INFLUENCE OF BOARDS OF GOVERNORS MANAGEMENT CAPACITIES ON IMPLEMENTATION OF ECONOMIC STIMULUS PROJECTS IN SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA

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DECLARATION

This research project report is my original work and has not been presented, for an award in any other university.

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DEDICATION

I dedicate this research project to my late father Mr. Joseph Arita Bwana. He was a man whose love for education was exemplary.

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ABBREVIATIONS AND ACRONYMS

ADB: African Development Bank
ARRA: American Recovery and Reinvestment Act
BER: Building the Education Revolution
BOG: Board of Governors
BQs: Bills of Quantities
CDE: County Director of Education
CDF: Constituency Development Fund
CBO: Congressional Budget Office
CIDA: Canadian International Development Agency
DEB: District Education Board
DEECD: Department of Education and Early Childhood Development
DEO: District Education officer
DFID: Department for International Development, UK
DICT: District Infrastructure Coordinating Team
DQASO: District Quality Assurance and Standards Officer
ESP: Economic Stimulus Programme
FTI: Fast Track Initiative
FY: Fiscal Year
GDP: Gross Domestic Product
KEMI: Kenya Education Management Institute
KESSP: Kenya Education Sector Support Programmes
LEA: Local Education Authority
MOE: Ministry of Education
MP: Member of Parliament
NCST: National Council for Science and Technology
OPEC: Organization of Petroleum Exporting Countries
PM Project Monitoring Unit
PMBOK: Project Management Body of Knowledge
PS: Project Secretariat
PSC: Project Steering Committee
PS/T: Permanent Secretary/Treasury
SIC: School Infrastructure Committee
SIDP: School Infrastructure Development Plan
SIMU: School Infrastructure Management Unit
SMC: School Management committee
SPMC: Stimulus Project Management Committee
SGB: School Governing Body
SIIG: School Infrastructure Improvement Grants
TA: Technical Agency
TCC: Technical Coordinating Committee
UNICEF: United Nations Children's Fund
USA: United States of America
VSP: Victorian Schools Plan

ABSTRACT

The Economic Stimulus Package was an attempt by the Government of Kenya to boost its economic growth and lead the economy out of a recession or economic slowdown. In the financial year 2009/2010, the Government of Kenya proposed to stimulate its economy. The main objectives of the economic stimulus infrastructure projects in education sector were; to empower communities economically by initiating labor intensive construction projects; develop facilities in the schools to national school status level to encourage national cohesion by admitting learners from all parts of the country into the resulting national schools. Some of the projects were delivered behind schedule while others stalled. This study investigated management issues focusing on the influence of management capacities of members of the boards of governors on the implementation; it specifically investigated the effect of training and experience in project identification, budgeting, procurement, monitoring and evaluation; the results may be a break-through in identifying a factor that ails physical infrastructure projects implementation in the education sector. The related literature that was reviewed was that of researches done on schools management boards and principals; and that of other projects but related to the objectives. The researcher carried out a descriptive survey targeting all BOG members (182) of the thirteen secondary schools that received economic stimulus funds in Kakamega County, Kenya. The researcher interviewed principals, administered questionnaires to both the principals and boards of governors' members and content analysis of records of the projects and training manuals to obtain data for the study. Statistical data was analyzed using SPSS version 16.0 and presented in frequencies, percentages and cross tabulations of frequencies. The study found low knowledge of objectives, processes and requirements; low level of utilization of available capacities and minimal influence of capacities on implementation of the ESP projects. It was recommended BOGs be accorded adequate capacities and the BOG harness those capacities to influence implementation of projects.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The Economic Stimulus Package was an attempt by the Government of Kenya to boost its economic growth and lead the economy out of a recession or economic slowdown. In 2009/2010, the Government of Kenya proposed to stimulate its economy that had been serious affected by corruption, disputed presidential elections results that resulted in the post-election violence in 2008, collapse of business and investments projects.

Economic stimulus plans were announced in 43 countries in 2009 that would cost US$ 2.18 trillion or 3.5% of the world's gross domestic product (GDP) (Detecon Asia-Pacific, 2009), starting with the United states of America (USA)'s proposed US$ 825 billion package with US$ 275 billion in tax cuts and the remainder in spending (Gravelle, Hungerford and Labonte, 2009). Debate about direct government spending to accelerate economic recovery has intensified recently in response to economic indicators showing significant and continuing weakness of the national economy. Although the U.S. economy officially began to emerge in June 2009 from the recession that began in December 2007, the recovery has been sluggish, and the economy has continued to feel the recession's impact in terms of both budget deficits and high unemployment (U.S. Congressional Budget Office, 2011).

The concept of countering the effect of economic downturn with legislation to spur job creation through increased spending on public works infrastructure is not new. In recent decades, the USA Congress has done so on several occasions. For example, in 1983 and

1993, Congress appropriated funds to a number of existing federal infrastructure and public works programs in hopes that projects and job creation would be stimulated quickly (U.S. Congressional Budget Office, 2010). On the monetary policy side, the Federal Reserve has used both conventional tools (lowering short-term interest rates) and unconventional tools (purchasing equity interest in financial firms, long-term Treasury debt, and mortgage-backed securities). On the fiscal policy side, Congress enacted several measures in 2009 and 2010 that were intended to increase demand for goods and services through increases in federal spending and reduction in taxes. The largest of these was the American Recovery and Reinvestment Act (ARRA) of 2009, a $787 billion package consisting of $286 billion in tax cuts and the remainder in spending. The spending in ARRA included more than $62 billion in infrastructure investment (U.S. Congressional Budget Office, 2010).

In Australia, the Economic Stimulus Plan provided $16.2 billion over four years for the Building the Education Revolution program, which funded the building and rebuilding of primary and secondary school infrastructure and maintenance in Australia's schools, including combined schools and special schools. Funding was also provided to build 537 new science and/or language learning facilities in secondary schools (Commonwealth of Australia, 2011).

The Ministry of Education (Kenya) earmarked 560 secondary schools for construction and fully equipping and expansion and rehabilitation of existing ones for implementation in the five years period commencing 2008 (Ministry of Education strategic plan, 2008-

2012). The economic stimulus programme (ESP) funded projects became part of the implementation of this plan. Clark and Millband, (2003) observed that it would be wrong for central government to dictate to local communities how to invest new capital money. They instead propose that local partnerships of schools, governors, teachers and local education authorities should come forward with their plans. The responsibility of the government is, first, to make the capital funding available on the basis of clear and objective criteria and second, to back powerful local partnerships of schools, local education authorities and other partners in colleges and businesses, as appropriate, in developing and then implementing ambitious new plans for high quality local educational provision.

Cuyvers, Weerd, Dupont, Mols and Nuytten, (2011) observed that a basic minimum package of school infrastructure which is accessible, durable, functional, safe, hygienic and easily maintained therefore needs to be part of any strategy to meet the development needs of a society. School and community involvement, (through school management committees, parent teacher associations or similar bodies) has an important role in any infrastructure programme. Participation at this level can increase local ownership, improve the planning process, ensure local priorities are addressed, provide oversight and promote better maintenance (Leathes, Bonner, Das, Kalra and Wakeham, 2011).

Given the need for infrastructure and the limited resources available there is a responsibility on governments and development partners to work together to develop approaches that will contribute to significant, measurable and sustainable progress

towards national goals and targets and provide good value for money (Leathes et al, 2011). They suggested that the approaches required to achieve this should be based around the development of long term partnerships with a strong focus on good governance, capacity building and developing management systems; and on ensuring that schools and communities have participation in the process.

Government grants are in most cases regarded as funds with no clear ownership and have a high risk of being mismanaged. Economic stimulus funds were a one off grant just like most of the other government grants to government aided schools. The funds were earmarked to support labor intensive projects spread throughout the country. The projects were to stimulated economic activities in the localities that they were implemented sourcing material and labor from the localities. Various players get involved in the management and utilization of these funds with varied motivation. The Government of Kenya sought to implement the ESP projects through the constituency development committees (CDF). Due to that, those projects were prone to face many challenges by apparently having two control committees (i.e CDF and BOG). A number of those challenges were beyond this study.

1.2 Statement of the Problem

Doubts emerged as early as 2010 whether there was adequate planning before the Economic Stimulus Programme (ESP) was launched by the Finance Minister in 2009. A Countrywide survey showed that very little had been done in terms of implementation of projects in the programme which was supposed to last just about six months(Link,2010). Stakeholders had wondered if the constituencies had adequate capacity and skills to

effectively and efficiently manage the education sector projects among others under ESP. The Link (2010) found out that the programme was running behind schedule due to delays in project identification and release of Kshs22billion that Treasury earmarked for the projects. Only Kshs3.25billion had been disbursed from the treasury contrary to the initial roll out plan that was set to cover a six month period starting from July to December 2009 (The Link, 2010).

The final Ministry of Education status monitoring report on Economic Stimulus Programme (ESP) infrastructure projects indicated that about 43% of the projects were incomplete and thus required more funds to complete (Ministry of Education, 2011). In some cases, the projects implemented duplicated what the schools already had; leaving the schools grappling with finding use for the extra space/rooms. For instance in one of the centers in Kakamega County, eighteen new classrooms were constructed. Theunynck, (2009), observed that in Guinea, as many as 16% of classrooms were recorded as unused in 2000 and in Madagascar the number was about 7% in 2005. This is because of a tendency to construct schools with a standard number of classrooms rather than with the number of classrooms required by the actual and planned enrolment. Where there are limited resources it is important that they are targeted efficiently and equitably. This is often not the case and facilities are not constructed in a way that effectively matches demand.

In another secondary schools in Kakamega County, multiple projects initiated were incomplete at the exhaustion of the funds provided (Provincial Director of Education

Western, 2010). There were instances of schools implementing projects that probably would have been much lower in priority needs of the schools. In a few cases, the funds were diverted to other purposes other than those they were intended for. This is a pointer to how management capacities influenced the implementation of the projects. This was not localized to Kakamega County though but spread throughout Kenya (Ministry of Education, 2010). The study investigated the various processes that were prerequisite to implementation of the projects; and those that were executed during actual implementation, with the aims of finding out how management capacities influenced ESP project implementation.

