of the Respondents.....	41
4.3.1 Gender.....	42
4.3.2 Age.....	42
4.3.3 Position in the school.....	43
4.3.4 Work Experience.....	44
4.3.5 Level of Education.....	44
4.4 Influence of availability of finance on completion of PTA funded projects in Migori District.....	45
4.4.1 Cost of projects.....	45
4.4.2 Other factors.....	46

4.4.3 Relationship between the other factors influencing availability of finance and completion of projects.....	48
4.4.4 Relationship between availability of finance and completion of PTA projects.....	49
4.5 Influence of monitoring and evaluation on completion of PTA funded projects In Migori District.....	50
4.5.1 Meetings held.....	50
4.5.2 Project progress report.....	51
4.5.3 Project duration.....	52
4.5.4 Relationship between monitoring and evaluation and completion of PTA projects....	53
4.6 Influence of competence of PTA committee members on completion of PTA funded Projects Migori District.....	54
4.6.1 Composition of committee members by gender.....	55
4.6.2 Qualifications for recruitment as a PMC member.....	55
4.6.3 Relationship between competence of PTA members and completion of PTA Projects.....	56
4.7 Influence of management discipline of committee members on completion of PTA funded projects Migori District.....	60
4.7.1 Influence of prioritization on completion of projects.....	60
4.7.2 Relationship between prioritization and completion of projects.....	61
4.7.3 Project Control.....	62
4.8 Influence of school sponsors on completion of PTA funded projects Migori District....	63
4.8.1 Whether the school is church sponsored.....	63

4.8.2 Vastness with Education Act.....	64
4.8.3 Presence of conflicts.....	65
4.8.4 Should sponsors be maintained in schools management?.....	65
4.8.5 Relationship between school sponsors and completion of PTA projects.....	66
4.8.6 Summary of the chapter.....	67

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS
AND RECOMMENDATIONS

5.1 Introduction.....	68
5.2 Summary of the findings and discussions.....	68
5.3 Conclusions of the study.....	72
5.4 Recommendations.....	74
5.5 Suggestions for further research.....	75
5.6 Contribution to knowledge.....	76

REFERENCES.....	77
------------------------	-----------

APPENDICES.....	84
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Appendix 1: Letter of Transmittal.	84
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Appendix 2: Questionnaire	85
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Appendix 3: Schools with incomplete projects in Migori District.....	92
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Appendix 4: Authorization letter by the National Council for Science and Technology to conduct research on PTA funded Projects.	94
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Appendix 5: Authorization letter by the District Education Officer to conduct research on PTA funded Projects.	95
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Appendix 6: Authorization letter by the District Commissioner to conduct research on PTA funded Projects.	96
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LIST OF FIGURES

	Page
Figure 1. A conceptual framework	30

LIST OF TABLES

	Page
Table 3.1 Sample size.....	34
Table 3.2 Category of sampled schools.....	35
Table 3.3 Operationalisation Table	41
Table 4.1 Gender of the Respondents.....	42
Table 4.2 Age Distribution of the Respondents.....	43
Table 4. 3Respondents' Position in PMC.....	43
Table 4.4 Respondents work experience.....	44
Table 4.5 Respondents Education Levels.....	45
Table 4.6 Cost of a project.....	46
Table4.7 Other factors influencing availability of finance.....	47
Table 4.8 Relationship between the other factors influencing availability of finance and completion of project.....	48
Table 4.9 Relationship between availability of finance and completion of PTA projects.....	49
Table 4.10 Meetings held.....	51
Table 4.11 Progress reports.....	52
Table 4.12 Project duration.....	53
Table 4.13 Relationship between monitoring and evaluation and completion of projects.....	54
Table 4.14 Composition of committee members by gender.....	55
Table 4.15 Qualifications for recruitment as a PMC member.....	55

Table 4.16 Other factors on competence of PTA members.....	56
Table 4.17 Relationship between competence of PTA members and completion of projects.....	58
Table 4.18 Influence of prioritization on completion of projects.....	60
Table 4.19 Relationship between prioritization and completion of projects.....	62
Table 4.20 Project control.....	63
Table 4.21 showing whether the school is church sponsored.....	64
Table 4.22 showing whether the sponsors were vast with the Education Act.....	64
Table 4.23 Presence of conflicts.....	65
Table 4.24 Should sponsors be maintained in schools management?.....	66
Table 4.25 Relationship between school sponsors and completion of PTA projects.....	67
Table 5.1 Contribution to knowledge.....	76

LIST OF ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
BOG	Board of Governors
EFA	Education for All
FPE	Free Primary Education
IMF	International Monetary Fund
MDGs	Millennium Development Goals
MPs	Members of Parliament
PMC	Project Management Committee
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Science
SAPS	Structural Adjustment Programmers'

ABSTRACT

This research proposal sought to investigate factors influencing the completion of Parents Teachers Associations funded projects in secondary schools in Migori District. The study was guided by five objectives: To explore how availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; to examine the influence of monitoring and evaluation on completion of Parents Teachers Association funded projects in public secondary schools in Migori District; to explore the extent to which competence of PTA committee members, influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; to assess how management discipline of committee members influences completion of Parents Teachers Association funded projects in public secondary schools in Migori District; and lastly to establish the extent to which the sponsors of the schools influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District. This study was supported by a comprehensive literature review section in Chapter Two. The study adopted the descriptive research survey design. Probability sampling technique was used in the selection of the study sample. A set of questionnaires were used for the collection of data from the project management committee members. Data collected was analyzed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel software. Pearson's product moment correlations were computed to show the relationship between variables. The study findings revealed that there was positive influence of availability of finance; monitoring and evaluation on completion of PTA funded projects. Competence of PTA members and their management discipline as well as sponsors of schools too had a positive influence on completion of projects. It was however noted that the experience of members had no influence on completion of projects in Migori District. Following the findings, the study concluded that, inadequate planning, under costing as well as inaccurate estimates in the initial budgeting led to premature depletion of resources therefore influencing completion of projects. There was a weak monitoring and evaluation which led to poor supervision of the projects and hence lack of completion. The study also concluded that managerial skills are needed as well as high education levels of Diploma and above for PMC members to competently manage the school projects. Another conclusion was that projects should be prioritized instead of allocating funds in adhoc manner in order for them to be completed on time. Finally, the study concluded that lack of knowledge of sponsors' roles led to conflict between them and school administration. Based on the above findings, the study recommended that thorough planning should be done as well as an internal monitoring and evaluation be put in place to access the projects before and during implementation. Training and capacity building of PMC members should be done before and during implementation of projects. Appointment of PMC members should be on merit and not based on sponsor affiliations. It was hoped that the findings of this study would provide essential information and add to the body of knowledge in the area of project management in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In 2000, governments around the world committed themselves to improving human development in the areas of health, education and gender equality. The Millennium Development Goals (MDGs) and the Education for All (EFA) goals were key targets set and committed to by governments to ensure that their citizens had an improved quality of life by 2015 – and specifically that children would have access to quality education. These two international commitments hold all signatories, both developed and developing country governments, accountable for the achievement of these targets within the agreed time frame.

The pressure of increased enrolment in secondary schools due to population rise from Free Primary Education (FPE) programme as an endeavor to achieve Millennium Development Goals (MDGs) require that the existing secondary schools be expanded or at least some be built. This is where PTAs come in to address this challenge.

In the U.Sa parent-teacher association (PTA) or Parent-Teacher-Student Association is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a public or private school. Most public and private K-8 schools in the U.S. have a PTA, a Parent Teacher Organization or an equivalent local organization. These organizations also occur (though less frequently) at high schools and preschools. At the local level, the goal of all parent-teacher groups is to support their schools, encourage parent involvement, support teachers, and organize family events (PTA Annual Report, 2009). In Ireland, Parents Associations are entitled to raise funds for the administration and activities of the association. A Parents Association is expected to consult with the school board, which includes the Principal,

about fund raising as the approval of the board is normally needed prior to funds being raised. Any funds raised must be used for the purpose for which the money was collected. Full accounts should be maintained and presented at the Parent Association AGM.

In Hong Kong PTAs exist and their main functions are two fold, cash function, in which the office takes custody of all money from fees, dues and contributions. The second function of the PTA is the assisting on the implementation of school programs (Lapus, 2007).

In Africa, most countries have embraced PTAs as part of governing and management bodies in many schools. The notable ones are Nigeria, Ghana, Zambia, Uganda, South Africa and Senegal among others. In Ghana, the (PTA) undertake a number of development projects to help improve facilities in the schools. For example (PTA) of Dormaa Secondary School had a project, estimated at more than 800 million cedis, including the construction of a girls' dormitory, urinals, and the provision of mono desks, beds, toilets and financing of vacation classes for some students. In Nigeria, the Parents-Teachers Association (PTA) serves as a major source of additional income to schools. PTA often fund major school projects. In some instances, communities augment school either for capital or recurrent expenditures. Some communities even establish schools.

Zambia's PTAs are elected, rather than voluntary, and raise funds for school materials and activities and also for teacher salaries. Thus, they, feel somewhat responsible for teacher performance, a role that overlaps and occasionally puts them in conflict with the Zambian Teaching Service, which is responsible for hiring, deploying and firing teachers.

In Kenya, every school is expected to have an association of parents and teachers otherwise known as PTA. This is a unique avenue for parents to be involved in school affairs including interact closely with teachers and offer support as needed.

In Kenya, Parents Teachers Associations (PTAs) were created after Board of Governors (BOGs), by a Presidential Directive in 1980 and consequently have little real authority because they were not created by the same legislation that created BOGs. PTA members are volunteers who through various means attempt to assess the quality of education offered in the school and express their opinions about that education. They also support the school's program by raising funds to supplement secondary school budgets and making decisions about the expenditures of these funds. An elected PTA executive committee is designated to liaise with the BOG. The PTAs usually voice their concerns at the BOG Annual General Meeting (AGM) where they participate in the discussions concerning the annual school budget. They receive the recommendations of the BOG and discuss them. They then approve it, which in effect approves the school fees to be charged every year. They participate in the discussions concerning the identification of development projects and prioritization. They then participate in the implementation of the projects as members of the projects and procurements committees.

The PTA, in essence, is a welfare body that brings together the teaching staff and the parents of the school. This body has office bearers that include the Chairman, Secretary, who is the Principal of the school, the Treasurer. According to Wah Pang (2002), PTA cooperates on the enrichment programs being implemented by school for the students, parenting classes for their community influencing legislation on behalf of the children and the youth lastly making the school a better place to learn, Chacha Mwita (2010).

In Migori District, Parents are devoted and have been putting up new classrooms. Currently the PTAs project is putting up a boys hostel to accommodate 150 boys (at an approximately Ksh 3.5 million) in Migori Boys secondary. This equates to approximately Ksh 8,000 per parent. It is estimated that it would take parents 3 to 4 years to complete it. While the parents have been able

to finance various other development projects over the years they are unable to finance several urgent areas that are equally important leading to many stalled projects. The school is in dire need for maintenance, improvement and expansion to be able to absorb the expected increase caused by 'free primary education' and the now subsidized secondary education. In secondary schools in Migori District, just like any other part of Kenya, PTA funds are used for infrastructure project development. The amounts charged per student differ from school to school with the lowest school charging Ksh.2000. The usage of this fund had been abused resulting in some schools with incomplete projects due to poor planning among other factors. Migori District has 36 public secondary schools and averagely collect about Ksh.20 million annually. Despite the enormous amounts, quite a number of projects were incomplete in most schools. This then called for an in depth study of determinants that influenced completion of PTA funded projects in public secondary schools and more so in Migori District, Migori County.

1.2 Statement of the Problem

The problem of delays in the construction of school projects is a global phenomenon. In Saudi Arabia, Assaf and Al-Hejji (2006) found that only 30% of construction projects were completed within the scheduled completion dates and that the average time overrun was between 10% and 30%. In Nigeria, Odeyinka and Yusif (2002) have shown that seven out of ten projects surveyed in Nigeria suffered delays in their execution. Ogunlana and Promkuntong (1996) conducted a study on construction delays in schools in Thailand and came up with similar result. Al-Momani (2000) carried out a quantitative analysis on construction delays in schools in Jordan. Frimpong, Oluwoye, and Crawford, (2003) conducted a survey to identify and evaluate the relative importance of the significant factors contributing to delay and cost overruns in Ghana construction projects. Chan and Kumaraswamy (1997) studied delays in Hong Kong construction projects. They emphasized that timely delivery of projects within budget and to the level of quality standard specified by the client is an index of successful project delivery. Failure to achieve targeted time, budgeted cost and specified quality result in various unexpected negative effects on the projects.