1.3Purpose of the Study

The purpose of this study was to investigate the effect Boards of Governors' management capacities had on the implementation of the ESP projects in secondary schools in Kakamega County, Kenya.

1.4 Research Objectives

The study sought to:

1. Establish the influence of project identification capacities of BOGs on implementation of ESP projects in the selected secondary schools in Kakamega County.
2. Investigate how project budgeting capacities of the BOGs affected the implementation of the ESP projects in selected secondary schools in Kakamega County.

3. Establish the influence of project procurement capacities of BOGs on the implementation of ESP projects in the selected secondary schools in Kakamega County.
4. Investigate how project monitoring and evaluation capacities of BOGs affected the implementation of ESP projects in selected secondary schools in Kakamega County.

1.5 Research Questions

The following research questions guided the study:

1. To what extend did the project identification capacities of the BOGs influence the implementation of ESP projects in secondary schools in Kakamega County?
2. How did the project budgeting capacities of BOG members influence the implementation of ESP projects in secondary schools in Kakamega County?
3. What was the influence of procurement capacities of the BOGs on the implementation of the ESP projects in secondary schools in Kakamega County?
4. How did the monitoring and evaluation capacities of the BOGs influence the implementation of ESP projects in secondary schools in Kakamega County?

1.6 Significance of the Study

The study investigated the influence of identification, budgeting, procurement, monitoring and evaluation management capacities of BOGs on implementation of economic stimulus projects in the selected secondary schools in Kakamega County. Following the flaws in implementation of the projects, the researcher set out to investigate the BOG managements' contribution to the flaws. The study found the

capacities had influenced the implementation of the ESP projects to a very minimal extent.

It was hoped that the findings of this study would be of use to; the ministry of education and other school infrastructure development partners who fund physical infrastructure development projects in schools; in preparing BOGs on aspects of project implementation before they embark on this core function.

1.7 Delimitation of the Study

The study focused specifically on the project management capacities of the BOG Members Identification, Budgeting, Procurement, Monitoring and Evaluation. The BOGs are the only singular body that would influence the implementation of the ESP projects in secondary schools. The study targeted the BOG members of the secondary schools in Kakamega County that were allocated ESP physical infrastructure development grants.

1.8 Limitations of the Study

The researcher envisaged limitations such as influence of respondents on one another while filling questionnaires; respondents falsifying information to cover up for perceived self-inadequacies and protectionism of other; and respondents failing to fully complete questionnaires. These were mitigated by guarding against inter-respondent influence by administering questionnaires through mail and being present during the direct questionnaire administration sessions where they were directly administered.

1.9 Assumptions of the Study

The researcher basically proceed with the assumptions that the respondents would willingly give correct information; school administrators and managers who executed the projects were still serving at the selected schools; existing records were accurate and that

the selected sample would result in normal distribution and would fairly be representative of the larger population of the schools that were funded through the programme.

1.10 Definition of Terms Used in the Study.

Influence – Involvement in making decisions during identification, budgeting, procurement, monitoring and evaluation that directly affected the implementation of the projects.

Board of Governors – The 10 nominated and 3 co-opted individuals together with the Secretary/Principal who form the management team of a public secondary school in Kenya

Management Capacities – Knowledge, attitudes and skill of project management acquired through training and/or experience.

Implementation – the act of putting into action what was planned.

Economic Stimulus Projects – physical infrastructure projects funded through the Kenya government Economic Stimulus Programme.

Identification – Process of deciding the project(s) that will be executed. It is a recurrent process of documenting, ranking and approving candidate projects within an organization

Budgeting – process of allocating funds and time to project activities. It involves aggregating the estimated costs of individual activities or work projects and authorized cost baselines.

Procurement – process of availing resources for project activities.

Monitoring –checking on an ongoing project for flaws or breakdowns to enable decision makers to regulate activities and to undertake corrective actions.

Evaluation – assessing as systematically and objectively as possible a completed project or programme (or a phase of an ongoing project or programme that has been completed) in order to judge its worth for the purpose of providing information for decision making about the future of the project.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of literature related to the premises on which ESP was established. The review was done as per the Projects cycle activities of identification, budgeting, procurement, monitoring and evaluation. This chapter also presents both the theoretical and conceptual frameworks of the study.

2.2. Project Identification and Project Implementation.

An Economic Stimulus package is an attempt by a government to boost economic growth and lead the economy out of a recession or economic slowdown. Hence, the funds should be invested quickly in projects that have immediate and long term economic benefits. Project identification process is the very first step in project design. It involves stakeholder analysis and target group selection, problem analysis, objectives analysis and alternative selection (International Training Centre, 2010). This is a very important step that will ensure that the correct project is implemented. Project identification process gives guidance for objective setting for the project that will be implemented. The process also gives information on which monitoring and evaluation plans will be developed.
In the case of ESP projects, the BOGs of the schools had to identify the exact project(s) to implement based on the needs of the school and the objectives of the programme. This step follows the identification of the schools to be allocated funds.

The task of identifying the schools that were to benefit from the economic stimulus package was given to the Constituency Development Fund (CDF) committees. The selection criterion was; Proof of ownership of land as public land (Title deed/allotment

letter); Strong community support; High demand for schooling; and Reliable water and electricity source (Except for rural schools) (The institute for social accountability, 2010).

Members of the CDF committees country wide were selected and appointed with no clear set out criteria. Hence, it was not certain that these committees had the capacity to implement ESP projects. They ended up apportioning the fund with political consideration as the basic criteria disregarding any other criteria. For instance in the education sector, in some constituencies, the money meant for developing centers of excellence was allocated to more than one school. This resulted in no center of excellence being constructed in such constituencies.

The ministry of education issued supplementary guidelines on selection which were used in some constituencies. These instructions included among other thing the responsibility of selection shifting from CDF committees to District Education Board (DEB). Other notable guidelines included; supervision and monitoring function delegated to the District infrastructure coordinating team (DICT) and funding of existing schools to upgrade facilities so that any savings would be channeled to neighboring schools to improve facilities to cater for local communities chances lost due to upgrading of the centers of excellence to national school status (Ministry of Education, 2009).

The DICT consisting of district heads of department for public works, water, public health, schools audit, education office, district accountant and quality assurance and standards office was presumed to have been in existence.

Increased involvement by school communities in governing education is one of the many current global trends in education as it is now generally accepted that education professionals in schools should directly be advised by those from outside of educational occupation. However, this raised concern among educationists in many countries as school governors are not capable of giving appropriate advice as they lack the requisite professional knowledge to do so (Thody, 1999)

The second phase of project selection was at the BOG level. Ngigi, (2007) while studying the effectiveness of the BOGs in kajiado district, found out that the BOGs only ratified what in most cases had been announced by politicians during public meetings. Smolley, (1999) on studying the effectiveness of the BOGs in the management of state schools in Delaware note that BOGs effectiveness would only be realized if the boards were able to exercise appropriate authority. This in effect means that the boards have to act within certain defined parameters and their role defined, they can take initiative, overrule the superintendent if need be and also resist undue political influence. The effectiveness of these guidelines and committees and their influence on the implementation of the projects is part of what this study will want to establish as it was part of the management and implementation process of those projects.

2.3 Project Budgeting Process and Project Implementation.

After project identification and selection, the next step is development of a budget. Project budgeting is the process of costing defined activities. The process is highly associated with the estimated length of activities and the resources assigned to the project. Initial budgetary estimates are often based on availability of funds. This parameter may or may not coincide with the actual funds needed to perform the planned

activities. For this reason, budget estimates are refined in the planning process until they are in agreement at the project startup. At the implementation stage if costs start to escalate, it will be an indicator that some adjustments need to be done or something has gone wrong. As opposed to normal school annual budget estimates, project budget is sensitive to activity schedule.

The project budget process involves identifying cost factors, developing a cost model, performing work analysis, documenting the assumptions and reviewing cost estimates. This is a complex process that requires prerequisite knowledge of the process and its demands.

Odhiambo, (2010) while investigating the influence of financial management factors on quality of education in public secondary schools in Kimilili-Bungoma District, Kenya, stated that management organs such as governors are constituted with no set criteria enumerating the skills a person should poses to qualify for appointment into the board. Service in school boards is not remunerated and consequently most professionals opt to stay away from it. This results in most public schools being managed by old unenergetic retirees, semi-illiterate business people or other semi-skilled non-professionals. The old managers cannot cope with the rapid social, technological, economic and cultural changes in our country (Odhiambo, 2010)

When investigating the training needs for principals of secondary schools in Kenya using a case of Kakamega north district, Rapando, (2010) stated that principals should accurately prepare the estimates he/she expects to present to the school committee for

discussion. He/She should also cost every item in the estimate and play the role of a financial manager in the school. On the other hand, Ngigi, (2007) while investigating the effectiveness of BOGs in Kajiado district, found out that due to the high illiteracy levels among BOG members, they were not able to participate in debate during BOG meetings. These are the same members who were expected to deliberate on budget estimates 'accurately' prepared by the principals.

Project budgets are more complex as compared to school expenditure estimates. Physical infrastructure estimates are usually presented in form of bills of quantities (BQs). This is the case for physical infrastructure projects such as classrooms, laboratories etc. The BQs are material estimates that have no financial estimates attached. They are also highly technical presentations that are beyond the comprehension capacities of the unqualified persons. Thus, the BOG members unless well versed will not effectively scrutinized them. This leads to a situation of procuring material for the projects as funds are available. In some cases projects are implemented casually by providing project inputs on demand.

The proposed study intends to find out how the BOGs influenced the budgeting processes for the projects that were funded through the ESP.

2.4 Project Procurement and Project Implementation.

Once budget approval is completed, the next step in implementing the project is to procure resources (both human and materials). Project procurement involves a systematic process of identifying and procuring, through purchase or acquisition, necessary project services, goods, or source from outside vendors who will carry out the work. It is usually

a function of the project manager; however, some organizations choose to select a person other than the project manager to handle these duties. There are six processes widely recognized by the project management industry as integral to project procurement management. Tanner, (2009) argues that taxpayers in the United States are not satisfied with the act of new money being poured into failing business models. He further indicates that the public will not be content and allow old educational facilities planning methods to soak up the new bailout money for the educational infrastructure. **S**ince the for-profit business sector has been paid by school boards to plan, design, and build schools, the blame for poor schools and failing infrastructure lies partially at the feet of educational leaders and school boards (Tanner, 2009). Leathes et al, (2011) states that success of a programme will depend on getting management process right at all levels and ensuring good governance, building capacities as necessary and the active participation of the schools and communities.

The first of these processes is planning purchases and acquisitions. In this step, needs that require outsourcing are identified. Sources for obtaining the required goods, services or results are differentiated through a market analysis. In planning the procurement, project objectives are reviewed to ensure the acquisition does not stray from the stated objectives. Completion of this step includes identification of the resources necessary for the acquisition, determination of the contract type needed to secure the acquisition, and preparation of a procurement management plan. Contract planning, requesting seller responses and selecting the seller are the next three processes that might be completed. (http://www.wisegeek.com, 10/04/2013 @ 1.50pm).

The Kenya government regularly issue procurement guidelines to public procuring entities. Public Secondary schools are subject to these guidelines. While writing the preface for the Kenya Education Sector Support Programme (KESSP) procurement procedures manual for secondary schools and colleges, the then permanent secretary, Ministry of Education, Karega Mutahi noted that the ministry of Education recognizes that though some schools have set up tender committees a number of schools have yet to formally set up School Tender Committees, and the responsibility of this committee has been exercised by the school management committees. The preface further states that it is the intention of the Ministry of Education that the tender committee shall be the ultimate authority in regard to making procurement decisions at various levels. All other committees shall be subordinate to it in regard to the competitive selection of suppliers of goods and services though it shall refer to these committees for guidance. It is expected therefore, that this manual will enhance transparency and efficiency in the procurement procedures in education institutions and strengthen financial management in the sector. Managers of all entities are therefore required to familiarize themselves with the guidelines provided in the manual and strictly adhere to them" (Ministry of Education, 2007).

Policy documents and other directives from the ministry of Education were kept by the principal and as such were not accessible. Where they were available they were written in a language that would not be easily comprehended by an ordinary board member (Wyk, 2001)

Raj Mestry, (2006) while carrying out a study on the functions of school governing bodies in managing school finances in south Africa noted that, "many principals and SGB members are placed under tremendous pressure to manage their schools' finances because they are unable to work out practical solutions to financial problems on account of their lack of financial knowledge, skills and expertise. . In many instances, it has been reported that principals and school governing bodies have been subjected to forensic audit by department of Education due to the mismanagement of funds through misappropriation, fraud, pilfering of cash, theft and improper control of financial records. The study found inadequacies in the management skills in the principals and SGB members and recommended that they be empowered through necessary training. School districts have capacity to quickly utilize stimulus funding to both reduce deferred maintenance and to implement already planned and designed construction projects Mary filardo,(2008) of Century school fund writing to Ross Eisenbery at the Economic policy Institute in reference to Federal Economic Stimulus for school construction; Building the economy by building for our children's future. In the Kenya ESP, beneficially schools were neither required to request formally for funding nor were they required to finance ready planed for projects. ESP projects have been marred with poor planning and slow pace of implementation. Eleven months down the line, projects that were to be funded are either incomplete or have not commenced. (The institute of social accountability, 2010) This was on the back drop of projects that were meant to be implemented within six months in order to stimulate and spar economic growth.

The procurement for the projects understudy was through full contract or labor only contracts. Most schools chose the labor only type of contracts. This was because for various reasons, the proposed building plans that were provided by the ministry of public works would not be implemented. This meant that each school was to decide on their own unique projects, plan for them and effectively procure for them.

No study has been to establish the capacities of BOGs to procure for the projects that they implement or on how the capacities influence the procurement for the projects.

2.5 Project Monitoring and Evaluation on Project Implementation.

Continuous monitoring and evaluation is an essential component of project implementation. It serves purposes such as mid project decision making, remaining on track with schedules, cost controls, value for money, lessons learned among others. On monitoring and supervision of approved school projects, Wangatho, (2007) indicated that "this function means that BOGs must make sure that the projects they approved in their meetings must be monitored to completion. Delegating this function to principals alone provides a loophole that in many cases is exploited by unscrupulous heads to embezzle, misappropriate or divert funds budgeted for completing projects (wangatho, 2007). Many boards of governors give the function to project committees that are appointed on ad hoc basis. These committees which are different from procurement committees report the development of the projects regularly to the BOG and has mandate to advice the contractor where there is a discrepancy on the development of the project. These are a specialist category of board members.

Smolley, (1999), state that the ineffectiveness of board of governors is a result of improper decision making process. During his study, Smolley, (1999) indicated that many respondents attributed the ineffectiveness of the boards to the difficulty in accessing and use of relevant information that would facilitate decision making. Secondary school boards of governors in Kenya lack adequate supervisory competencies to utilize available information for management purposes (Kwena, 2012)

This is the general background of the persons expected to monitor project progress and report to the BOG on progress and provide crucial information on decision making about the project. They are even expected to advice contractors on technical issues such as discrepancies in construction. This calls for training of the BOG members on various aspects of management including monitoring and evaluating of implementation infrastructure projects which is one of their core functions.

The government of Kenya through the policy framework for Education, Training and Research (sessional paper No. 1, 2005) committed to "ensure that all persons serving as members of school management committees and boards of governors are exposed to focused training on institutional management" Towards this end, the Kenya Education Staff institute (KESI), currently Kenya Education Management Institute (KEMI), was to "develop and implement a structured and nationwide programme to provide training to persons serving on the school management committees and boards of governors" (Republic of Kenya, 2005)

Indeed, the researcher ascertained that the institute developed training programmes on project planning and management targeting Quality Assurance officers, principals, deputy principals and management committee members. The programme included among other areas, project identification, approaches to project management, project implementation scheduling, monitoring and evaluation, project budgeting, project cycle management, project design, project financing and stakeholder analysis. It is in doubt that most of the target population benefited.

In monitoring the economic stimulus projects in the education sector, it was envisioned to use the DICT teams. Consequently, a template (Check list), was send to the districts requiring information on tenders evaluation (Firm awarded, Amount tendered, Facility to be constructed and its nature and amount agreed, stage of construction, commencement date, contract period, actual completion date and amount certified paid). This was to be used to report back to the ministry headquarters on the progress of the projects. However, the DICT committees had been incapacitated by internal and inter-ministerial transfers. This resulted in a situation the templates were given to principals to complete and submitted to the DQASOs for onward transmission to the ministry of education headquarters. This process would have assisted the management boards to monitor the projects. However, it is not clear if they were involved at all.

The NSW Government continues to record the highest average cost per square metre for projects at $\$3,448/m^2$, an increase of 2.7 per cent. Since our first report there has been a 10 per cent increase in cost per square metre, to $3,075, for Victorian Government school

projects. Given the Victorian Government's low level of completions and the identified defect rectifications, it appears likely that this number will increase further.The Taskforce has observed a range of defects during site visits, from minor defects such as peeling paint to major defects such as leaking roofs, poor quality brickwork and inadequate storm water drainage or lack of attention to optimum siting of new buildings. Some defects are systemic, in that they are common to particular building types and education authorities and have occurred due to inadequate design and/or poor workmanship. Of the 48 NSW Government projects assessed we found 18 did not deliver value for money and 18 achieved marginal value for money. (Commonwealth of Australia, 2011).

The report file by the Ministry of education to Treasury on Centers of Academic Excellence indicated that a large number of projects were yet to be put to use as they were in complete. The main reason cited was lack of sufficient funds to complete the projects. The process used to arrive at these conclusions was soliciting and receiving progress reports on the projects form the schools. This was erroneously equated to monitoring and evaluation.

Within Kakamega County, thirteen schools benefited. Projects implemented ranged from building new classrooms to replace existing ones, administration blocks, dining halls, laboratories, ablution blocks, libraries and teachers, houses. Some of the projects are yet to be completed while others have been completed using alternative funds. The BOGs never engaged in monitoring and evaluation of the projects apart from periodic progress reports.

There is no study that has been carried out on the monitoring and evaluating capacities of the BOGs of secondary schools or on how those capacities influence implementation of infrastructure projects in secondary schools.

2.6 The Theoretical framework

The Project Management Body of Knowledge (PMBOK) Guide divides project management process into initiating, planning, execution, controlling and closing processes (Koskela and Howell, 2002). The core processes of planning, execution and control form a closed loop: planning provides the plan that is realized by the executing process, and variances from the baseline or requests for change lead to corrections in execution or change in further plans (Koskela and Howell, 2002)

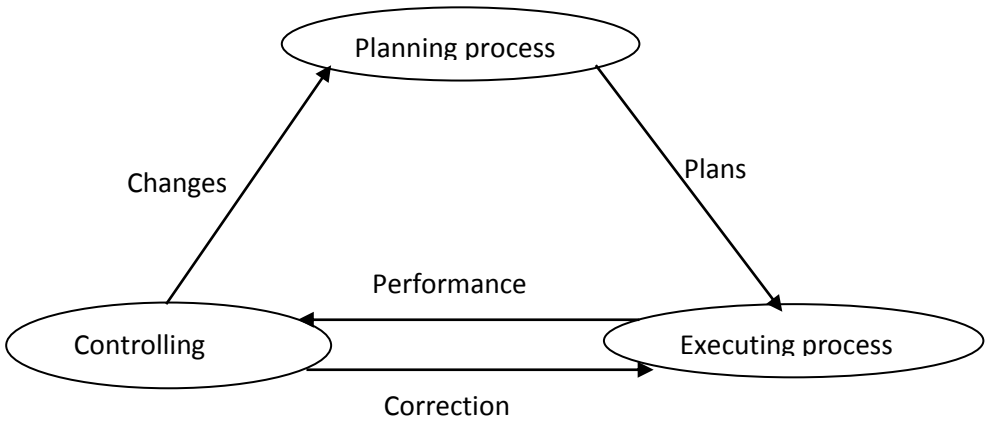

Fig. 1 The closed loop of managerial processes in project management.