In Migori District, the main concern regarded the perennial school development projects that were initiated with little or no consultation between school administrators and school communities. There were schools which had been fundraising for school buildings or buses in perpetuity. Appendix 3 gives a list of schools that had incomplete construction projects despite the contributions from parents. Mechanisms for financial oversight over such funds were minimal and thus the head teacher was able to manipulate the money collected under the pretext of paying for bills resulting from delays in disbursements from the ministry.

There were more indirect effects resulting from the influx of learners as a result of the new

education policy. There were issues relating to costs and the distortions on the budgets of the school buildings that schools wanted to put up. This affected the quality and quantity of the future buildings unless very strict and prudent fiscal measures be instituted to stem this down. It is therefore necessary that educational planners take initiatives to remedy the volatile situations stalking the educational establishments as far as educational buildings and facilities are concerned. Furthermore, despite large amounts collected in schools for PTA projects, there had been very little study conducted to investigate completion of these projects. It was against this background that this study sought to investigate the factors that influence completion of Parents Teachers Association (PTA) funded projects in public secondary schools in Migori District ; Migori County.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing completion of Parents Teachers Association funded projects in public secondary schools in Migori District ; Migori County.

1.4 Objectives of the Study

This study was guided by the following objectives:

1. To explore how availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.
2. To examine the influence of monitoring and evaluation on completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

3. To explore the extent to which competence of PTA committee members influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

4. To assess how management discipline influences completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

5. To establish the extent to which the sponsors of the schools influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

1.5 Research Questions and Research Hypothesis

Research Questions

The study sought to answer the following research questions:

- 1) How does availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County?
- 2) To what extent does monitoring and evaluation influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County?
- 3) To what extent does competence of PTA committee members, influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County?

- 4) How does project management discipline influences completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County?
- 5) How do the sponsors of the schools influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County?

Research Hypothesis

In order to achieve the above objectives adequately, the following null hypothesis were formulated to guide the research:

H₀₁: There was no significant relationship between availability of finance and completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

H₀₂: There was no significant relationship between monitoring and evaluation and completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

H₀₃: There was no significant relationship between competence of PTA committee members and completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

H₀₄ :There was no significant relationship between management discipline and completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

H₀₅:There was no significant relationship between sponsors of the schools and completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

1.6 Significance of the Study

This study was intended to determine factors influencing completion of Parents Teachers Association funded projects in public secondary schools in Migori District ; Migori County. It was hoped that the results found would be used to create awareness in the whole of Migori County as far as management of PTA funded projects in schools was concerned. The immediate beneficiaries would include the head teachers and school committee members in their leadership roles in their institutions. It was hoped that the study would enable the government to realize the problem facing PTA funded projects and offer assistance so as to alleviate the plight of parents who strain to raise funds to these projects. It was highly hoped that this study would help in shaping policies in school financing besides giving direction to related areas that needed further research for financial management in public schools.

1.7 Limitation of the Study

The study focused on the factors influencing completion of Parents Teachers Association funded projects in public secondary schools in Migori District. Any other project outside this scope was not to be considered in reporting the findings.

First, the time frame for undertaking the study was not adequate for thorough research given that projects undergo a process before they are completed. In order to overcome this limitation, the researcher gave respondents a time frame to respond to the items and requested them to adhere to it. Secondly, some respondents may have initially perceived such interviews to be associated

with some form of help or assistance at the end. In order to overcome this limitation, this proposed study gave respondents a written and verbal assurance that data collected was to be used for research purposes only and that strict confidentiality would be observed.

Thirdly, some activities which occurred at specific periods of the projects may not have been captured during the short period of visit by the researcher .These and other confounding circumstances would limit the understanding of the results but these were generally overwhelmed and controlled by the research design.

1.8 Delimitation of the Study

This study was conducted in public secondary schools in Migori District, Migori County. This involved 31 public secondary schools, a sample which was randomly selected. Through the use of questionnaires, the Project Management Committees (PMCs) members provided information regarding the factors influencing completion of Parents Teachers Association funded projects in public secondary schools in Migori District. The study was carried out in Migori District, Migori County because the PTA funded projects in schools in this area faced several challenges leading to slow, abandonment or even lack of implementation of these projects all together and hence, it formed a good area for study. PMCs being the respondents of this study equally experienced varied challenges which they wished to share honestly and reliably to a listening ear with a hope of being assisted to curb the problems facing them. The roads in the area of study were easily accessible by vehicles and even by motorcycles which could permeate in the very interior rural settings in the process of data collection, hence, it led to successful completion of the study.

1.9 Basic Assumptions of the Study

This study assumed that the respondents provided correct and truthful information to questions and explanations sought by the research instruments used. It is also assumed that the views of the respondents used for the study were representative of the entire population, hence making generalization of the findings possible.

1.10 Definition of significant terms as used in the study.

According to this research study the following significant terms implied:

Project refers to a sequence of tasks with a beginning and an end, that is bound by time and resources and that produces a unique product or service.

Parents Teachers Association refers to a welfare body that brings together the teaching staff and the parents of the school.

Availability of finance refers to having adequate funds to run projects..

Project monitoring and evaluation refers to regular meeting reviews and periodical reports about project progress.

Completion of project refers to output of a project that meets the initial planned intention

1.11 Organization of the Study

This research project contains five chapters and an appendices section. Chapter One, which is the Introduction, gives the Background to the study, statement of the problem, research objectives, questions and hypothesis that guided the study. It also contains significance of the study, limitations of the study and delimitation of the study. Basic assumptions of the study have been explained, and significant terms as used in the study have also been defined.

Chapter Two contains a comprehensive literature review of related studies and publications conducted regarding the factors influencing completion of Parents Teachers Association funded projects in public secondary schools. The section contains a conceptual framework, theoretical framework and operational definition that give the relationship between the variables.

Chapter Three gives a description of the methodology used in the study. The research design and sampling procedure used are explained. The method of sample selection and determination is explained. The methods of data collection, analysis and presentation have been discussed. This chapter is concluded with the operational definition of variables which associates the research objectives with the methodology and provides a map to the expected results.

Chapter four contains the presentation and interpretation of the findings arising from data analysis using the techniques described in chapter three. The chapter also contains the discussions of the findings. The findings are presented in form of tables accompanied by explanations of the findings below each table. Finally, chapter five contains summary of the findings, conclusion and research recommendations. The chapter also outlines suggested areas for further studies arising from the study findings and is concluded with a section of the study's contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed related literature concerning factors influencing completion of PTA funded projects worldwide and narrowing to selected themes in Kenya, which included the following: availability of funds from PTA funds, project monitoring and evaluation, competence of PTA committee members, project management discipline and finally the influence of sponsors of the schools as some of the factors that may have influence on the completion of projects from the start to the end. The chapter concludes with a conceptual framework which is a diagrammatic representation of the relationship between the independent variables and the dependent variable and then a summary of the chapter.

2.1.1 State of physical facilities in schools

The introduction of Free Primary Education (FPE) escalated enrolment in primary Schools from 6.1 million in 2002 to 7.6 million in 2007. Recently, the Government waived tuition fees in Secondary Schools increasing the transition rate from primary to Secondary Schools. This overstretched the existing facilities. In Migori District, the situation was the same, forcing the government and communities to put up new schools as well as increase other physical facilities like classrooms, dormitories, libraries and sanitation facilities among others in the existing schools that had room for expansion. The World Bank (2008), observed that in many African countries most of the money allocated to education is spent on teachers' salaries with little regard to equipment, maintenance of physical facilities and development. As a result, the government together with her development partners-International monetary fund (IMF) and World Bank adopted structural adjustment programmers' (SAPs) through sessional paper No.1 of 1986 on

economic management for renewed growth(ministry of education science and technology, 2001).The adoption of SAPs led to cost sharing policy on education. This meant that parents were required to shoulder the development expenditure that is, erecting and maintaining physical infrastructure and hence the beginning of PTA funds in schools.

Public school facilities in the United States are in dire need of improvement. The construction of most buildings dates back to the 1950s; not only have the facilities aged considerably since then, but student demographics and educational mandates have changed as well (National Center, 2008). Resources continue to be a challenge, particularly in the face of the current economic situation; there are districts that were slated to begin capital improvement projects and have put these on hold because of fiscal challenges the districts are facing. Especially in this current context, educational leaders, planners, and designers are challenged to direct their school communities in articulating the educational goals they have for their children and demonstrating that informed facility planning and design assists districts in meeting these goals Uline (2007).

2.1.2 Status of missing physical facilities in Government Schools in Pakistan.

The literature reviewed revealed that majority of the schools in Pakistan had problems such as shortage of furniture; lack of science laboratories, inadequate IT facilities; inadequate building; shortage of classrooms; inadequate light, drinking water and toilet facilities. Hence there was a dire need for school improvement in terms of missing physical facilities to meet the actual needs.

Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among children can partly be attributed to poor or inadequate facilities of the schools. Physical facilities were the fundamental factors in better learning and achievements of the

students. All facilities must be provided to the schools for the students' better, concrete, and real experiences. Research showed that availability of the physical facilities including drinking water, electricity, boundary wall, toilets, furniture, playgrounds, libraries, and dispensaries had a significant positive influence on the performance of the students and their achievement. The study undertaken by Shami and Hussain (2005) revealed that the availability of physical facilities in a school had a significance impact on students' performance. In the context to school facilities, environment in which the students learn is very crucial and without the suitable environment effective learning cannot take place. Bruce (2006) has rightly called the learning environment as the third teacher.

The findings further showed that, it was evident that the physical facilities in public sector schools of Punjab province in Pakistan were unsatisfactory. All schools faced almost similar problems in terms of lack of physical infrastructure, even the basic necessities such as drinking water, toilets, building and classrooms which Bruce (2006) declared as 'third teacher'.

2.1.3 Inadequate facilities in Nigeria and other States

School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most uncondusive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives.

The problem of delays in the construction of school projects is a global phenomenon. In Saudi Arabia, Assaf and Al-Hejji (2006) found that only 30% of construction projects were completed within the scheduled completion dates and that the average time overrun was between 10% and 30%. In Nigeria, Odeyinka and Yusif (2002) have shown that seven out of ten projects surveyed in Nigeria suffered delays in their execution. Ogunlana and Promkuntong (1996) conducted a study on construction delays in schools in Thailand and came up with similar result. Al-Momani (2000) carried out a quantitative analysis on construction delays in schools in Jordan. Frimpong, Oluwoye, Crawford,(2003)conducted a survey to identify and evaluate the relative importance of the significant factors contributing to delay and cost overruns in Ghana construction projects. Chan and Kumaraswamy (1997) studied delays in Hong Kong construction projects. They emphasized that timely delivery of projects within budget and to the level of quality standard specified by the client is an index of successful project delivery. Failure to achieve targeted time, budgeted cost and specified quality result in various unexpected negative effects on the projects. Normally, when the projects are delayed, they are either extended or accelerated and therefore, incur additional cost. The normal practices usually allow a percentage of the project cost as a contingency allowance in the contract price and this allowance is usually based on judgment. Although the contract parties agree upon the extra time and cost associated with delay, in many cases there are problems between the school and contractor as to whether the contractor is entitled to claim the extra cost. Such situations, usually involve questioning the facts, causal factors and contract interpretation. Therefore, delays in construction projects give rise to dissatisfaction to all the parties involved and the main role of the project manager is to make sure that the projects are completed within the budgeted time and cost. The construction of school projects in Malaysia, a fast developing country in South-East Asia has not escaped the problem

of delays in terms of completion of school projects. In 2005, about 17.3% (of 417 contract projects in Malaysia) were considered sick (more than 3 months of delay or abandoned).

Projects success is basically to gain the project objectives that are classically defined by the need to complete a project on time, within the budget, and with appropriate quality. Hence any disruptions to the project objectives will certainly contribute to project delays with its specified adverse effects on project objectives. Delays can give rise to disruption of work and loss of productivity, late completion of project, increased time related costs and third party claims and abandonment or termination of contract. Delays are costly and often result in disputes and claims. Furthermore, delays effects the feasibility for project owner and retard the development in construction (Lim Chong Fong, 2004). According to Al-Hejji , (2006) linked the contractor related and labor related causes of delays to the probable time overruns in construction projects in Saudi Arabia whereas Odeh&Battaineh (2002) linked the contractor related causes to the probable disputed occurring in construction projects in Jordan.

In Ghana for instance, despite series of letters written to the Ghana Education Service (GES) and the Ministry of Education, Science and Sports in a bid to have the projects which stalled 10 years ago completed, no progress has been made (Ghana News Agency).This has hampered learning and interfered with performance.

There is actually a general belief that the condition of school's learning environment including infrastructure has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to facilitate effective teaching and learning in an educational institution include the classrooms, offices, libraries, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. The quality of infrastructure and learning environment has strong influence on the academic standard which is an index of

quality assurance in the school. For instance, Earthman (2002), reporting on California, revealed that comfortable classroom temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings by several percentage points.

According to this review, the in-depth interviews conducted with the principals in Nigeria revealed that infrastructural facilities were inadequate, most of the buildings were old and without windows and the doors have no shutters while the class size was congested and ranged from 60-70 students per class. Many of the secondary schools lack well equipped laboratories and libraries. The school libraries were choky and lacked adequate relevant textbooks. There were multipurpose science laboratory as against the autonomous science subject laboratory

It is also not uncommon that facilities in most Nigerian public schools are dilapidated and inadequate to provide quality education service delivery (Sanusi 1998). For instance, Afolabi (2002), while reporting on Ondo state, mentioned that the classrooms in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat; the incinerators and urinal were not conveniently placed, and the school plant was poorly maintained; these combined deficiencies constituted a major gap in the quality of learning environment, thus the attendant result of non attainment of the set standards and goals in secondary schools.

Effective management of learning infrastructure is the prime responsibility of the school principal and other stakeholders. The administrative responsibility for satisfactory physical environment is not limited to providing new facilities. The school heads should direct the available resources to the maintenance of learning facilities. Existing buildings must be maintained and made functional by providing proper lighting, ventilation and temperature

condition for their effective and efficient utilization to ensure good working condition (Olagboye, 2004). Efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance motivation and willingness to participate adequately in both curricula and co-curricula activities (Adeboyeje, 2000).

It was also noted that in Nigeria, "the school relied mostly on the Parent-Teachers'

Association for maintenance of infrastructure because of the limited grant-in-aids that was given by the state government. Consequently, there is lack of proper maintenance of the facilities in secondary schools". The other principals also affirmed this assertion as they attributed their inability to maintain school infrastructure to inadequate grant-in-aids from the state government.

It is therefore evident from the results above that many of the secondary schools were not child-friendly and still striving to achieve quality assurance standard in learning infrastructure and students' academic performance. It can be concluded that there is a greater task ahead of school administrators, teachers and other stakeholders in meeting the challenges of unattractive and poor condition of school buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surroundings which have perhaps contributed to poor quality teaching-learning process and the non-attainment of quality education by students in secondary schools.

Finally there was need for effective collaboration between the school and other stakeholders to proactively and significantly contribute towards the development of solid learning infrastructure, so as to create conducive working environment for a sustainable high-quality education assurance practices in secondary schools. The financial resources needed to ensure adequate provision of infrastructural facilities and grant- in-aids for proper maintenance of the facilities should be provided through increase in government's budgetary allocation, school internally

generated revenue and community support, so as to create good and sustainable working climate for effective teaching and learning processes in secondary schools in Nigeria.

In Uganda, in 2007, there was a focus on tackling corruption in the education sector, with organizations working to create awareness of corruption in government service delivery as far as project implementations are concerned. Corrupt district education officials, head teachers and building contractors have been exposed for misappropriating public funds as a result of budget work initiatives, De Renzio(2006).

In South Africa, the 1996 Schools Act gave decision making power to School Management Teams (SMTs) defined as internal management groups that include the principal, deputy head (where there is one) and department heads. These groups are responsible for daily and annual management and decision making. The Schools Act also created School Governing Bodies (SGBs) that include the principal and elected representatives of parents, teachers, nonteaching staff and pupils. In South Africa, as in Zambia and Kenya, conflicts arise between governance bodies. Money is often the source of friction, as South African parent's fund approximately half of all expenditures in most government-aided schools (Bennell and Sayed 2002) and they battle with SGBs and SMTs over school management including management of infrastructure projects.

2.1.4 Influence of availability of finance on completion of PTA funded projects

According to Fuller (2007), difficulties in securing financing are widespread across most building construction categories. In the US, architecture firms report that residential, commercial and institutional construction projects all are subject to serious financing problems. And it is not only large, complex projects that are at risk. To the contrary, architecture firms recently reported that projects with estimated construction costs of under \$5 million account for almost half of all projects stalled due to lack of financing, even in the commercial and institutional categories. In

fact, only 15% of stalled projects have estimated construction costs in excess of \$25 million. Planning is foremost thing to be done if projects are to be completely executed. Corroborating, Ogunsemi (1991) the successful completion of a project depends on adequate planning which also includes financial planning.

Construction works involved huge amounts of money and most of the contractors found it very difficult to bear the heavy daily construction expenses when the payments were delayed. Work progress could be delayed due to the late payments from the clients because there was inadequate cash flow to support construction expenses especially for those contractors who were not financially sound. Schools have limited resources and sometimes as (Mulwa, 2008) puts it projects run out of resources prematurely leading to premature termination of implementation. Mulwa (2008), further argues that premature depletion of project resources can be caused by bureaucratic bottle-necks leading to delays in resource requisition and delivery. This could be a consequence of poor communication and inadequate coordination between the project site and the central stores or between the project management and the organizational authority. At times the latter's change of priorities could also lead to diversion of resources to another cause. He argues further that poor or inaccurate estimates in the initial budgeting also cause premature project resource depletion. This would often result from failure to anticipate contingency costs and the possible fluctuation of prices as a consequence of inflation.

2.1.5 Influence of monitoring and evaluation on completion of PTA funded projects

There was need to determine whether the resources provided by the parents were being used efficiently and effectively, whether the projects were within schedule and to determine any problems that may be hampering the implementation. Determination of efficient management of resources was a factor of project monitoring.

There was also need to determine whether the set objectives were achieved and extent of achievements of the same plus capture any lessons learned from the implementation of the projects to aid future projects. This was a function of project evaluation.

Not only does best practice require that projects were monitored for control but also project stakeholders required transparency, accountability for resource use and impact, good project performance and organizational learning (to benefit future projects).

The stakeholders required accountability in terms of resource use and impact of the project, transparency and good project performance. Crawford and Bryce (2003) define accountability as the means by which individuals or organizations report to recognized authority and are held responsible for their actions. They further discuss that accountability entails transparency in decision making and honest reporting of how and what resources have been used and what has been achieved by the project. It was important that there be accountability of the resources so that parents be motivated to commit more funds. Other stakeholders also “owned” the project if it was accountable to them and was not seen as a money making venture for a few individuals.

Project performance in the context of this research was defined as the extent to which the project had been able to carry out its scope, meet its set schedule within budget and attain its set objectives (PMI, 2004). Good project performance entailed that the project covered its scope within schedule and budget and attaining its set objectives.

Effective monitoring and evaluation of projects is usually one of the ingredients of good project performance. It provides means of accountability, demonstrating transparency to the stakeholders and facilitates organizational learning through documenting lessons learned in the implementation of the project and incorporating the same in the subsequent project planning and implementation or through sharing experiences with other implementers.

According to Lock (2000), once the project is on, monitoring and measurement of progress has to be carried out to ascertain the quality of workmanship, materials and building methods. The chairman or project manager bears responsibility for the conduct of meetings relating to the project. Progress reports addressed to management will have to set out the technical fulfillment and financial status of the project, and compare the performance in each of these respects with the scheduled requirement. Such reports are usually issued at regular intervals, and they may well be presented by the project manager during the course of project review meetings.

Many things can happen during the life of a project to alter the expected rate and magnitude of expenditure. The direction of change is usually upward. Some of the reasons may be unavoidable or unforeseen but, in many cases, the fault will lie somewhere within the project organization. Hence, cost control should be administered to ensure that no preventable wastage of money or unauthorized increase in costs is allowed to happen (Burke, 2003).

Lack of adequate monitoring and evaluation expertise or capacity among the local management is one area that has been highlighted by several scholars among them Hughes (2002).

Monitoring and evaluation requires specific skills and expertise such as monitoring and evaluation design skills particularly log frame design, indicator setting: both qualitative and quantitative, design of data collecting instruments including questionnaires, focus discussion guides. Lack of adequate financial resources to carry out monitoring and evaluation was another challenge faced by these local managers. A good number of schools lacked adequate funding for their activities: this meant that the little resources available were channeled to actual implementation of project activities: monitoring and evaluation were looked at as an expense that they could not afford.

2.1.6 Influence of competence of PTA committee members on completion of PTA funded projects

Many projects continue to fail despite the use of established project methods and techniques as the leadership competency required for successful project outcomes have been found lacking. Previous research has stopped short of identifying leadership and competence as factors that have affected or influenced project outcomes. A project's success is, in part, contingent on effectively managing the constraints of time, costs, and performance expectations. In order to achieve this it is essential that the project manager and his team possess and display appropriate leadership and competence skills. Servant-leadership is recognized as a model that could contribute to overcoming many of the leadership challenges faced by organizational leaders. Despite the plethora of research, project managers continue to face many challenges and problems concerning leadership, for example, leadership style, stress, uncertainty, motivation, learning, and teamwork (Berg & Karlsen, 2007). Hauschildt, Gesche, & Medcof (2000) reported that the success of a project depended more on human factors, such as project leadership, top management support, and project team, rather than on technical factors. They also found that the human factors increased in importance as projects increased in complexity, risk, and innovation. The researchers found that the critical role of the project manager's leadership ability had a direct correlation to project outcomes (Hauschildt, Gesche, & Medcof (2000). In the project environment, possessing management skills is not sufficient to be successful (Thite, 2000). Project management practices require that managers have knowledge and experience in management and leadership, and the relationship to project success (Berg & Karlsen, 2007). In a business environment it is believed that a manager makes sure tasks and duties are completed, while a leader is sensitive to the needs of people and what followers need to be exceptional

employees (Maccoby, 2000). Thite (2000) suggested that integrating leadership concepts allows project managers to apply logic and analytical skills to project activities and tactics. Thite (2000) further suggested that project managers can integrate leadership concept by being sensitive to and working with project team members as individuals with needs and desires related to their work.

A basic ingredient of project management skills is the degree of influence and leadership that the project manager has over the project team. The available literature suggests that project management competencies are broad and multifarious. Ahmed (2008) identified some of the requisite project leadership skills as building relationships and communication, adaptability to change initiative, resolving conflict, leading the project team, managing corporate culture, credibility and responsibility, motivating, and commitment to project objectives. In school environment, the PTA committee must be seen to be working as a team in order to achieve the organization's goals. They are expected to display competency, high level of managerial skills have gender balance in their composition among other qualities.

2.1.7 Influence of project management discipline on completion of PTA funded projects

A project is a complex non-routine by time, one- time effort limited by time, budget, resources, and performance specifications designed to meet customer needs,(Larson and Gray,2006).This then means that whenever a school comes up with a project to be funded by the PTA, that project must have a defined objective, have a singular purpose and a defined end point. This can only be achieved if there is a combination of efforts of a project manager who will oversee the completion of the project. The purpose of project management team is to foresee or predict as many of the dangers and problems as possible and to plan, organize and control activities so that projects are completed as successful as possible in spite of all the risks. This process starts before

any resource is committed, and must continue until all work is finished. The main aim of the project manager is for the final result to satisfy the project sponsor or customer within the promised time scale and without using more money and other resources than those that were originally set aside or budgeted (Baguley, 1999). Project risk management should be undertaken in order to attempt in identifying all the reasonably foreseeable risks, assessing the probability and severity of those risks, and then deciding what might be done to reduce their possible impact or avoid them altogether. Some risks can occur at any stage in a project, whilst others are associated with particular tasks. A risk event that occurs late in a project will be more costly in terms of time and money than a similar event nearer the start of the project. Risk management must therefore, be considered early along with the initial project planning, so that a risk strategy can be developed to identify the risk and decide how to prevent them as far as is economically practicable through tactical measures. The strategy should be reviewed from time to time throughout the project to ensure that it remains comprehensive and valid. That is special crisis management contingency plans must be made to include key people with a team leader or a steering committee (Nyandemo & Kongere, 2010).