The planning process of identification is based on specific objectives and the identified projects identified will be budgeted for during planning. The projects will be procured for according to the budget during implementation. The projects are monitored during implementation against the objectives and adherence to the budgets that are procured against. Finally the projects are evaluated against the objectives. The objectives of this

study target activities that are inter-related and have causal relationships to each other. Thus decisions made by the project management team during any of the activities have an influence on the implementation of the projects. A project is generally considered to have been successfully implemented if it comes in on-time, on-budget, achieves basically all the goals originally set out for it and is accepted and used by the clients for whom it is intended for (Jeffrey and Slevin, 1987)

2.7 The Conceptual Framework

This study was based on the conceptual framework in Figure 2 that illustrates how independent variables such as project identification process, project budgeting process, project procurement process, project monitoring process and project evaluation process, would influence the implementation of economic stimulus funded projects. These influential relationships would be moderated by government policy guidelines on the economic stimulus projects policy guidelines. The relationships had political influence, fluctuations in economic and technical requirements and support as intervening variables that this study did not seek to address. The arrows show the interrelationship between the variables.

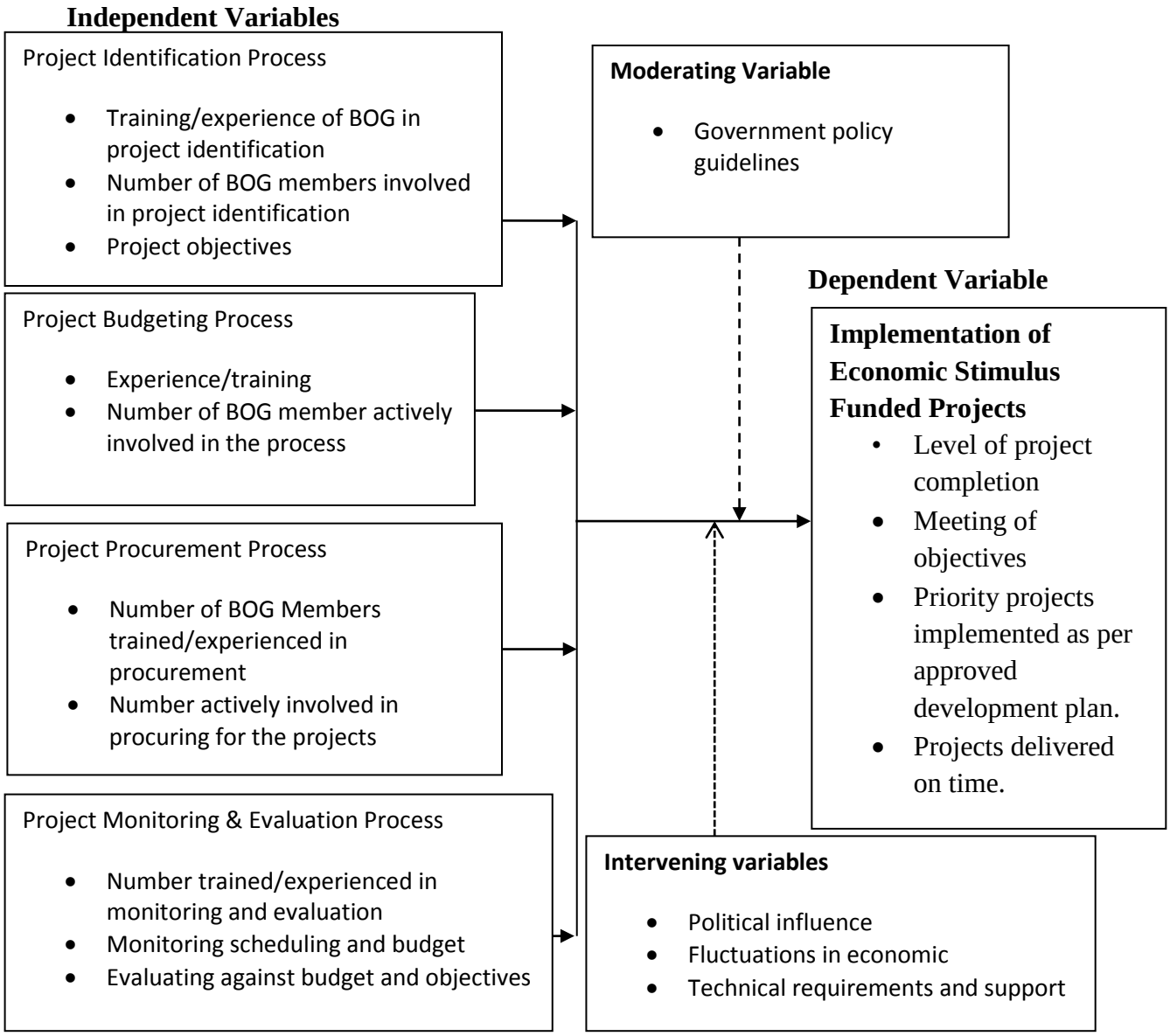

Figure 2 Conceptual Framework showing Interrelationships between Key Variables of the Study

The influence of the independent variables on the dependent variable was determined by the number of members having training and/or experience in the attributes, the levels of involvement of members in the project implementation and levels of knowledge of objectives. The number of members trained or with experience available for each BOG

was expressed as a percentage of the total membership. The rest of the attributes were measured using a 5 point Likert scale. Influence was gauged by the levels of involvement of the members with training and/or experience in decision making and actual implementation process; and judgments of the members on the influence of attributes on project implementation and success of the processes.

2.8 Knowledge Gap

While BOGs are tasked with management of secondary schools in Kenya, there is neither set out criteria for appointment nor training requirements on specialized management functions that these bodies undertake. Studies have been carried out on general management and financial management capacities of the BOGs in various geographical areas of Kenya. There is no study that has been carried out on the influence of project management capacities of the BOGs on implementation of education sector projects.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology that was used in the study. It is divided into the following themes: research design; target population; sample size and sampling procedures; data collection instruments; piloting of data collection instruments, validity and reliability of instruments; data collection procedures and data analysis procedures.

3.2 Research Design

The researcher used descriptive survey research where participants responded to questions administered through interviews and questionnaires after which the researcher discusses the responses (Jamie H, 2011). According to Kothari (2011), descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or a group. Kerlinger (2004) points out that descriptive studies are not only restricted to fact finding, but may often result in the formulation of important principles of knowledge and solution to significant problems. According to Mugenda and Mugenda, (1999), a survey is an attempt at collecting data from members of the population in order to determine the current situation of a population in respect of one or more variables. The researcher interviewed principals and administered questionnaires to all BOG members of the targeted secondary school. In this way census tangible data was obtained from BOG members and presented in frequencies and quantifiable census intangible data was obtained using Likert scores. The intention was to establish the influence of the identification, budgeting, procurement, monitoring and evaluating capacities of BOGs on implementation of projects.

3.3 Target Population

The researcher targeted Boards of governors and principals of secondary schools that received funds through the ESP. Each of the BOGs of secondary schools consists of ten (10) members appointed by the Minister for Education and three co-opted members drawn from the PTA. The principal of the school is the secretary to the BOG. These were the committees that were tasked with the management of the ESP funds in the selected secondary schools. Each of the schools had 14 members. The researcher targeted the 182 members in the thirteen secondary schools in Kakamega County that received the ESP funds for infrastructure development.

3.4 Sample Size and Sampling Procedures

A researcher may target a large population such that, it is not possible to reach every member of the population. In such a situation, the researcher opts for a sample of the population that is representative of the population on which to carry out the study; the results from studying the sample are then generalized to the population. For small populations that can be reached conveniently by the researcher, sampling may not be necessary and by extension sample size need not be determined.

3.4.1 Sample Size

The government has previously funded several schools within Kakamega County for various projects under infrastructure support programmes. Through the Economic Stimulus Programme, the government funded thirteen secondary schools in Kakamega County. The researcher confined himself to these secondary schools in Kakamega County. Population refers to the entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). For information-rich cases, the sample size depends on the study purpose (Patton, 1990). The census in this case was considered to

be adequate as it covered persons presumed to have information critical to the study about the projects and they were only 182.

3.4.2 Sampling Procedures

The logic and power of purposeful sampling lies in, selecting *information-rich* cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the study (Patton, 1990). Every school has one principal and thirteen other persons appointed by the Minister for Education who serve in the BOG of every secondary school. All of them were contacted to respond to the questionnaire giving a total of 182 respondents. This was because they were collectively charged with the management of the ESP projects in their schools. Further, all principals were targeted for interviewing.

3.5 Data Collection Instruments

The research instruments that were used in conducting this research were the questionnaires and interview schedules.

The questionnaire as a tool was used because it is familiar to most people (Berdie, Anderson, and Niebuhr, 1986). Nearly everyone has had some experience completing questionnaires and it generally does not make people apprehensive. When respondents receive a questionnaire in the mail, they are free to complete it at their own time. The questionnaire is a convenient tool especially where there are large numbers of respondents to be handled because it facilitates easy and quick derivation of information within a short time (Kerlinger, 2004). The questionnaires were administered on BOG member and principals for convenience on their part as they would quickly fill it and continue with their other tasks.

The questionnaires were administered by the researcher in person where the respondents were available and by mail where it was difficult to reach the respondents in good time. Questionnaires are easy to analyze, and most statistical analysis software can easily process them. The responses are gathered in a standardized way, so questionnaires are more objective. Generally it is relatively quick to collect information using a questionnaire.

Interview schedule is a tool with pre-coded question to produce quick, cheap and easy quantitative data which is high in reliability but low in validity (Chitika, 2012). The interview schedules makes it possible to obtain data required to meet specific objectives of the study (Mugenda and Mugenda, 1999). It also helps to standardize the interview such that the interviewer can ask the same questions in a different frame manner. According to Drew, Hardman and Hart (1996), the advantage of the interview techniques is that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation. The researcher interviewed the principals in order to clarify assertions of BOG members and obtain specific budget estimates. The researcher needed to cross check the procedures followed by management in making decisions related to identification of the projects to be implemented; budgeting and procuring processes and procedures for the projects; monitoring and evaluation requirements and any unique nature relating to the funds provided. It was also necessary to establish if laid down rules and regulations governing the utilization of the funds were followed. The researcher carried out document analysis of policy documents, instruction circulars and the training manuals that were used.