2.1.8 Influence of the sponsors of the schools on completion of PTA funded projects

Religious organizations in Kenya are empowered by the Education Act to participate in the management of schools and colleges that they sponsor. These religious sponsors include: the Quaker Church; the Catholic Church; Africa Inland Church; Salvation Army Church; Seventh Day Adventist Church; Church of God; Presbyterian Church of East Africa; Methodist Church; Baptist Church; Anglican Church of Kenya and the Pentecostal Assemblies of God Church. The Act allows an agreement to be made between the Ministry of Education and the sponsoring churches as regards the rights and responsibilities of the Church sponsor in management of

schools in Kenya (Banr, 1990).This affects the management of public schools where churches that were managers of schools before became sponsors of such schools (Wachira and Kigotho,2007).

In section 11 of the Education Act, the voluntary organization, that is the founder of the school is given the right to nominate four persons to champion the sponsor's interests in the School Board of Governors, if the school is on the second schedule. According to the Ministry of Education (Republic of Kenya, 2004) the Board of Governors Order amplifies section 11 which allows the sponsor to propose the chairman of the school Board who should be ratified by the Minister of Education. This organ champions the sponsors'interest in school management. The historical roles where sponsors were the main developers and providers for educational institutions have changed. At this time, the missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources. These gave significant roles to sponsors in the management of schools in Kenya. However, changes in the Education Act on school sponsorship seem to be causing some misunderstanding between sponsors, community, teachers and the Government. Some sponsors have been accused of interfering with the schools' core business by closing down schools indefinitely. In other instances, some have rejected and even evicted principals posted to schools by the Ministry (Cheruiyot, 2001). According to Gikandi (2005) some sponsors meddling in schools destabilize the instructive activities in the system. The sponsor blames the school heads

concerning management issues and the school heads blame the sponsor for interference in school management. Most schools are single handedly run by the principal. This is supported by Simatwa (2007) who observed that in some schools the principal was the absolute Monarch of the school, his/her word was final.

2.2 Theoretical Framework

The study was guided by the structural functionalism theory; Parsons (1991). The most notable proponents of this theory included, Merton, Parsons, Durkeim, Blau, Radcliffe and others. According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argued that most organizations were large and complex social units consisting of many interacting sub-units which were sometimes in harmony but more often than not they were in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place. The theory sought to understand the relationship between the parts and the whole system in an organization and in particular identify how stability was for the most part achieved. Structural functionalism further advocated for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, teachers, members of the board, contractors and the Ministry of Education. However, it was crucial to take into account conflicts of interests and differing value-basis in order to understand the organizations (Carr and Capey, 1982). The theory thus appropriately explained some conflicts between the head teachers and governing bodies in the management of public secondary schools in Kenya. The school as a social system had within it a series of sub-systems which interacted with each other and the environment. Such school sub systems included sponsors, teachers, BOG, PTA, students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals as well as completion of PTA funded projects. This theory had been criticized for being unable to account for social change because it focused intently on social order and equilibrium in society.

2.3 Conceptual Framework

This conceptual framework was summarized in the diagram below involving the independent variables which were factors influencing projects and dependent variable, which was completion of projects. The completion of a project was to depend on a number of factors (independent variables) among others, availability of funds from PTA, rate of project monitoring and evaluation, competence of committee members, project management discipline, and the influence of the school sponsors. The other factors that affected the dependent variable were intervening variable like project risks, extraneous variable like the school administration being the project beneficiaries and finally, a moderating variable, which was the local politics since politicians liked giving their opinions on what should be implemented in their areas of jurisdiction.

The conceptual framework showed how the variables interacted to influence completion of PTA funded projects in Migori District which was the main objective of this study.

Factors influencing completion of PTA funded projects

Independent variables

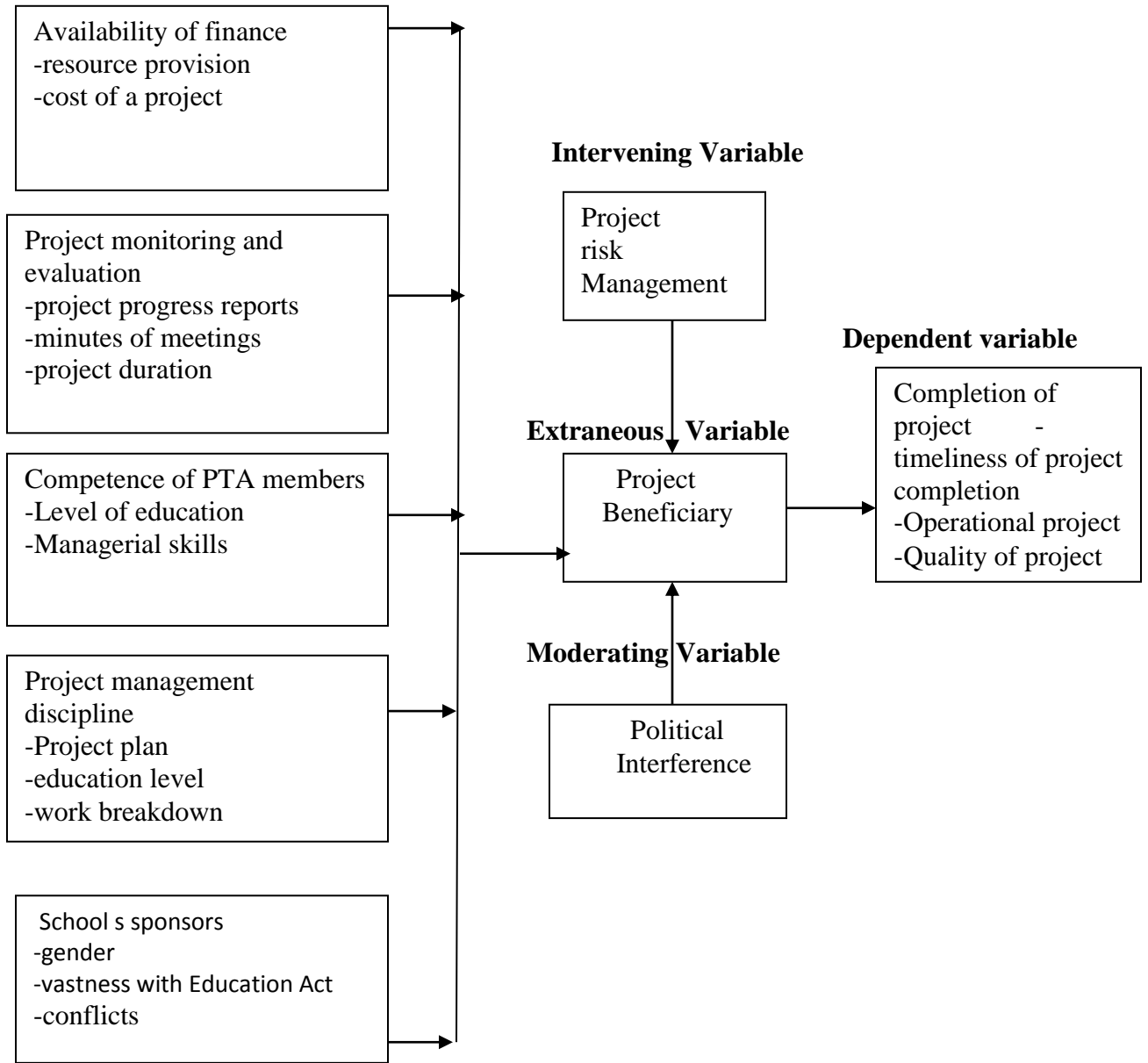


Figure 1: Conceptual framework showing relationship between variables

2.4 Summary of Literature Review

The literature related to the study was reviewed based on the themes identified in the objectives. The first section dealt with inadequate physical facilities in various parts of the world and how they affected learning. This section dealt with literature related to how so many schools were unable to avail these facilities despite provision of resources. The second section dealt with availability of finance. Literature reviewed in this section was on how limited or lack of finance influence completion of projects. The third section dealt with monitoring and evaluation. This part reviewed on how resources could be used effectively and efficiently if monitored and evaluated in order to complete projects. The fourth section dealt with competence of PTA members. This reviewed on how competent committee members could make decisions that could influence completion of projects. The fifth section dealt with management discipline. Here, the need for organization was reviewed as well as the level of education of those charged with implementation of the project and how these influence completion of projects. Last section dealt with the school sponsors and how they influence completion of projects if they are left to wholly take over the management of schools especially the projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter mainly deals with the description of the methods and procedures that were followed while carrying out the study. It consists of research design, target population, sample size and sample selection, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study employed descriptive research survey design. Descriptive survey was adapted in conducting this study because it was concerned with describing, recording, analyzing and reporting conditions that existed, Kothari, (2003). According to Dell (2003), a descriptive research design is suitable where the study seeks to describe and portray characteristics of an event, situation and a group of people, community or a population as they exist. It measured variables as they existed naturally. Mugenda and Mugenda (2003) describes a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. It is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. It was used to collect information about people's attitudes, opinions, habits and the variety of education or social issues (Kathuri, 1993).

The design was applicable because there was need to describe study respondents in regard to their attitude and opinion about factors that influenced completion of PTA projects in Migori District. Kothari, (2004), posits that the research design must make enough provision for protection against bias and must maximize reliability, with due concern for the economical completion of the research study. Hence, there was need to use descriptive survey, which would ensure that respondents remain anonymous, more truthful and generate more reliable responses.

3.3 Target population

Target population is defined by Best and Kahn (2006) as a small portion of the population selected for observation and analysis. It also refers to all members of a population to which research findings can be generalized and is an accurate record of the sampling frame from which the sample is to be drawn. The study targets all public secondary schools in Migori District, Migori County. There are 36 public secondary schools and 7 PMC members per each giving a total of 252 members.

3.4 Sample size and Sample selection procedure

Sampling is the process of selecting a number of individuals or objects for a study in such a way that the individuals or elements represent the larger group, or the population from which they are selected. According to Mugenda and Mugenda (2003), the sample must be large enough to represent the salient characteristics of the accessible population and hence the target population. The research used probability sampling whose goal was to enable the researcher to select a reasonable number of respondents that was to represent the target population. Respondents were selected from among the top individuals in the management positions. This selection was done using purposive, stratified random and simple random sampling techniques.

3.4.1 Sample size

Sampling was based on the Krejcie & Morgan sample size table as shown in table 3.1 below

where N = Population and n = sample size.

Table 3.1: Sample size table

N - n	N - n	N - n	N - n	N - n
10 – 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 – 14	110 - 86	290 - 165	850 - 265	3000 - 341
20 – 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 – 24	130 - 97	320 - 175	950 - 274	4000 - 351
30 – 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 – 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 – 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 – 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 – 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 – 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 – 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 – 56	210 - 136	480 - 241	1700 - 313	15000 - 375
70 – 59	220 - 140	500 - 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 - 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 - 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 - 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 - 248	2400 - 331	75000 - 382
95 - 76	270 - 159	750 - 254	2600 - 335	100000 - 384

Taking 7 respondents from each of the 36 schools gave 252 as N and from the sample table above n was 155 respondents as the sample size.

3.4.2. Sample selection procedure

Purposive sampling was used because this was a sampling method in which elements were chosen based on the purpose of the study, like in this case the PMC members. These included the BOG chairman, PTA chairman, the Principal who is the secretary to both the BOG and PTA. The three serve as chief executive officers in the school management. The others were the sponsor, who represented the church in educational matters in areas of jurisdiction for the Christian church sponsored secondary schools and lastly was the female representative.

Stratified sampling was used to come up with categories of schools that were used given that this method is used when a sample is heterogeneous.

The sampled schools and their category were as shown below:

Name of Category	Number of sampled schools
District Schools	20
Provincial Schools	11
Total	31

Table 3.2 Category of sampled schools
Hence $31 \times 5 = 155$ respondents.

3.5 Data collection Instruments

The research tool was the questionnaire. It had both structured and unstructured questions. This study preferred the use of questionnaire because of the simplicity in their administration, scoring of items and analysis (Mugenda and Mugenda, 2003). The primary data was gathered using the questionnaires administered by the researcher. The questionnaires were divided into sections and developed based on the research objectives in order to capture relevant information. The questionnaire targeted the top three in the management that was, the chairperson, secretary and treasurer besides a few members in the group. This made it possible to obtain data required to meet specific objectives of the study. This also involved meeting respondents face to face.

3.6 Instruments validity and Reliability

3.6.1 Piloting

Pilot testing means pre-testing the instruments with a few respondents to test their accuracy. The questionnaire was piloted in a sample of the target population (two schools within the area) randomly selected. The results were used to validate the instrument.