3.5.1 Pilot of Instruments

A piloting of the questionnaires was conducted in three schools. The three schools were randomly sampled from those schools that were in the ESP in Vihiga County. The results of the pilot study were used to analyze the questionnaires for ease of administration and response, ambiguity, validity and reliability. The instrument was adopted and administered on a sample understudy.

3.5.2 Validity of Instruments

Content validity refers to the degree to which the content of the items reflects the content domain of interest (Miller, 2003). Best and Khan (2005) suggest that the validity of the instrument is asking the right questions framed from the least ambiguous way and based on study objectives. In this study, the instruments were validated by amending them according to the experts' comments and recommendations before being administered. The researcher consulted supervisors and experts in the field of study, who assessed the validity of study instruments. The aim was to determine whether the items were adequate in content and logically arranged. Borg and Gall (1985) points out that validity of an instrument is improved through expert judgment. After piloting, some of the items were reframed to clarity of the information they solicited.

3.5.3 Reliability of Instruments

According to Mugenda and Mugenda (1999), reliability of an instrument is a measure of the extent to which a research instrument yields consistent results or data on repeated administration in the study. There are three aspects of reliability; Equivalence, stability and internal consistency (homogeneity). Since the researcher administered a questionnaire to the subjects of the study; and the tool was applied for a one time study,

only internal consistency reliability t of the questionnaire was tested. The questionnaire was piloted and a split half reliability test was computed. Reliability will measure the relevance and correctness of the instruments (Mugenda and Mugenda, 1999). According William, (2006), for the likert scale scores, the items are arbitrarily divided into two halves and the total for the two halves created. In this study the researcher divided the items as even and odd numbered. The correlation between the two total scales was calculate and found to be 0.829; and since the coefficient is usually lower than the actual value, it was adjusted upward using the Spearman-Brown prophecy formula $\rho = 2r/1+r$ and gave 0.906; where r is the correlation coefficient. The threshold value acceptable in this study was 0.7 and higher (Fraenkel and Wallen, 2000). On the basis of these results from the piloting, the instruments were retained and used for data collection.

3.6 Data Collection Procedures

The researcher sought research permission (see appendix VII) from the National Council for Science and Technology (NCST). There after the researcher notified the County Director of Education of Kakamega County of the intent to collect data for educational research purposes. The researcher liaised with the principals of the target school and requested for appointment to facilitate the collection of data from the targeted respondents.

Due to the position and roles of the principals, an interview schedule was administered to them in addition to the questionnaire as it was assumed that they were particularly conversant with the day to day operations of the projects. Some questionnaires were administered to the selected BOG members just before scheduled board meetings and

others were administered via mail. This was due to the complexity of reaching them as they were staying far from respective schools. In this respect, principals were requested to assist in contact addresses for those BOG members who would not be physically reached. The provincial Education office Western was contacted to provide copies of training manuals, circulars on the ESP projects and progress report for the projects targeted by the study. The School infrastructure monitoring unit (SIMU) was requested for the final reports on the implementation of the projects.

3.7 Data Analysis

Background information on gender, age, experience as BOG member and education level of respondents was obtained. Both dichotomous and 5 point likert scale opinion data on the objectives of the study was obtained and coded. The coded data was classified and tabulated in relation with the objectives of the study. The processed primary data was analyzed using the Statistical Package for Social Science (SPSS) version 16.0. The statistical data was presented in simple frequency tables, cross tabulation frequency tables and percentages.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter includes data analysis, presentation, interpretation and discussion under the following themes: introduction; field experiences; background bio-data of the respondents; Training and experience in BOGs management capacities; project identification and its influence on project implementation; Budgeting process and its influence on project implementation; project procurement and its influence on project implementation; project monitoring and evaluation and its influence on project implementation.

4.2 Field Experiences.

A total of 182 questionnaires were administered (117 personally by the researcher and 65 by mail). The researcher administered the 117 questionnaires over a span of two months. The respondents filled the questionnaires when they had BOG meetings and handed them back to the researcher. Out of the 60 that were mailed, 23 were returned through the principals of the respective schools. This gave a questionnaire return rate of 77%. After analyzing 490 studies that utilized surveys involving over 400,000 individual respondents, Yehunda and Brooks, (2008) determined the average response rate for studies that utilized data collected from individuals to be 57.7%. The relatively high return rate for this study would have been due to the method of direct administration and collection. Since the researcher collected data within the system of his employment, participants readily assisted. Out of the thirteen principals of the selected schools, nine

were interviewed on appointment. The interviews were short and would take between 30 and 40 minutes.

4.3 Respondents Background Information

The respondents were members of the boards of governors and principals of the selected secondary schools in Kakamega County, which benefited from the economic stimulus schools infrastructure support grants. The background information of the members though not one of the objectives of the study, had implications on the objectives of the study.

4.3.1 Gender of the Respondents.

The study sought to find out the gender representation in the boards as it may have had a direct implication on the operations of the boards of governors. This may be true if gender role casting, gender characteristics and cultural practices are borne in mind in the back ground. Out of the 140 BOG members that filled and returned the questionnaires, 63(45%) were male while 77(55%) were female. This showed there was no gender bias in the BOGs that were in place and thus boards would harness the gender parity characteristics.

4.3.2 Age Distribution of the Members of Boards of Governors

The respondents were asked to tick the age bracket that they belonged. The processed results were as in table 4.1 below.

Table 4.1 Age distribution of the members of Boards of governors

Age Bracket	Frequency	Percentage
20-29 years	0	0
30-39 years	9	6.4
40-49 years	33	23.6
0ver 49 years	98	70.0
Total	140	100

Most of the respondents (70%) were aged over 49 years of age. The age of adult persons influence what they learn and how. Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly (Ron & Zemke, 1984). Project planning and management concepts are a relatively new body of knowledge. At above the age of 49 most people would have been involved in some form of project implementation. Analyses of various project management capacities investigated by this study show members had experienced in them. This presented two scenarios. Member would slowly internalize newly inducted information and used it to implement the ESP projects or simply disregard new knowledge and rely on experience. The BOG had an opportunity to draw from this experience and integrate new skills that were learned in training.

4.3.3 Experience of Respondents as BOG Members

Experience by definition comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event (Oxford advanced learner's dictionary, 8th Ed.). BOGs are tasked with the mandate of managing secondary schools in Kenya. One of the activities they engage in; is the management of implementation of infrastructure project within the schools.

Service in boards provides members with the opportunity to enrich themselves with knowledge and skills of managing implementation of infrastructure projects. Table 4.2 shows the experience in BOG activities of the respondents in terms of the years they had served in the board

Table 4.2 Years of service as BOG Member

Years	frequency	Percentage
Less than 3	37	26.4
4-6	50	35.7
7-9	39	27.9
Over 9	14	10.0

103(73.6%) of the respondents had served in the BOGs for more than one term. This implied they had a wealth of experience in secondary school management and most importantly they were serving in the boards during the implementation of the ESP projects.

4.3.4 Education Levels of Respondents

Table 4.3 Education levels of BOG members

Education qualification	Frequency	Percentage
Master	6	4.3
Bachelor	51	36.4
Diploma	52	37.2
Certificate	31	22.1
Total	140	100

It will be noted that the Boards enjoyed membership of reasonable education background with 109(80%) having had college education after formal secondary school education. Thus they were likely to grasp the concepts of project planning and management quite easily. All members had secondary education or above which implies they would easily perceive the needs of secondary education and prioritize the physical facilities requirements.

4.4 Training and Experience in the BOGs Management capacities.

This section discusses training and experience in the capacities of identification, budgeting, procurement, monitoring and evaluation in consolidated fashion. This is because there was evidence of attempted training of the BOG members through induction. The manuals that were used were those developed for training of BOG members on developing proposals for funding that were used for KESSP projects.

Analysis of the training manuals showed that training covered the capacities targeted by this study. However, they lacked detail and did not articulated project characteristics and objectives that were unique to these projects. These included: objectives, budgeting and procurement conditions. The manuals did not address monitoring and evaluation.

4.4.1 Training

Training is a deliberate activity designed to equip participants with knowledge, skills and competences as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competences. Training has specific goals of improving capability, capacity, productivity and performance (en.wikipedia.org/wiki/training)

Table 4.4 Training of BOGs on management capacities.

Aspect	Number Trained	percentage	Number stating others trained	percentage
Project Identification	39	28	140	100
Project Budgeting	84	60	74	53
Project procurement	57	41	95	68
Monitoring and evaluation	88	63	95	68

Only 39(27.9%) of the respondents had some training in project identification. Confirmation with the ministry of education records indicate that some members of the boards of governors were inducted on the implementation of the economic stimulus projects. Through circular MOE/GEN/G13/38 dated 21st May 2010 direct that principals,

BOG chair persons and PTA chair persons of western province schools among other persons be invited for induction workshops on implementation of economic stimulus project between 30th May 2010 and 13th June 2010. It was noted that these dates were about two months after part of the funds had been released. Communication from the Ministry of education to the Districts dated 1st April 2010 indicated that 25.74% of the funds had been disbursed to the schools (circular, MOE/KESSP/G4/2/34/142). There was a possibility that initial steps of project identification and implementation we never informed by training.

Cross referencing revealed that 23%, 24% and 15% of the boards did not have members who were trained in project budgeting, project procurement and monitoring and evaluation respectively.

4.4.2 Experience

BOG members were asked to indicate if they had experience in project identification, budgeting, procurement, monitoring and evaluation. They were also asked to state if there were other members in the BOGs they served in, who had experience in the capacities. The frequencies and percentage of those who had experience and those who stated others were experienced is presented in table 4.5 below.

Table 4.5 BOG Members' Experience in Management Capacities.

Aspect of project	experienced		others experienced	
Implementation	f	percentage	f	percentage
Project identification	101	72.1	100	71.4
Project budgeting	99	70.7	74	52.9
Project procurement	93	66.4	97	69.3
Monitoring and evaluation	96	68.6	64	45.7

Experience as earlier defined is a way of acquiring Knowledge and desired skills. It also serves to reinforce learning. For board service, experience is a critical factor as the individual management skills are sharpened with practice. Infrastructure development of learning institutions is an activity BOGs engage in almost constantly. Thus, experience would certainly influence implementation.

The analysis of both training and experience responses revealed that all BOGs had the services of members with training and/or experience in project Identification. Analysis also showed that 20%, 22% and 15% of the BOGs did not have members with capacities in budgeting, procurement and monitoring and evaluation respectively.

In this study, training and experience in project identification, project budgeting, project procurement, project monitoring and evaluation were interpreted to mean management capacities. Involvement, opinion of respondents on success and influence were

interpreted to mean influence of management capacities on implementation of the ESP projects.

4.5. Project Identification Capacities of BOGs.

Project identification is the first phase of the project cycle. It is a recurrent process for documenting, ranking and approving candidate projects within an organization. In the ESP, the schools were funded to construct educational facilities that would equip the schools to the standards of National schools. The projects were to be labour intensive and use local resources in order to stimulate the economies of the local communities.

The project identification capacity is the only aspect of the targeted implementation capacities that all BOGs had member with either training, experience or both. The researcher sought the training and/or experience of the BOG members on project identification to determine availability of the capacity.

The BOG members' opinions on involvement in project identification; awareness of objectives; influence of project identification on implementation; and success of the identification process were used to gauge the influence of project identification capacity on implementation.

Table 4.6 presents frequencies and percentages on BOG members' responses to the questions on their involvement in project identification process.

Table 4.6 BOG members, responses to questions on identification process.

Aspect of identification process	Agree	Disagree
I was involved in project identification	59(42.1%)	81(57.8%)
A sub-committee was involved in project identification	89(63.6%)	48(34.2%)
All BOG members were involved in project identification	45(32.2%)	94(67.1%)
All BOG were aware of the project objectives	33(23.6%)	107(76.4%)
Project identification was successful	36(25.8%)	104(74.2%)
Project identification influenced project implementation	100(70.8%)	38(27.1%)

Acceptance of the project that is identified will determine the support given to the project during implementation. Out of the 140 members who served as respondents in this study, 107(76%) were not aware of the objectives of the ESP projects. These BOG members even if involved in identification of the projects, lacked the basic guidelines on the kind

of project(s) they were to identify and implement. The respondents indicated that about 68% of the boards used sub-committees to identify the economic stimulus projects that were implemented. 74.2% termed the exercise unsuccessful. The correlation between knowledge of objectives and success of identification was found to be .915 at .01 significance (2-tailed). This implies that BOG member who knew the objectives would likely term the identification process as successful while those who were not aware of the objectives would term it unsuccessful.

Table 4.7 Cross tabulation between Bog Members awareness of objectives and their opinion on success of project identification.

		the project identification process was a success				Total
		Strongly agree	Agree	Disagree	Strongly disagree	
The BOG member were aware of the objective of the ESP	Strongly agree	21	5	0	0	26
	Agree	4	3	0	0	7
	Disagree	0	0	27	16	43
	Strongly disagree	0	3	4	57	64
Total		25	11	31	73	140

Of the 107 respondents who were not aware of the objective of ESP projects, 104 termed the project identification unsuccessful. The project identification capacities of these respondents did not influence the project identification.

Table 4.8 Cross tabulation of project identification was a success against experience in project identification

		Project Identification process was a success				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Do you have experience						
Educational facilities	Yes	18	7	3	73	101
Identification?	No	7	4	28	0	39
Total		25	11	31	73	140

Table 4.8 shows that 76(75%) of the respondents who had project identification capacities through experience did not influence the process and termed it unsuccessful. In fact Pearson's correlation coefficients between experience in project identification on one part and the success and process influenced project implementation on the other were -0.229 and -0.389 respectively. This was because most of those experienced in project identification disagreed with the success of the process, and that the identification influenced the implementation of the projects resulting in negative correlation.

Table 4.9 Cross Tabulation of BOG Members' involvement in project identification and how it influenced project implementation.

	Identification influenced Implementation	identification did not influence implementation	Total
Were involved in Identification	40	16	56
Were not involved In identification	59	22	81
Total	99	38	137

Table 4.6 shows that 58% of BOG members were not part of the identification process for the ESP projects that were implemented and yet 70.8% of the respondents felt project identification influenced the project implementation.

Table 4.9 shows that 59(42%) of the respondents were involved in identifying the projects that were implemented. 40(68%) out of the 59, agreed that project identification influenced project implementation. Three of those involved in project identification were not sure if the process influenced implementation. Out of the 81 who indicated that they were not involved in project identification, 59(73.75%) agreed that project identification influenced project implementation. In total, 99(71%) of the BOG members who responded to the questionnaires considered project identification to be influential to project implementation. This was in agreement with the reviewed literature. However, non-involvement of 81(58%) of the BOG members exposed the project to low levels of

acceptance and support, or even out right resistance from those BOG members who felt left out.

Project identification helps implementers understand the objectives of the project. Once the objectives are understood, then budgeting, procurement and implementation will be done in a way that will focus on achieving the intended objectives. The lack of knowledge of objectives of ESP and the non-involvement in project identification may have had a negative impact on these other processes.

4.6 Project Budgeting capacities of BOGs.

This study sought to establish BOG members' training and/or experience in project budgeting and knowledge of budgeting procedures, so as to determine the availability of the budgeting capacity. The involvement of the BOG members in the budgeting process; their opinion on influence of project budgeting on implementation; and the success of the budgeting process was sought in order to estimate the influence the budgeting capacity had on the project implementation.

4.6.1 Availability of requisite capacity for project budgeting within the BOGs

Project budgeting is the process of planning for resources that are available. It often involves aggregating the estimated costs of individual activities or work projects and authorized cost baselines. The project budget will include among others things; the construction costs, costs of materials, costs of equipment, compensation for professional services and contingency allowances. On this background the researcher set out to find how budgeting capacities of BOG members influenced the ESP projects in secondary schools in Kakamega County.

It was established that 60% of them indicated they had some training in project budgeting while up to 70.7% had experience in institutional project budgeting. It was determined (in section 4.4 of this report) that, 80% of the boards had members with project budgeting capacities through both training and experience.

4.6.2 Project Budgeting and Project Implementation.

Table 4.10 show the involvement of BOG members in the budgeting process

Table 4.10 Percentage involvement in budgeting

Question on involvement	Agree		Disagree	
	f	percentage	f	percentage
I was involved in budgeting	59	42%	81	58%
A sub-committee was involved in budgeting	83	60%	53	38%
All BOG members were involved in Budgeting	31	22%	108	77%

Among the respondents, only 42% got actually involved in the budgeting process. It was clear from the responses that utilization of subcommittees was a popular mode of project budgeting utilized by the BOGs as 77% of the respondents indicated that not all BOG members were involved. This showed that majority of the members of BOG did not influence the allocation and cost of the resources that went into each project activity. Hence, they did not influence the cost of implementation of the projects.

Further, the respondents indicated that 72% of the BOG members were not aware of the ESP budget process requirements that included labor intensiveness. Only 26(44%) (19% of the respondents) out of the 59 who got involved in project budget were aware of the

budgeting requirements. Of the 84 who had project budgeting capacity through training, 63(75%) termed the project budgeting process unsuccessful and 53(63%) thought it did not influence project implementation.

Out of the 99 in the category with experience, 63(63%) were not involved in budgeting for the projects, 66(67%) termed the process not successful and 56(57%) thought the process did not influence the implementation.

The 26(19%) who were aware of the budget requirements, and were involved in budgeting for the projects, would have used their capacities to influence the implementation of the projects.

Table 4.11 below shows budget estimates for various projects and their actual costs as provided by principals who were interviewed.

Table 4.11 projects budgeted costs versus actual project costs

Project	Budgeted Cost (Ksh. Million)	Level of Completion	Actual cost (KSh. Million)	deviation
Laboratory	4.580193	Complete	4.724502	-0.144309
Classrooms	6.666931	Complete	3.310528	1.356403
Ablution Block	1.324725	Complete	1.221257	0.103468
Administration Block	13.811	70% Complete	22.4	-8.589
Water System	3.5	Complete	3.7	-0.2
Laboratory	2.4	80% Complete	3.65	- 1.2
Administration Block	3.476	Complete	4.5	-1.024
Classrooms (8)	5.981333	Complete	6.0	-0.018677
Laboratory	3.2	Complete	3.7	-0.5
Computer Lab.	1.5	Complete	1.565015	-0.065015
Administration block	7.5	Complete	8.470357	-0.970357
Dormitory (2)	11.5	Complete	11.664211	-0.164211
Classrooms (4)	2.8	Complete.	3.014246	-0.214246
Library	5.0	Complete	5.045596	-0.044404

Considering that the projects were building construction, figures rounded off to the nearest million, hundreds and tens of thousands, thousands and hundreds cannot suffice as technically guided budgets. These may have been estimates not based on any bills of quantities. The large deviations of actual costs from the budget estimates are an indicator that budgeting process was not technically guided. This also shows that budgeting capacities of the BOG members were not effectively utilized. Hence, the budgeting capacities of the BOG member had little or influence in the implementation of the projects.

4.7 Procurement Procedure capacities of BOGs.

Procurement process involve among other things: defining requirements, selecting of suppliers, drawing agreements and assessing performance. For the ESP projects, there were special conditions that were to be applied as opposed to the standard government requirements. Key among them were local suppliers were to be given first priority and preferentially labour only contracting was to be used. The BOG members were requested to provide information on their training and/or experience in project procurement. This was used to determine availability of project procurement capacities within the BOGs. The BOG members provided information on their involvement in project procurement. The members also expressed their opinion on the influence procurement had on the implementation as well as the successfulness of the procurement process for the projects.