3.6.2 Validity

Mugenda and Mugenda (2003), defines validity as the accuracy and meaningfulness of inferences which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The researcher exposed the instruments to expert judgment. Necessary adjustment was made in consultation with the U.O.N supervisors which improved its validity.

3.6.3 Reliability

Reliability of an instrument is the degree of consistency with which it measures a variable. It is concerned with estimates of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda and Mugenda, 2003). The researcher conducted a pre-test for the questionnaire and the results of the pilot study were used to calculate the reliability coefficient which was 0.8. This was computed using (Kuder-Richardson 20 formula).

$$KR_{20} = \frac{(K)(S^2 - \sum s^2)}{(S^2)(K-1)}$$

Where: KR_{20} = Reliability coefficient of internal consistency
 K = Number of items used to measure concept
 S^2 = Variance of all scores
 s^2 = Variance of individual items

Mugenda (2003) asserts that computation of a correlation coefficient yields a statistic that ranges from -1 to +1. Hence, the instrument was believed to be reliable. This enabled the researcher to

restructure the questionnaire by incorporating the missing information, omitting irrelevant questions and paraphrasing questions that appeared ambiguous to respondents. This was all done under the guidance of the supervisors.

3.7 Data Collection Procedure

A letter of identification from the University of Nairobi was obtained from the Extra – Mural Centre which was used to obtain a research permit from the National Council of Science and Technology. Permission was sought from the relevant authorities prior to the commencement of the study. The researcher reported to the relevant authority before proceeding to the field. Such authority included the District Education Office, Migori for self-introduction and subsequent authorization to conduct research. A letter of transmittal was written which introduced the researcher to the respondents and assured them of total confidentiality of their responses. In this study, data was collected through a drop and pick method where the questionnaires were dropped in the schools then picked after 3 days. The whole process of data collection was administered personally by the researcher. A total of 155 respondents were given copies of a questionnaire.

3.8 Data Analysis Techniques

According to Kothari (2009), after collection of the data it has to be processed and analyzed in accordance with the outline laid down for that purpose at the time of developing the research plan. Data collected was coded with regard to the type and source. Data was analyzed and interpreted both qualitatively and quantitatively in the light of the research objectives. Spearman's Rank Correlation was used to determine the strength of association between variables of interest. Analysis of data was conducted with the aid of the Statistical Package for Social Sciences (SPSS). Qualitative statistical techniques were used to describe and summarize

data. The results were presented and interpreted in the form of descriptive statistics; frequencies, percentages, means, mode and correlation. The findings were represented in tables.

Table 3.3 Operational Definition of variables

Objectives	Variables	Indicators	Measures	Tools of Data Collection	Measuring Scale	Data Analysis Technique
To explore how availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.	Dependent Variable Completion of projects	- Timeliness of project completion	No. of months	Questionnaire	Ordinal	Frequencies, percentages
		-Quality of project	-Usage of project	Questionnaire	Ratio	Frequencies, mode percentages
	Independent Variable Availability of Finance	- Operational project Resource provision	Usage of project - availability of PTA Projects/ funds	Questionnaire	Ordinal	Frequencies
To examine the influence of monitoring and evaluation on completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.	Independent Variable Project Monitoring and Evaluation	Project :	-MBWA	Questionnaire	Nominal	Frequencies, mode percentages ,
		- progress records	-Appraisal reports	Questionnaire	Nominal	Frequencies, percentages correlation,
To explore the extent to which competence of PTA memb.,	Variable	Independent of	skills	Questionnaire	Nominal	managerial Frequencies,
influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.	Education level, gender, skills of members	education				mode, mean, correlation , percentages,
To assess how management discipline influences completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County	Independent Variable Association management discipline	Project plan	- Policy guidelines	Questionnaire	Nominal	Frequencies, mode , mean, percentages Project
		Education level	- Skills shown	Questionnaire	Ordinal	Frequencies, mode, mean, percentages, correlation
	Work breakdown	-Delegation of duty	Questionnaire	Interval	Frequencies, mode, mean, percentages	
To establish the extent to which the school sponsors influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.	Independent Variable Education in Roles	Roles played by	- positive roles -negative level, played by sponsor	Questionnaire	Nominal sponsors	Frequencies, mode, percentages, correlation, roles

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.2 Introduction

This chapter presents findings of the study. The study sought to explore how availability of finance influence completion of Parents Teachers Association funded projects; to examine the influence of monitoring and evaluation on completion of Parents Teachers Association funded projects; to explore the extent to which competence of PTA committee members influence completion of Parents Teachers Association funded projects; to assess how management discipline of committee members influences completion of Parents Teachers Association funded projects and to establish the extent to which the sponsors of the schools influence completion of Parents Teachers Association funded projects. Data was collected from PMC members in public secondary schools in Migori District; Migori County.

4.2 Response Return Rate

This refers to the percentage of subjects who respond to the questionnaire. A total of 155 questionnaires were distributed to 31 public secondary schools in Migori District, Migori County and a total of 152 questionnaire copies were received. Therefore, this research study received 98% response rate. The researcher personally administered the questionnaires which contributed positively towards this high rate of return. The reason cited in the cases of non-response of the other 3 was misplacement of the questionnaires.

4.3 General Characteristics of the Respondents

These characteristics were collected from 152 respondents. They included personal information such as gender, age, position under which each served in those various institutions, the experience under that position and finally the education level of the members.

4.3.1 Gender

The response for the gender characteristics of the respondents is as given in Table 4.1

Table 4.1 Gender of the Respondents

Gender	Frequency	Percentage (%)
Female	38	25
Male	114	75
Total	152	100

The finding revealed that 114 of the respondents (75%) were male while 38 (25%) were female. This was an indication that the population of male was greater than that of females in the composition of Project Management Committees.

4.3.2 Age

The respondents were asked to indicate their ages. The result obtained showed that their ages ranged from 30 years and above. Those aged between 30-35 years were 3 constituting 2%; those aged between 36-42 were 27 constituting 18% while those aged above 43 years were 122 constituting 80%. None was below 30 years of age. This result is shown in the table below.

Table 4.2 Age Distribution of the Respondents

Age Bracket	Frequency	Percentage (%)
Below 30 years	0	0
30 – 35 years	2	2
36 – 42 years	28	18
43 years and above	122	80
Total	152	100

4.3.3 Position in the school

The response to the respondents' position in the PMC was as given in Table 4.3

Table 4. 3: Respondents' Position in PMC

Position	Frequency (f)	Percentage (%)
Chairman	29	19
Secretary	30	20
Treasurer	30	20
Sponsor	31	20
Member	32	21
Total	152	100

The study respondents comprised of 29 (19%) chairpersons, 30(20%) held the position of secretary in their groups, 30 (20%) were treasurers,31(20%) were sponsors and 32 (21%) were ordinary PMC members. This implies that majority (79%); of the respondents were group officials, hence boosting the reliability of the information provided.

4.3.4 Work Experience

This question was raised to find out the duration under which the respondents had served the school. The results indicated that 7 respondents (5%) had a work experience of 1 year and below, 23 (15%) had a work experience of 2-3 years, 97(64%) had a work experience of 4-5 years, while those who had worked for 5 years and above were 25(16%). This result revealed that most respondents had witnessed the implementation of most PTA funded projects in their schools.

Table 4.4: Respondents work experience

Experience	Frequency (f)	Percentage (%)
1 year & below	7	5
2-3 years	23	15
4-5 years	97	64
5 years and above	25	16
Total	152	100

4.3.5 Level of Education

The academic qualification of the PMC members revealed that 5 respondents (3%) had no formal education, 12 (8%) had primary certificates, 57 (38%) had secondary certificates, 38 (25%) had diploma and 40(26%) had degree and above.

Table 4.5 Respondents Education Levels

Education Level	Frequency	Percentage %
No Formal School	5	3
Primary	12	8
Secondary	57	38
Diploma	38	25
Degree & above	40	26
Total	152	100

4.4 Influence of availability of finance on completion of PTA funded projects in Migori District

This section presents the findings in respect to objective 1 which sought to explore how availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

4.4.1 Cost of projects

The study sought from the respondents how the estimated cost of projects influence completion of PTA funded projects and the results were as shown in the table below.

Table 4.6 Cost of a project

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The estimated cost of projects does not have any influence on completion of PTA projects	0	0	0	0	152	152
Under costing of projects always hinder Completion	129	14	4	3	2	152
Cost of the project give the estimate of how much funds it requires for completion	41	105	2	2	2	152
Nobody bothers about the cost of projects for as long as funds have been allocated	0	120	7	25	0	152

All the respondents strongly disagreed with the statement that the estimated cost of projects does not have any influence on completion of PTA funded projects. The study findings also revealed that 129 (85%) respondents strongly agreed, 14 (9%) agreed, 4 (3%) remained neutral, 3 (2%) disagreed while 2 (1%) strongly disagreed with the fact that under costing of projects always hinder completion. The interpretation is that poor or inaccurate estimates in the initial budgeting can cause premature project resource depletion.

The findings also revealed that majority of the respondents 105 (69%) indicated that they agreed that the cost of the project give the estimate of how much funds it requires for completion as compared to 41 (28%) who strongly agreed and 2 (1%) who either remained neutral or disagreed or strongly disagreed respectively. The findings show that the cost of projects is a fundamental component for any construction project that PMC members must put into consideration before implementing any school development projects. Majority of the respondents 120 (79%) indicated that they agreed that nobody bothers about the cost of projects for as long as funds have been

allocated. However 7 (5%) remained neutral while 25 (16%) disagreed while nobody either strongly agreed or strongly disagreed with the same. The interpretation is that the PMC members had rather start a project even if they are not sure of its completion.

4.4.2 Other factors

The study also sought to find how poverty, many dependants, HIV/AIDS and Unemployment influence availability of finances in schools which finally lead to cost overrun. The results are indicated in the table below.

Table 4.7 Other factors influencing availability of finance

Factor	Frequency	Percentage %
Poverty	108	71
Many dependants	87	58
HIV/AIDS	85	56
Unemployment	65	43
Total	152	

The study revealed that poverty plays the biggest role on delayed payment. 108 respondents (71%) felt that poverty was the main cause of delayed payment and hence unavailability of finance. Many parents are poor and therefore cannot pay promptly. Another factor that affects prompt payment is the situation where parents have many dependants. 87 (58%) respondents revealed that many dependants coupled with poverty have made it difficult for the parents to pay promptly. Some 85 (56%) of them identified HIV/AIDS and orphanage as a factor affecting

payment of PTA funds since a lot of money is spent on medication. This condition had also left some children orphans without somebody to pay for their fees. At the same time 65 (43%) reported that some parents are unemployed and therefore they do not have regular income and so cannot pay promptly.

4.4.3 Relationship between the other factors influencing availability of finance and completion of projects

The hypothesis tested here was that there was no significant relationship between the other factors influencing availability of finance and completion of projects. Pearson product moment correlation showed the results in the Table below.

Table 4.8 Relationship between the other factors influencing availability of finance and completion of project.

		Availability of finance	Other factors
Availability of finance	Pearson Correlation	1	.159**
	Sig. (2- tailed)	.	.003
	N	152	152
Other factors	Pearson Correlation	.159**	1
	Sig. (2- tailed)	.003	.
	N	152	152

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

The results revealed a positive Pearson Correlation between availability of finance and other factors such as poverty, many dependants, HIV/AIDS and unemployment influencing the availability of finance and by extension influencing completion of projects. This level was 0.159 which is higher than the significant correlation level at 0.01. This implied that the factors for there being no finance influenced its availability; in other words there existed a relationship between the availability of finance and the other factors above which in turn influenced completion of projects.

4.4.4 Relationship between availability of finance and completion of PTA projects

The hypothesis that was being verified was, there was no significant relationship between availability of finance and completion of Parents Teachers Association funded projects in public secondary schools in Migori District. Product Moment Correlation was computed to determine the relationship between availability of finance and completion of Parents Teachers Association funded projects and the results is as in the table below:

Table 4.9 Relationship between availability of finance and completion of PTA projects

		Availability of finance	Completion of projects
Availability of finance	Pearson Correlation	1	.067(*)
	Sig. (2- tailed)	.	.540
	N	152	152
Completion of projects	Pearson Correlation	.067(*)	1
	Sig. (2- tailed)	.540	.
	N	152	152

* Correlation is significant at the 0.05 level (2-tailed).

It was also revealed that there was a positive correlation of 0.067 between availability of finance and completion of PTA projects. This value is higher than the significant at the significant level of 0.05, implying that the relationship is statistically significant. The interpretation was that the availability of finance influences positively the completion of any projects.