4.7.1 Availability of procurement capacities

The presence of members with project procurement training and/or project procurement experience was interpreted to mean availability of project procurement capacities within the BOGs

Table 4.12 proportion of BOG members with training and experience in project procurement

	f	percentage of total
With training in procurement	57	41
With experience in procurement	93	64

Cross tabulation of respondents responses on BOG members' training and experience, 40(29%) of them claim that they were neither trained in nor experienced in project procurement. They also indicated that no other board member had the capacities. This implies that 29% of the BOGs did not have member with capacity in project procurement. Hence, procurement capacities would have not influenced implementation of the ESP projects by those BOGs.

4.7.2 Involvement of BOG Members in Project Procurement.

On the question that all BOG members were involved in procuring for the project, 69(49%) agreed while 68(48%) disagreed. Out of the 140 respondents, 53(38%) indicated that it was a BOG sub-committee that was involved in procuring for the project.

Involvement of BOG members in procurement would influence the variation of construction material to adapt to locally available ones; influence the costs of materials and assess the quality; and ascertain the origins of the suppliers.

Table 4.13 Procurement Capacity availability against involvement

Training/ Experience in procurement	Involved	Not involved
Trained in project procurement	31(22%)	26(19%)
Not trained in project procurement	28(20%)	55(39%)
Experienced in project procurement	53(38%)	40(29%)
Not experience in project procurement	17(12%)	30(21%)

Table 4.13 show that only 31(22%) of those with training in procurement were involved in procuring for the ESP projects. Involvement of those with capacity to procure due to experience, showed that 53(38%) of respondents were involved in procurement. This low level of involvement of members with the capacity to procure was an indication that this capacity influenced the project implementation to a minimal extent.

4.7.3 BOG Members Opinions on Influence of Procurement Capacities on Implementation.

This section attempted to determine how procurement capacity of BOG members influenced the project implementation in the opinion of the respondents.

Table 4.14 BOG Members' judgment of success and influence of procurement on implementation

	Agree	Disagree
Project procurement was a success	37(26%)	100(71%)
Project procurement influence project implementation	75(54%)	62(44%)

Table 4.15 Judgments by those with capacity on procurement

	Procurement was successful		procurement influenced implementation	
	Agree	Disagree	Agree	Disagree
Trained	19(33%)	38(67%)	32(56%)	25(44%)
Experienced	24(26%)	69(74%)	37(40%)	56(60%)

Only 19(33%) (14% of the respondents) of those trained in project procurement termed the process successful; while 32(56%) of them indicated that the process influenced the project implementation. Out of the 93 who indicated that they had experience in project procurement, 24(26%) (17%of the total respondents) judged the process successful. In the same category, 37(40%) (74% of the total respondents) thought that the procurement process influenced project implementation.

Due to the low percentage of BOG members terming the process successful, it would be assumed that, most members were not meaningfully involved in the procurement process and were skeptical about it. Alternatively, they may have been disgruntled about something they believed was not right in the procurement process.

Out of the 140 BOG members who responded, 30(21%) were aware of the procurement conditions and indicated the procurement process was a success. Of the remaining, 100(71%) were not aware of the conditions and thought the procurement process was not successful. Amongst those who were aware of the procurement conditions, 27(90%) (19% of the respondents) stated that the procurement influenced implementation; 47(44%) of those who were not aware of the procurement conditions thought procurement process influenced the implementation. In total 74(53%) of the BOG members who participated in the survey felt that procurement influences project implementation. Regardless of more than 50% of the BOG members recognizing the import of procurement to project implementation and 100(71%) had the capacity to procure; more that 60% may not have been influenced by the procurement capacities as those BOG members with the capacity were not involved.

Out of the 140 BOG members who participated in the survey, 106(76%) were neither aware of the project objectives nor the ESP projects procurement requirements. Of the ones with procurement capacities, 23% (16% of the respondents) were aware of the procurement requirements of the ESP projects. Due to this, they most likely treated the ESP project as any other school infrastructure development project and implemented them thus. Hence, there was minimal influence of procurement capacities on implementation of the ESP projects.

4.8 Monitoring and Evaluation Capacities of BOGs.

This section dealt with the BOG members' responses on their training and experience in monitoring and evaluation; their involvement in the monitoring and evaluation activities

of the projects during implementation; their opinions on the success of the activities; and the influence the activities had on implementation of the projects.

4.8.0 Introduction

Monitoring and evaluation are project management activities that are carried out concurrently and continuously during the life cycle of the project. The oxford advanced learner's dictionary (8^{th} edition) defines monitoring as, a process of watching and checking something over a period of time in order to see how it develops, so that one can make necessary changes. It defines evaluation as forming an opinion of the amount, value or quality of something after thinking about it carefully.

Project monitoring is a process of continuously checking on project activities to see progress in relation to intended objectives while project evaluation is qualifying project achievements against objectives. The two activities are carried out concurrently and continuously to inform management of progress and any necessary changes that may be required. The processes are guided by the project objectives and budgetary limits of time material and quality. These activities inform on immediate decisions on implementation of the projects; and experiences for future implementation of similar projects.

4.8.1 Availability of Monitoring and Evaluation Capacities

A total of 88(63%) out of the 140 respondent had training in monitoring while 96(69%) had experience in that area. Cross referencing of training and experience showed that 106(76%) (See table 4.16 below) had training, experience or both in monitoring and evaluation. This was a good proportion of BOGs.

Table 4.16 Cross tabulation of BOG members experience in; and training in monitoring and evaluation

		Experience in education facilities project monitoring and evaluation		
		Yes	No	Total
Training in the project monitoring and evaluation process	Yes	78	10	88
	No	18	34	52
Total		96	44	140

4.8.2 Involvement in Monitoring and Evaluation

Table 4.17 Cross tabulation of capacity and their involvement in monitoring and evaluation

	Were involved	were not involved
Trained	24	64
Experienced	25	71

Table 4.17 shows that 64(73%) of the respondent who were trained in project monitoring and evaluation were not involved in monitoring and evaluating the ESP projects; 71(74%) of those with experience were not involved in the monitoring and evaluation of

the ESP projects. Despite availability of monitoring and evaluation capacities, they were not engaged in carrying out the activities.

4.8.3 Opinion of BOG Members on Influence of Monitoring and Evaluation on Implementation

Table 4.15 show how the trained and the experienced respondents reacted to monitoring and evaluation

Table 4.18 Opinions of BOG members on the monitoring and evaluation of the projects

	Trained			Experienced		
	Agree	undecided	Disagree	Agree	undecided	Disagree
Monitoring and evaluation was a success	24	-	64	28	-	68
Project objectives were achieved	55	20	13	59	20	17
There was sufficient technical support	61	-	27	62	-	34
Project monitoring and evaluation assisted Project implementation	21	13	54	25	13	58
Project was completed on schedule	62	-	26	66	-	30
Project was completed as per the budget	28	14	46	32	14	50

72% of the respondents who had the capacity for monitoring and evaluation indicated that monitoring and evaluation of the ESP projects was not successful. 63% of those with capacity to monitor and evaluate projects among the respondents were satisfied that the

objectives were achieved while 23% were undecided. Amongst the respondents with capacity to monitor and evaluate projects, 69% felt there was sufficient technical support accorded the BOGs. In response to how the M&E assisted the project implementation, 61% indicated the process did not assist implementation while 15% were undecided. 70% of the respondents say the projects were completed on schedule. 32% of the respondents indicated that the projects were completed as per the budget, 17% were not sure while 52% indicated the projects went off budget. It is worth noting that all the sampled projects went off budget (see table 4.11) with 86% being under budgeted for while the remaining were over budgeted for.

Due to low levels of knowledge of project objectives, budgeting processes and procurement requirements; and lack of budgets as exhibited in table 4.11, there was little chance monitoring and evaluation was not an activity of casual observation of the project progress. This would not have influenced the project implementation.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of the summary of the findings of the study and the conclusion that was derived from the findings. It also presents the recommendations.

5.2 Summary of Findings

The purpose of this study was to investigate the influence Boards of Governors' management capacities had on the implementation of the economic stimulus projects in secondary schools in Kakamega County, Kenya. In the process, nine Principals of beneficially schools were interviewed and questionnaire administered to 182 BOG members including the principals of all the thirteen schools that were funded through ESP. The study was divided into four themes of identification, budgeting, procurement and monitoring and evaluation.

The study found that 74% of the BOG served during the implementation of the ESP projects. Their educational background was good; with the bulk of respondents having diploma qualification. Above 70% of BOG members were aged over 49 years of age. This is an age bracket where the individuals are associated with mature and practical decision making.

A good proportion of BOG members had acquired some form of capacity in various aspects of project management through training and experience. 28% to 63% of respondents reported to have acquired various capacities through training while 66% to 72% indicated they had experience in various project management activities. However,

all respondents indicated that the boards had other members experienced or trained in all aspects of project management understudy. Hence, all boards had management capacities to execute the projects with necessary technical support. Induction on ESP was retroactively conducted using manuals that were 'tailor made' for KSSP proposal for financing writing.

All boards had capacities in project identification. Approximately 58% of the project identification capacities available to the BOGs were not utilized in project identification. About 74% of the BOG members were not satisfied that correct projects were identified. It was also found out that 76% of the BOG members were not aware of the objectives of the ESP projects. Only 42% of the respondents were involved in project identification. In the opinion of 71% of the BOG members, project identification influence project implementation.

Up to 80% of the BOGs had members with capacities in project budgeting. Only 22% of the BOGs involved all members in budgeting for the ESP projects. About 72% of the BOG members were not aware of budget process requirements for the ESP projects. Amongst those with the budget capacities, 75% found the budget process unsuccessful. Budgeting did not influence 63% of the projects. Most budgets were a 'layman's estimate' of the cost of the ESP projects and most were off budget.

In procurement, only 29% of BOGs had capacities. It was established that 76% of the BOG members were neither aware of project objectives nor the ESP procurement procedures. In about 50% of the BOGs, all members were involved in procuring for the

ESP projects. About 60% of the BOG members with procurement capacities were not involved in procuring for the projects.

Approximately 76% of the BOG members had capacity to monitor and evaluate the ESP projects. However, 74% of these members were not involved in the exercise. Monitoring and evaluation was not successfully conducted in 72% 0f the projects.