4.5 Influence of monitoring and evaluation on completion of PTA funded projects in Migori District

The second objective of this study was to investigate how monitoring and evaluation influences completion of PTA funded projects in secondary schools in Migori District. This objective included indicators such as minutes of meetings held and progress reports given and project duration.

4.5.1 Meetings held

The question asked in this area sought to ascertain how frequent project review meetings were held. The respondents had the following responses to the questions given as summarized in the table below:

Table 4.10 Meetings held

Meetings held	Frequency (f)	Percentage (%)
Weekly	20	13
Monthly	23	15
Quarterly	44	29
Annually	65	43
Total	152	100

The responses in Table 4.10 indicated that project review meetings carried out weekly constituted 13%, those that were done monthly constituted 15%, those that were done quarterly contributed 29% and those that were done annually contributed 43%. This meant that the process of monitoring and evaluation was weak.

4.5.2 Project progress report

The question asked in this area sought to establish how often project progress reports were given. The respondents had the following responses to the questions given as summarized in the table below:

Table 4.11 Progress reports

Progress Reports	Frequency (f)	Percentage (%)
Weekly	11	7
Monthly	15	10
Quarterly	43	28
Annually	71	47
Never	12	8
Total	152	100

Table 4.8 above showed that project progress reports given weekly represents 7%, those that were given monthly represents 10%, those that were given quarterly represents 28%, those that were given annually represents 47%, and those that had never been given represents 8%. This also gives a weak monitoring and evaluation of a project given that a progress report takes so long before being given for discussion.

4.5.3 Project duration

The respondents were asked to give project duration. The following responses to the questions given are summarized in the table below:

Table 4.12 Project duration

Project duration	Frequency (f)	Percentage (%)
1 year	21	14
2 years	10	7
3 years	20	13
4 years	52	34
Undefined	49	32
Total	152	100

The project duration period indicate greater percentage being 4 years and above that is 66% (34% for 4 years and 32 % for undefined period) while only 34% indicated between 1 year and 3 years. The interpretation is that many projects take a long time before being completed and could easily run into cost overrun. When asked to state whether the projects are complete or uncompleted, 18% of the respondents answered YES indicating completion of projects while 82% answered NO indicating uncompleted projects. This indicated a weak monitoring and evaluation and could explain why a greater percentage of the projects were uncompleted.

4.5.4 Relationship between monitoring and evaluation and completion of PTA projects

The hypothesis tested was; there was no significant relationship between monitoring and evaluation and completion of Parents Teachers Association funded projects in public secondary schools in Migori District. A Pearson Product Moment Correlation was computed to determine the relationship and the results are as in the table below:

Table 4.13 Relationship between monitoring and evaluation and completion of projects

		Monitoring & Evaluation	Completion of projects
Monitoring And Evaluation	Pearson Correlation	1	.096(*)
	Sig. (2- tailed)	.	.248
	N	152	152
Completion of projects	Pearson Correlation	.096(*)	1
	Sig. (2- tailed)	.248	.
	N	152	152

* Correlation is significant at the 0.05 level (2-tailed).

The findings showed that there was positive Pearson Correlation of 0.096 between monitoring and evaluation and completion of PTA projects. The value is higher than the significant at the 0.05 significant level. This means that the relationship is statistically significant. The interpretation was that monitoring and evaluation had a positive influence on completion of projects.

4.6 Influence of competence of PTA committee members on completion of PTA funded projects Migori District

This section presents the findings in respect to objective 3 which sought to explore the extent to which competence of PTA committee members influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County.

4.6.1 Composition of committee members by gender

Table 4.14 Composition of committee members by gender

Gender	Frequency	Percentage (%)
Female	38	25
Male	114	75
Total	152	100

The table above shows that 25% of the respondents were female while 75% were male. This imbalance may lead to the team being incompetent because it is believed that male don't have feelings so whether the projects are completed or not they may not care. This is unlike the female who would do everything possible to ensure that they are completed.

4.6.2 Qualifications for recruitment as a PMC member.

When the respondents were asked to state the qualifications met to be recruited into the PMCs, they had the following responses as summarized in the table below:

Table 4.15 Qualifications for recruitment as a PMC member.

Qualifications	Frequency (f)	Percentage (%)
Availability	41	27
Political affiliation	43	28
Sponsorship affiliation	57	38
Others	11	7
Total	152	100

From Table 4.15, regarding qualifications considered for PMC recruitment, availability form 27%, political affiliation constitutes 28% sponsorship affiliation constitute 38% and other considerations constitute 7%. This implied that sponsorship consideration was a factor since the patronage is held by the sponsor and they influence those chosen as BOG as well as PTA members and by extension the PMC members.

Table 4.16 Other factors on competence of PTA members

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Member's lack of previous experience	7	30	10	85	20	152
Member's lack of management skills	120	30	2	0	0	152
Member's low level of Education	55	65	25	5	2	152
Member's lack of coordination in the choice of the project	135	10	7	0	0	152
Member's lack of Monitoring and Evaluating the project	140	8	4	0	0	152

The study revealed that 7(4%) respondents strongly agreed that lack of previous experience can lead to incompetence in the members, 30(20%) agreed, 10(7%) remained neutral, 85 (56%) disagreed and 20(13%) strongly disagreed. This then means that, being on the committee does not require a lot of experience.

The study also revealed that nearly all respondents 120(79%) strongly agreed that managerial skills are vital for the smooth running of a project.30 (20%) agreed, 2 (1%) were neutral while none neither disagreed nor strongly disagreed.

On matters pertaining to education 55(36%) respondents strongly agreed that low education levels play a role in members not being competent.65(43%) agreed,25(17%) were neutral,5(3%)disagreed and 2(1%) strongly disagreed with this fact. The interpretation is that members of the committee must be educated in order for them to oversee completion of school projects effectively.

Nearly all respondents 135(89%) strongly agreed that lack of coordination in the choice of the project shows a lot of incompetence on the side of members.10 (7%) of them agreed, while 7 (4%) remained neutral as none neither disagreed nor strongly disagreed. What this means is that all projects should be properly coordinated by all charged with the responsibility of doing so.

The study indicated that 140(92%) respondents did not monitor and evaluate projects.8 (5%) agreed, while 4(3%) were neutral over this fact. This showed that when members fail to monitor and evaluate a project, then it implies that they are not competent.

4.6.3 Relationship between competence of PTA members and completion of PTA projects

The hypothesis tested was; there was no significant relationship between competence of PTA committee members and completion of Parents Teachers Association funded projects in public secondary schools in Migori District. A Pearson Product Moment Correlation was computed to determine the relationship between competence of PTA members and completion of Parents Teachers Association funded projects and the results are as in the table below:

Table 4.17 Relationship between competence of PTA members and completion of projects

		Comp. of PTA mem.	Mem. lack of pre. Exp.	Mem. lack of man. Skills	Mem. low Level of ed.	Mem. lack of coord.	Mem. lack of M&E	Comp. of PTA proj.
Competence of PTA members	P.Correlation	1	-.116	.065	.058	.084	.096	.052
	Sig. (2- tailed)	.	.243	.532	.557	.333	.345	.613
	N	152	152	152	152	152	152	152
Member's lack of previous experience	P.Correlation	-.116	1	.435**	.264**	.276**	.255**	-.235**
	Sig. (2- tailed)	.243	.	.000	.004 s	.028	.003	.009
	N	152	152	152	152	152	152	152
Member's lack of management skills	P.Correlation	.065	.435**	1	.221*	.440**	.164	.176
	Sig. (2- tailed)	.532	.000	.	.025	.000	.089	.078
	N	152	152	152	152	152	152	152
Member's low level of Education	P.Correlation	.058	.264**	.221*	1	.297**	.242*	.628**
	Sig. (2- tailed)	.557	.004	.025	.	.007	.015	.000
	N	152	152	152	152	152	152	152
Member's lack of coordination in the choice of the project	P.Correlation	.084	.276**	.440**	.297**	1	.324	.239**
	Sig. (2- tailed)	.333	.028	.000	.007	.	.045	.028
	N	152	152	152	152	152	152	152
Member's lack of Monitoring and Evaluating the project	P.Correlation	.096	.255**	.164	.242*	.324	1	.097
	Sig. (2- tailed)	.345	.003	.089	.015	.045	.	.356**
	N	152	152	152	152	152	152	152
Completion of projects	P.Correlation	.052	-.235**	.176	.628**	.239**	.097	1
	Sig. (2- tailed)	.613	.009	.078	.000	.028	.356**	.
	N	152	152	152	152	152	152	152

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed)

The findings show that there were positive as well as negative Pearson Correlations between completion of PTA projects and various elements that constitute competence of PTA member's as follows:

The findings reveal that there was a negative correlation at -0.116 between member's lack of previous experience and completion of projects. This value is lower than the significant at 0.05 significant level. This means that the relationship is not statistically significant and that member's past experience has no influence on completion of projects.

It was also shown that there was a positive correlation at 0.065 between member's lack of managerial skills and completion of projects. The value is higher than the significant at the 0.05 significant level. This means that the relationship is statistically significant. The interpretation was that the managerial skills have a positive influence on completion of projects.

The study findings also revealed that there was a positive correlation of 0.058 between member's low level of education and completion of projects. This value is higher than at 0.05 significant level. The interpretation was that low level of education influences completion of projects.

It was also revealed that there was a positive correlation of 0.084 between member's lack of coordination and completion of projects. This value is higher than the significant at the significant level of 0.05 , implying that the relationship is statistically significant. The interpretation was that lack of coordination among members influenced positively the completion of projects.

The findings also show that there was a positive correlation of 0.096 between member's lack of monitoring and evaluation and completion of projects. This value is higher than the significant at the 0.05 significant level, implying that monitoring and evaluation had a positive influence on completion of projects.

The findings also show that there was a positive correlation of 0.052 between competence of member's and completion of projects. This value is higher than the significant at the 0.05

significant level, implying that competence of member's had a positive influence on completion of projects

4.7 Influence of management discipline of committee members on completion of PTA funded projects Migori District

The fourth objective of this study was to establish how management discipline influences completion of PTA funded projects in public secondary schools in Migori District.

4.7.1 Influence of prioritization on completion of projects

Table 4.18 Influence of prioritization on completion of projects

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Priority of projects do influence completion of PTA funded projects	149	3	0	0	0	152
Needy areas are considered by stakeholders before implementation	35	50	45	20	2	152
Some politicians interfere with project implementation in schools	149	3	0	0	0	152
Some school heads don't encourage completion of projects initiated by their predecessors	152	0	0	0	0	152
All PMC members are involved in identifying, prioritizing and implementing of projects	70	70	8	4	0	152

Nearly all respondents 149 (98%) strongly agreed with 3 (2%) agreeing that priority of projects do influence completion of PTA funded projects. No respondent was neutral nor disagreed with that fact. The study also revealed that 35(23%) strongly agreed that needy areas are considered by stakeholders before implementation. 50 (33%) agreed, 45(30%) were neutral, 20(13%)

strongly agreed and 2(1%) disagreed with this fact. This confirms the fact that prioritized projects need to be considered first for implementation. On whether some politicians interfere with project implementation in schools, all agreed with 149(98%) strongly agreeing and 3(2%) agreeing with this fact as others neither remained neutral nor disagreed. This implies that local politics do have some influence on the type of project that should be put up in a given school for their own benefit. The study revealed 100% that some school heads don't encourage completion of projects initiated by their predecessors. This could be interpreted to mean that each head would like to be labeled to have accomplished a project instead of completing an existing one so as to have credit on him/herself instead of the predecessor. Majority of projects are identified, prioritized and implemented by the PMC members given that 70(46%) strongly agreed,70(46%) agreed, 8(5%) remained neutral and 4(3%) disagreed.

4.7.2 Relationship between prioritization and completion of projects

The hypothesis tested was; there was no significant relationship between management discipline and completion of Parents Teachers Association funded projects in public secondary schools in Migori District. A Pearson Product Moment Correlation was computed to determine the relationship between prioritization of a project and completion of Parents Teachers Association funded projects and the results are as in the table below:

Table 4.19 Relationship between prioritization and completion of projects

		Prioritization of projects	Completion of projects
Prioritization of projects	Pearson Correlation	1	.351(**)
	Sig. (2- tailed)	.	.000
	N	152	152
Completion of projects	Pearson Correlation	.351(**)	1
	Sig. (2- tailed)	.000	.
	N	152	152

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

The findings show that there was a positive Pearson correlation at 0.351 between prioritization of projects and completion of projects. The level of 0.351 is above the significance level at 0.01 and therefore is statistically significant. The interpretation is that prioritization does influence completion of a project.

4.7.3 Project Control

The respondents were asked to state who controls project activities schedule. The following responses to the questions given are as summarized in the table below:

Table 4.20 Project control

Project control	Frequency (f)	Percentage (%)
Contractor	49	32
PMC	89	59
Others	14	9
Total	152	100

From Table 4.15, concerning control of project activities 32% indicated contractor, 59% indicated PMC and 9% indicated others. This implied that the PMCs should be held accountable for the projects supervision in the schools since the finding showed that they controlled the projects activities schedule.

4.8 Influence of school sponsors on completion of PTA funded projects Migori District

This section presents the findings in respect to objective 5 which sought to establish the extent to which the sponsors of the schools influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District.

4.8.1 Whether the school is church sponsored

The respondents were asked to state whether their schools are church sponsored or not and the following were their responses.

Table 4.21 showing whether the school is church sponsored

Church Sponsored	Frequency (f)	Percentage (%)
YES	110	72
NO	42	28
Total	152	100

The results indicated that most schools were church sponsored that is YES had 110 (72%) respondents while NO had 42(28%).This concurs with the earlier results where the majority of PMC members were selected by sponsors.

4.8.2 Vastness with Education Act

The respondents were asked to state whether the sponsors were vast with the Education Act and their responses are summarized in the table below:

Table 4.22 showing whether the sponsors were vast with the Education Act

Vastness with Education Act	Frequency (f)	Percentage (%)
YES	54	36
NO	98	64
Total	152	100

The findings revealed that a majority 98(64%) were not vast with the contents of the Education Act on sponsorship of schools while 54 (36%) were aware. This then explains why projects are not completed given that one of the roles of the sponsors should be provision of physical facilities in the schools that they sponsor.

4.8.3 Presence of conflicts

The respondents were asked to indicate whether there existed conflicts in schools between the sponsors and school administrators that hinder completion of projects. The results are as summarized in the table below:

Table 4.23 Presence of conflicts

Presence of conflicts	Frequency (f)	Percentage (%)
YES	133	87
NO	19	13
Total	152	100

A majority of respondents 133(87%) said YES there were conflicts between the church sponsors and other stakeholders. Only 19(13%) said NO to this fact. The explanation here was that the many conflicts hinder completion of PTA funded projects.

4.8.4 Should sponsors be maintained in schools management?

The study sought to establish whether sponsors should be maintained in school management or the general running of schools. The respondents' responses are as indicated below:

Table 4.24 Should sponsors be maintained in schools management?

Should	Frequency (f)	Percentage (%)
YES	47	31
NO	105	69
Total	152	100

The greater part of the respondents indicated that sponsors should not be allowed to manage public schools, that is 105 (69%) indicated NO while 47(31%) indicated YES. This can be interpreted to mean that most stakeholders are uncomfortable with sponsors in committees since they want to dominate every session especially the school projects.

4.8.5 Relationship between school sponsors and completion of PTA projects

The hypothesis tested was; there was no significant relationship between sponsors of the schools and completion of Parents Teachers Association funded projects in public secondary schools in Migori District. A Pearson Product Moment Correlation was computed to determine the relationship between school sponsors and completion of Parents Teachers Association funded projects and the results are as in the table below:

Table 4.25 Relationship between school sponsors and completion of PTA projects

		School Sponsors	Completion of projects
School Sponsors	Pearson Correlation	1	.223 (*)
	Sig. (2- tailed)	.026	.026
	N	152	152
Completion of projects	Pearson Correlation	.223(*)	1
	Sig. (2- tailed)	.026	.026
	N	152	152

* Correlation is significant at the 0.05 level (2-tailed)

The findings show that there was a positive Pearson correlation at 0.223 between school sponsors and completion of projects. The level of 0.223 is above the significance level at 0.05 and therefore is statistically significant. The interpretation is that school sponsors do influence completion of a project.

4.8.6 Summary of the chapter

The study established that inadequate planning, under costing as well as inaccurate estimates in the initial budgeting led to premature depletion of resources therefore influencing completion of projects. Lack of monitoring and evaluation as well as low managerial skills led to non-completion of projects. The sponsors should also be inducted to know their roles as per the Education Act.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of a summary of the study findings, discussions of findings, conclusions of the study, recommendations made to the study, suggestions for further research and the study's contribution to the existing body of knowledge on the factors influencing completion of PTA funded projects in Migori District.

5.2 Summary of the findings and discussions

There was a response from 152 out of the 155 questionnaires distributed to the 36 secondary schools in the district that is a response return rate of 98%. The study had response from (75%) male and 38 (25%) female respondents. Majority of the respondents 80%, were aged 43 years and above. The study respondents comprised of 120 group officials (79%) and 32 ordinary group members 21%). This aspect boosted the reliability of the information provided as the group officials had vast knowledge of the project management activities. It emerged that (64%) had a work experience of 4-5 years. This result revealed that most respondents had witnessed the implementation of most PTA funded projects in their schools. The study also revealed that 51% had Diploma and above.

The first objective was to explore how availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District. The study established that all the respondents (100%) strongly disagreed with the statement that the estimated cost of projects does not have any influence on completion of PTA funded projects. This is in agreement with Essenwa (2004) who was of the opinion that adequate project planning

proceeds construction work if it is not to be abandoned along the way. Hence inadequate planning has been identified as one of the causes of project abandonment. The study findings also revealed that (85%) of the respondents accepted that under costing of projects always hinder completion. This concurred with Mulwa (2008) who argued that poor or inaccurate estimates in the initial budgeting cause premature project resource depletion. The findings also revealed that majority of the respondents (69%) indicated that the cost of the project give the estimate of how much funds it requires for completion. This is in consonance with the affirmation of Odenyinka and Yusuf (1997) that owner's cash flow problem is a major factor responsible for abandonment of project. The study revealed that poverty plays the biggest role (71%) on delayed payment of PTA funds in most schools as compared to other factors such as having many dependants, HIV/AIDS and unemployment. The findings revealed a positive Pearson Correlation of 0.159 between availability of finance and other factors such as poverty, many dependants, HIV/AIDS and unemployment influencing the availability of finance and by extension influencing completion of projects. This meant that there existed a relationship between the availability of finance and the other factors above which in turn influenced completion of projects. It was also revealed that there was a positive correlation of 0.067 between availability of finance and completion of PTA projects which implied that availability of finance does contribute towards completion of projects. The second objective of this study was to examine the influence of monitoring and evaluation on completion of Parents Teachers Association funded projects in public secondary schools in Migori District. The study found that project review meeting that was held annually constituted 43%, while project progress report provided annually constituted (47%). This meant that the process of monitoring and evaluation was weak. According to Lock (2000), once the project is on, monitoring and measurement of progress has to be carried out to

ascertain the quality of workmanship, materials and building methods .If this is lacking as revealed by the findings, then projects can't be completed on time. The project duration period indicated greater percentage being 4 years and above that is 66%. This explained why 69% of the projects were uncompleted. It was only in the schools where projects were completed that had proper records of project track such as minutes of meetings, expenditure receipts, tender files and bank transaction documents. The findings also showed that there was positive Pearson Correlation of 0.096 between monitoring and evaluation and completion of PTA projects, therefore, monitoring and evaluation influences completion of PTA funded projects. The third study objective was to explore the extent to which competence of PTA committee members influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District. The study revealed that 75% of the respondents were male indicating gender imbalance. The study also found out that 38% of those recruited to join the PMC were through sponsorship affiliation. This implied that sponsorship consideration was a factor since the patronage is held by the sponsor and they influence those chosen as BOG as well as PTA members and by extension the PMC members. The study revealed that 69% disagreed with the fact that one does not need a lot of experience in order to influence completion of projects. The study indicated that 79% of the respondents concurred that managerial skills are necessary in managing of school projects. On matters pertaining to education (36%) of the respondents agreed that members of the committee need to have attained high levels of education in order to manage projects. The findings further revealed that 89% felt that lack of coordination in the choice of the project shows a lot of incompetence on the side of members and this too hinders completion of projects. This concurred with Hauschildt ,Gesche, &Medcof (2000) who reported that the success of a project depended more on human factors, such as project leadership, top

management support, and project team, rather than on technical factors. As for the relationship between elements of competence of PTA members and completion of PTA projects, a Pearson Product Moment Correlation revealed that there is -0.116 significant level between member's lack of previous experience and completion of projects. This implied that the relationship is not statistically significant and that member's past experience has no influence on completion of projects. There was 0.065 significant level between member's lack of managerial skills and completion of projects, meaning that the managerial skills influence completion of projects. A positive correlation of 0.096 between member's lack of monitoring and evaluation and completion of projects was noted implying that this too influences completion of projects. The findings also showed that there was a positive correlation of 0.052 between competence of member's and completion of projects, implying that competence of member's had an influence on completion of projects. The fourth objective of the study was to assess how management discipline of committee member's influences completion of Parents Teachers Association funded projects in public secondary schools in Migori District. The study findings indicated that there are elements of management discipline that do influence completion of projects. 100% of the respondents did agree that prioritization of a project has influence on its completion, 100% too did agree that some politicians interfere with project implementation in schools in there areas of jurisdiction while another 100% of the respondents did agree that some school heads don't encourage completion of projects initiated by their predecessors. This is in agreement with Omoniyi (1996) and Onikute (1988) who opined that changes in administration have often meant changes in policies. At these times, project commenced by previous administration are often abandoned to give way for their newly concerned idea. A Pearson Product Moment Correlation computed revealed that there existed a positive correlation of 0.351 between prioritization of a

project and its completion. This value being significant showed that prioritization being an element of management discipline does influence completion of projects. The study also revealed that 59% of the respondents indicated that it is the PMC that controls the projects activities schedule and hence should be held responsible for any eventualities in the course of the project's life therefore management discipline influences completion of PTA funded projects in Migori District. The fifth objective of the study was to establish the extent to which the sponsors of the schools influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District. The study revealed that 72% of the schools were church sponsored. It further showed that 64% of the sponsors were not vast with the contents of the Education Act. This then explained why projects were not completed given that one of the roles of the sponsors should be provision of physical facilities in the schools that they sponsor. 87% of the respondents revealed that there were conflicts between the sponsors and other stakeholders. This meant that a lot of time was used sorting out these differences instead of concentrating on projects, hence hindering completion of projects. This tally with what Gikandi (2005) wrote that some sponsors are fond of meddling in schools, hence they destabilize the instructive activities in the system. The study found out that 69% had rather do away with sponsors in public institutions since they seem to interfere with the smooth running of these schools especially the projects. A Pearson Product Moment Correlation computed revealed a positive correlation of 0.223 which is significant statistically; hence school sponsors do influence completion of projects.

5.3 Conclusions of the study

The study investigated factors influencing completion of PTA funded projects in Migori District. There were five objectives in the study. The first objective of this study was to explore how availability of finance influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County. The study established that inadequate planning, under costing as well as inaccurate estimates in the initial budgeting led to premature depletion of resources therefore influencing completion of projects. The second objective was to examine the influence of monitoring and evaluation on completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County. The study established that there was a weak monitoring and evaluation. Project review meeting were held annually and project progress report given annually and this influenced completion of projects. The third objective was to explore the extent to which competence of PTA committee members influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County. The study established that managerial skills are needed as well as high education levels of Diploma and above for them to competently manage the school projects. Therefore competence of committee members influences completion of projects. The fourth objective was to assess how management discipline of committee member's influences completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County. The study established that projects should be prioritized instead of allocating funds in adhoc manner in order for them to be completed. Politicians should not be allowed to meddle in the affairs of the school given that the management is the one charged with the responsibility of controlling project activities thus management discipline influences completion of projects. The fifth objective was to

establish the extent to which the sponsors of the schools influence completion of Parents Teachers Association funded projects in public secondary schools in Migori District; Migori County. The study established that sponsors played a role in school administration such as advisory, maintaining the religious traditions of the school, guidance and counseling as well as spiritual assistance and in management of schools. However the sponsors were hindered by various aspects which made them seen by the headteachers as interfering with school administration. Most of the sponsors were not conversant with their roles in school administration. For effective role they should be enhanced in their roles as stipulated in the Education Act. The study also concluded that lack of knowledge of their roles as sponsors led to conflict between them and school administration. Thus school sponsors influence completion of projects.