5.4 Conclusion

As much as most BOGs agreed that project identification capacities influence project implementation, less than half of available project identification capacities were utilized. With most of the BOG members not knowing the programme objectives and 74% rejecting the identified projects, it was concluded that project identification capacities influenced only 26% of the projects.

The 80% of budgeting capacities that were available to the BOGs were not utilized to influence the implementation of the ESP project except in 25% of them.

BOGs had limited project procurement capacities. More than half of the available capacities of procurement were not involved in procuring for the projects. Hence, project procurement capacities minimally influenced project implementation.

Project objectives and budgets are key to monitoring and evaluation process. There were low levels of knowledge of project objective, project budgeting processes and procurement procedures. Budget estimates in most cases were uninformed finance allocation for projects. There was low level of involvement of BOGs in monitoring and evaluation. This may have resulted in the monitoring and evaluation exercise being a

casual observation of progress of the ESP projects. Hence, Monitoring and evaluation capacities of BOGs did not influence the implementation of the ESP infrastructure projects in secondary schools in Kakamega County.

In general, BOGs did not harness available management capacities to influence the implementation of the ESP projects.

5.5 Recommendations

BOGs are tasked with management of donor or government or stakeholder funded projects. The management of these projects is crucial the whole wellbeing of these institutions. This calls for adequate development and utilization of the requisite management skill of the BOG members. Due to this, the researcher made the following recommendations;

1. The funding agency should ensure an adequate number of managers receive a working level of requisite management capacities before funds dispersion.
2. All BOG members should be made aware on objectives of various projects and must reach consensus of the projects they identify for implementation.
   .
3. All projects due for implementation must be adequately budgeted for and BOG effectively made aware of the budgets.
4. BOGs should adequately be equipped with procurement capacities and use the capacities to influence implementation of the projects.

5. BOGs monitoring and evaluation capacities should be enhanced and be used to assist implementation of projects.
6. Based on most respondents indicating that they were not involved in the ESP project processes, further research on BOG involvement in key decision making should be conducted.

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APPENDIX 1: LETTER OF TRANSMITTAL FOR DATA COLLECTION

Arita Edward Bwana Nicholas

P.O. Box 137,

Kakamega

July, 2013.

Dear respondent,

I am a postgraduate student undertaking a Master of Arts in Project Planning and Management in the School of Continuing and Distance Education at the University of Nairobi. I am carrying out a study on **Influence of Boards of Governors Management Capacities on Implementation of Economic Stimulus Projects in Secondary Schools in Kakamega County, Kenya.** I am using the attached questionnaire and interview schedules to collect information for the study. It is my kind request that you fill the questionnaire, providing the relevant information to facilitate the study. Please use the space provided to fill in the information required as objectively and honestly as possible. The information provided will be treated with strict confidentiality for the purpose of this study only. Please rest assured that the information obtained from you will be treated and kept confidential. Thank you for your cooperation. God bless you.

Yours faithfully,

ARITA EDWARD BWANA NICHOLAS
L50/71383/2011

APPENDIX 2: QUESTIONNAIRE FOR BOG MEMBERS SECTION A:

BACKGROUND INFORMATION

1. Please indicate your gender. Male [ ] Female [ ]
2. Please indicate your age bracket?

   20-29 years [ ]

   30-39 years [ ]

   40-49 years [ ]

   Above 49 years [ ]

3. Please state the number of years you have been BOG member

   Less than 3 years [ ]

   4-6 years [ ]

   7-9 years [ ]

   Above 9 years [ ]

4. Please indicate your education level

   Masters [ ]

   Bachelor's degree [ ]

   Diploma [ ]

   Certificate [ ]

   Others (specify)……

SECTION B: MANAGEMENT AND IMPLEMENTATION OF ECONOMIC STIMULUS FUNDED PROJECTS

Please tick (√) Yes or No

1. Are you trained in project identification process Yes [ ] No [ ]
2. Do you have experience in education facilities project identification Yes [ ] No [ ]

3. Are there other BOG members other than you who are trained in project identification?

Yes [ ] No [ ]

4. If yes, how many? [ ]

5. Are there other members of the BOG with experience in project identification?

Yes [ ] No [ ]

6. If yes, How many? [ ]

7. In this section please tick (√) the most appropriate response for each of the questions in the table below with the scores in the bracket. **Strongly agreed (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1**

No.	**Question**	**SA**	**A**	**U**	**D**	**SD**
i.	I was involved in the process of identify the project that was implemented					
ii.	A sub-committee of the BOG was involved in identifying the project that was implemented					
iii.	All BOG members were involved in identifying the project that was implemented					
iv.	The BOG members were aware of the objectives of the ESP projects					
v.	The project identification process was a success					
vi.	Project identification influenced the implementation of the project					

Please tick (√) Yes or No

8. Are you trained in project budgeting process Yes [ ] No [ ]
9. Do you have experience in education facilities project budgeting Yes [ ] No [ ]
10. Are there other members of BOG other than you who are trained in project budgeting?

Yes [ ] No [ ]

11. If yes, how many? [ ]

12. Are there other members of BOG other than you with experience in project budgeting?

Yes [ ] No [ ]

13. If yes, how many? [ ]

14. In this section please tick (√) the most appropriate response for each of the questions in the table below with the scores in the bracket. **Strongly agreed (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1**

No.	**Question**	**SA**	**A**	**U**	**D**	**SD**
i.	I was involved in the process of budgeting for the project that was implemented					
ii.	A sub-committee of the BOG was involved in the budgeting for the project that was implemented					
iii.	All BOG members were involved in budgeting for the project that was implemented					
iv	The BOG members were aware of the budgeting process requirements of the ESP projects					
v.	The project budgeting process was a success					
vi	The project budgeting influenced the implementation of the projects					

Please tick (√) Yes or No

15. Are you trained in project procurement process Yes [ ] No [ ]
16. Do you have experience in education facilities project procurement Yes [ ] No [ ]
17. Are there other members of the BOG other than you who are trained in project procurement?

Yes [ ] No [ ]

18. If yes, how many? [ ]
19. Are there other members of the BOG other than you who have experience in project procurement? Yes [ ] No [ ]
20. If yes, How many? [ ]

21. In this section please tick (√) the most appropriate response for each of the questions in the table below with the scores in the bracket. **Strongly agreed (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1**

No	**Question**	**SA**	**A**	**U**	**D**	**SD**
i.	I was involved in the process of procuring for the project that was implemented					
ii.	A sub-committee of the BOG was involved in procuring the project that was implemented					
iii.	All BOG members were involved in procuring for the project that was implemented					
iv.	The BOG members were aware of the conditions for procuring for the ESP projects					
v.	The project procurement process was a success					
vi	The project procurement influenced the project implementation					

Please tick (√) Yes or No

22. Are you trained in project monitoring and evaluation process Yes [ ] No [ ]
23. Do you have experience in education facilities project monitoring and evaluation Yes [ ] No [ ]
24. Are there other members of BOG other than you who are trained in project monitoring and evaluation? Yes [ ] No [ ]
25. If yes, how many? [ ]
26. Are there other BOG members other than you who have experience in monitoring and evaluation? Yes [ ] No [ ]
27. If yes, how many? [ ]

28. In this section please tick (√) the most appropriate response for each of the questions in the table below with the scores in the bracket. **Strongly agreed (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1**

No.	**Question**	**SA**	**A**	**U**	**D**	**SD**
i.	I was involved in the monitoring and evaluation the project that was implemented					
ii.	A sub-committee of the BOG was involved in monitoring and evaluation the project that was implemented					
iii.	All BOG members were involved in monitoring and evaluating the project that was implemented					
iv.	The project monitoring and evaluation was a success					
v.	The project objectives were achieved					
vi	Financial, human resources and material resources were adequate					
vii.	Some of the project(s) were completed in time					
viii.	There was sufficient technical support					
ix	Project monitoring process assisted the implementation of the project					
x.	All stakeholders were involved from the start to the end					
xi.	Project evaluation report was positive					
xii.	Project was completed on schedule					
xiii.	Project was completed as per budget					
xiv.	There was no negative interference with the					

	project implementation process					

29. Which factors affected implementation and completion of economic stimulus funded project(s) in your secondary school?

……
……
……
……

30. What can be done to enhance completion of economic stimulus funded projects in secondary schools?

……
……
……
……

31. Identify challenges faced by the principals and the management committees in implementation of the projects in selected secondary schools in Kakamega County.

……
……
……
.

APPENDIX 3: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

Introduction: Good morning or afternoon sir/madam. I am carrying out a study on the **Influence of Boards of Governors Management Capacities on Implementation of Economic Stimulus Projects in Secondary Schools in Kakamega County, Kenya.** Thank you for having granted me permission to interview you. I would like to assure you that I will stick to all ethical codes of conduct with regard to conducting research as stated in my introduction letter.

The Interview Questions:

1. What are economic stimulus funded projects?

2. What is the role of principal and school management ineconomic stimulus funded projects?

2. Has the Government of Kenya accomplished its goal by rolling out economic stimulus funded projects?

3. Were economic stimulus funded projects successfully implemented? If not what were the reasons for their failure?

4. Were you involved in the identification of the project(s) that was/were implemented?

5. Were the projects budgeted for? Yes/No

6. If yes, were the following budgeted for? Materials [ ] Time [ ] Human resources [ ]

7. If yes the provide the following

Project	Budgeted Cost	Level of completion	Actual cost	Difference

7. If there were cost overruns chose a cause from the list below

a. Under budgeting
b. Under estimating cost of material and labour
c. Price fluctuations
d. Delays schedules
e. Delays in decision making
f. Diverting of funds
g. Vested interests
h. Other(specify)

7. If no what are the reasons?

8. To what level were the BOG members involved in the actual procurement for the projects?

a. Low
b. Moderate
c. High

9. Identify challenges faced by the principals and the management committees in implementation of the projects in selected secondary schools in Kakamega County.

10. What can be done to enhance completion of economic stimulus funded projects in secondary schools?

APPENDIX IV: RESEARCH PERMIT

APPENDIX V: A MAP OF KAKAMEGA COUNTY SHOWING ITS SIX SUB-COUNTIES