5.4 Recommendations

From the study findings it is recommended that once a school has identified and prioritized a project based on needs assessment it should source for finances. To drastically reduce the effects of project abandonment they should undertake an adequate planning for the project at inception and make sure that enough fund is available based on reliable estimate made by the Quantity Surveyor at the inception. The school should engage services of competent construction professionals as well as competent committee members to run the project. Once it's on, a mechanism should be put in place to see it to completion regardless of change of leadership. A strong internal monitoring and evaluation of projects should be put in place. This can only be achieved if members of PMC are equipped with necessary management tools. Therefore the study recommends training and capacity building among this lot prior to and during the course of executing duty. The government should also put in all efforts to reduce inflation and when there

is change in political government or school administration, previously started project should not be abandoned for their new idea. There seems to be a general lack of awareness on the rights and obligations of the sponsor and their representatives as far as school matters are concerned. Awareness therefore, needs to be created on the policy and other educational regulations which control education. This will facilitate a smooth working relationship since each party will be aware of their powers and limitations.

The study revealed that recruitment of PMC members had little to do with expertise instead was sponsor affiliated. This had a serious consequence on effectiveness and efficiency. The study recommends that the appointment of members of the church to school management boards should be based on interest and qualification and not merely the position held by an individual in church administration for effective participation in school management. The church should come up with physical projects like classrooms, dormitories, laboratories, libraries, vehicles etc so as to have a say in the management and administration in its sponsored secondary schools. The researcher recommends that qualified project manager be attached to every project in schools to oversee the implementation and completion of the projects.

5.5 Suggestions for further research

The study recommends further research to be carried on Effect of participatory monitoring and evaluation on completion of projects, Effect of having the composition of committee members being made of more women than men on completion of projects, Effect of parents providing materials instead of money on completion of projects in public schools.

5.6 Contribution to knowledge

This section presents the study's contribution to existing knowledge in the table below:

Table 5.1 Contribution to knowledge

No. Objective	Contribution to knowledge
To explore how availability of finance influence completion of PTA funded projects in public Sec. schools in Migori District.	This provides a useful reminder that for projects to be completed there must be timely and adequate provision of finance.
To examine the influence of monitoring and evaluation on completion of PTA funded projects in public sec. schools in Migori District.	This provides a useful reminder that for projects to be completed there must be regular project review meetings and progress reports.
To explore the extent to which competence of PTA committee members influence completion of PTA funded projects in public sec. schools in Migori District	Managerial skills are vital for all project managers in order to boost their competence in managing projects.
To assess how management discipline of committee members influences completion of PTA funded projects in public sec. schools in Migori District	This sets out the purpose of guide and control of a project cycle while taking into account cost, time and quality.
To establish the extent to which the sponsors of the schools influence completion of PTA funded projects in public sec. schools in Migori District.	This provides a useful reminder that for projects to be completed there is need for sponsors to know their roles as per the Education Act.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

OGANA GAUDENSIA NABWIRE

REG. NO.L50/65069/2010

UNIVERSITY OF NAIROBI

P.O BOX 2461, KISII.

Dear Sir/Madam,

RE: FACTORS INFLUENCING COMPLETION OF PARENTS TEACHERS ASSOCIATION
FUNDED PROJECTS IN PUBLIC SECONDARY SCHOOLS IN MIGORI DISTRICT;
MIGORI COUNTY.

I am a Masters student at the University of Nairobi. As part of the requirement of the Masters Degree in Project Planning and Management (MAPPM), I am conducting a research on the above topic .To enable me collect data for the research, you have been selected as one of the participants of the study. I would like to request you to kindly complete the questionnaire correctly and to the best of your knowledge. The research is for academic purposes only and hence rest assured that the information given will be treated with utmost confidentiality.

Thank you in advance.

Yours faithfully,

Ogana Gaudensia N.

APPENDIX 2: QUESTIONNAIRE

QUESTIONNAIRE FOR THE PROJECT MANAGEMENT COMMITTEE MEMBERS

This Questionnaire seeks to obtain data on factors that influence completion of Parents Teachers Association (PTA) funded projects in public secondary schools in Migori District ;Migori County. Please answer all the questions by ticking () the options you consider appropriate and where necessary provide required information as briefly as possible in the spaces provided. Note that your responses will be used for academic purposes only and will be treated with strict confidence. Your corporation will be highly appreciated.

SECTION A: PERSONAL INFORMATION

1).Name of your School.....

2).Indicate your gender: Male () Female ()

2).Your age: Below 30 years () , 30-35 years () , 36-42 years () , 43 years and above ()

3).What is your position in the PMC?

Chairperson () , Secretary () , Treasurer () , Sponsor () , Member () .

4).Give your experience under the same position in (3) above.

5 yr and above () , 4-5 yrs () , 2-3 yrs () , 1 yr and below () .

5).What is your academic qualification?

Degree& above () , Diploma () , Secondary school () , Primary sch () ,No formal Education () .

SECTION B: SOURCES OF FINANCE

1) In what way does the estimated cost of projects influence the completion of PTA funded projects in Migori District?

Please indicate the extent to which you agree with the following by putting a tick in the appropriate box.

- Strongly Agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly Disagree (1)

Response	5	4	3	2	1
The estimated cost of projects does not have any influence on completion of PTA projects					
Under costing of projects always hinder completion					
Cost of the project give the estimate of how funds it requires for completion					
Nobody bothers about the cost of projects for as long as funds have been allocated					

2) Are there other factors that influence availability of finances in schools which finally lead to cost overrun? Yes () No ()

3) If the answer to question 2 is YES, what factor(s) are they? TICK [] as appropriate. (*you can have more than one answer from the choices given*)

a) Poverty ()

b) Many dependants ()

c) HIV/AIDS ()

d) Unemployment ()

e) Any other (specify).....

3).Identify some of the sources of finance relied on in the running of the project.

(i).....

(ii).....

(iii).....

(iv).....

4) What were the projects estimated overall cost?.....

5) How are the funds used?

.....
.....
.....
.....

6) Who monitors the usage of the funds?

.....
.....
.....

SECTION C: MONITORING AND EVALUATION

1) How frequent do you have project review meetings?

Annually (), Quarterly (), Monthly (), Weekly ().

2) How often do you provide project progress report?

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

3) Which PTA projects have you undertaken in your school since 2007?

(i).....completed(), uncompleted ()

(ii).. completed(), uncompleted ()

(iii). completed(), uncompleted ()

4) What was the project duration? 1 year () 2 years () 3 years () 4 years () undefined ()

SECTION D: COMPETENCE OF PTA COMMITTEE MEMBERS

1) What is the composition of PTA committee members by gender? Female () male ()

2) What qualifies one being chosen as a PMC /PTA member?

Availability (),

Political affiliation (),

Sponsorship affiliation ()

Others specify

3) Please indicate the extent to which you agree with the following by putting a tick in the appropriate box.

- Strongly Agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly Disagree (1)

Response	5	4	3	2	1
Activities of the projects are affected by					
Member's lack of previous experience					
Member's lack of management skills					
Member's low level of Education					
Member's lack of coordination in the choice of the project					
Member's lack of Monitoring and Evaluating the project					

SECTION E:MANAGEMENT DISCIPLINE

Rate in the table below by indicating the extent to which you agree with the following by putting a tick in the appropriate box, as in section (B) above.

1).How does priority need influence completion of PTA funded Projects?

Response	5	4	3	2	1
Priority of projects do influence completion of PTA funded projects					
Needy areas are considered by stakeholders before implementation					
Some politicians interfere with project implementation in schools					
Some school heads don't encourage completion of projects initiated by their predecessors					
All PMC members are involved in identifying, prioritizing and implementing of projects					

2) Who controls project activities schedules?

Contractor () PMC () others specify.....

3) State any challenges facing management that influence completion of Parents Teachers Association (PTA) funded projects in public secondary schools in Migori District ;Migori County .

(i).....

(ii).....(i

ii).....

4) Give recommendations for proper management of PTA projects.

.....

SECTION F: SCHOOL SPONSORS

1) Is your school sponsored by a church? Yes () No ()

2) If yes, what roles do the sponsors play in implementation and completion of school projects?

.....
.....
.....
.....

3) In your view are the sponsors vast with the Education Act? Yes () No ()

4) Are there any conflicts between the sponsors and other stakeholders? Yes (), No ()

5) If yes, which kind?

.....
.....
.....

6) In your view should sponsors be maintained in schools? Yes (), No ()

APPENDIX 3: SCHOOLS WITH INCOMPLETE PTA PROJECTS IN MIGORI DISTRICT

SCHOOL	INCOMPLETE PROJECT
1 KAKRAO MIXED SECONDARY SCHOOL	Dormitory
2 KAMEJI MIXED SECONDARY SCHOOL	School Library
3 BISHOP OKINDA HIGH SCHOOL	Classrooms
4 KIMAI MIXED SECONDARY SCHOOL	Science Laboratories
5 ST PETER’S ABWAO SEC SCHOOL	Administration Block
6 MIGORI SECONDARY SCHOOL	Dinning Hall
7 KWA SECONDARY SCHOOL	Science Laboratories
8 NYAMONGO GIRLS SECONDARY SCHOOL	Administration Block
9 THIM JOPE MIXED SECONDARY SCHOOL	School Library
10 RADIENYA GIRLS SECONDARY SCHOOL	Dormitory
11 KAKRAO MIXED SECONDARY SCHOOL	Classrooms
12KADIKA GIRLS’ SECONDARY SCHOOL	Computer laboratory
13 NYABISAWA GIRLS SECONDARY SCHOOL	Administration Block
14 NYADUONG SECONDARY SCHOOL	Science Laboratories
15 ANJEGO MIXED SECONDARY SCHOOL	School Library
16 MOI SUBA GIRLS SECONDARY SCHOOL	Classrooms
17 WASIO MIXED SECONDARY SCHOOL	Dormitory
18 OSINGO MIXED SECONDARY SCHOOL	Science Laboratories

19 SAGEGI MIXED SECONDARY SCHOOL	Classrooms
20 SAGERO MIXED SECONDARY SCHOOL	School Library
21 NGEGE GOT KACHACHA SECONDARY SCHOOL	Administration Block
22 MAGONGO RIBE SEC.SCHOOL	Classrooms
23 ST.MICHAEL NYARONGI MIXED SECONDARY SCHOOL	Computer laboratory
24 ONYALO MIXED SECONDARY	Science Laboratories
25 ORUBA MIXED SECONDARY SCHOOL	Dormitory
<hr/>	
TOTAL	25
<hr/>	

Source: District Education Office, Migori

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1390

Date:

10th October 2012

Gaudensia Nabwire Ogana
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated 26th September, 2012 to carry out research on "*Factors influencing completion of parents teachers associations funded projects in public secondary schools in Migori District; Migori County,*" I am pleased to inform you that you have been authorized to undertake research in Migori District for a period ending 31st December, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Migori District before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Migori District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471,2241349
254-020-310571,2213123, 2219420
Fax: 254-020-318245,318249
when replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1390

Date:

10th October 2012

Gaudensia Nabwire Ogana
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated 26th September, 2012 to carry out research on "*Factors influencing completion of parents teachers associations funded projects in public secondary schools in Migori District; Migori County,*" I am pleased to inform you that you have been authorized to undertake research in Migori District for a period ending 31st December, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Migori District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Migori District.

→ Approved for any necessary
assistance
Wpundhi - DEO
MIGORI

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DISTRICT EDUCATION OFFICER
MIGORI DISTRICT

24.10.12

MINISTRY OF STATE FOR PROVINCIAL ADMINISTRATION AND
INTERNAL SECURITY

Telephone: (059) 20511
Fax No: (059) 20361
Email: migoric2010@yahoo.com
When replying please quote



DISTRICT COMMISSIONER
MIGORI DISTRICT
P.O. BOX 2- 40400
SUNA - MIGORI.

REF: EDU.12/19VOL.II(73)

24th October, 2012

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Gaudensia Nabwire Ogana of University of Nairobi has been authorized to carry out a research on **“FACTORS INFLUENCING COMPLETION OF PARENTS TEACHERS ASSOCIATIONS FUNDED PROJECTS IN PUBLIC SECONDARY SCHOOLS IN MIGORI DISTRICT MIGORI COUNTY”** for a period ending 31st December, 2012.

Kindly provide her with the requisite assistance to complete her research.

A handwritten signature in black ink, appearing to read 'J. L. Fedha', with a long horizontal stroke extending to the right.

J. L. FEDHA
Ag. DISTRICT COMMISSIONER
MIGORI

CC
The District Education Officer
MIGORI