# FACTORS INFLUENCING THE IMPLEMENTATION OF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS; A CASE OF LARI SUB-COUNTY, KENYA

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## DECLARATION

This research project is my original work and has not been presented for examination in any university or any other institution of higher learning.

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This research project has been submitted with my approval as a university supervisor.

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## DEDICATION

This research project is dedicated to my parents Jacinta and Samuel Mundati whose sacrifice towards giving me education remains a treasure. I also wish to dedicate it to my wife Faith, my daughter Sheila and son Ian.

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## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| **ADB** | African Development Bank |
| **BOM** | Board of Management |
| **CBO** | Community Based Organization |
| **CDF** | Constituency Development Fund |
| **CPM** | Critical Path Analysis |
| **CV** | Coefficient of variation |
| **DOE** | Director of Education |
| **E – Learning** | Electronic Learning |
| **EMIS** | Education management information systems |
| **ETF** | Education Trust Fund |
| **EWC** | Electricity Water and conservancy |
| **FAS** | Faculty of Arts and Sciences |
| **FDSE** | Free Day Secondary Education |
| **GOK** | Government of Kenya |
| **ICT** | Information Computer Technology |
| **IT** | Information Technology |
| **M&E** | Monitoring and Evaluation |
| **MOE** | Ministry of Education |
| **MOPW** | Ministry of Public Works |
| **NACOSTI** | National Commission for Science, Technology and Innovation |
| **NGO** | Non-Governmental Organization |
| **PERT** | Project Evaluation and Review Technique |
| **PTA** | Parents Teachers Association |
| **SLF** | Success Limiting Factors |
| **SPSS** | Statistical Package for Social Sciences |
| **SSP** | Secondary School Principals |
| **STD** | Standard deviation |
| **UN** | United Nation |

## ABSTRACT

The purpose of this study was to assess the factors that influence the implementation of educational projects in secondary schools, a case study of Lari sub-county in Kiambu County. The objectives of the study were to examine how project planning, monitoring, funding and stakeholders' involvement influences implementation of educational projects. Literature review was from studies carried out on the parameters influencing implementation of educational projects. A descriptive survey research design was adopted. The target population of the study was 172 stakeholders in secondary schools comprising of; 120 members of the BOM committee, 40 secondary school principals, 11 CDF management committee members and1 director of education. The sample for the study was 53 people which included 13secondary school principals, 36 members of the BOM committee, 3 CDF members of management committee and 1 sub-county Director of Education. This was 30% of the target population size. Closed questionnaires were administered and used for data collection. The D.E.O was interviewed. The instrument was pre tested in four secondary schools to 12 respondents from BOM members, 4secondary school Principals and 1 member of the CDF committee who did not form part of the selected sample for study. The validity of the instrument was tested using content analysis. Test-retest reliability method was used to measure the instruments reliability. The data was collected, analyzed and presented using tables. Descriptive statistical measures such as frequency distributions, mean, median, percentages and standard deviation were used. Results were tabulated using statistical package for social scientists (SPSS). The researcher carried out reliability test on the test instruments using cronbach's alpha. The results yielded a value of 0.845 based on the test items. Sampling adequacy test on the data using KMO and Barletts test yielded a value of 0.80. The findings of the study revealed the level of parental involvement was very high in both planning and implementation of educational projects. Record keeping was also noted to be used more than interviewing as a monitoring strategy. It was noted that the MOPW was critical to the success of educational projects since it was involved in all projects undertaken in schools. The study revealed that high level planning, funding, monitoring and stakeholder involvement has a positive influence on project implementation. Equally projects falter when these factors are not put into consideration. The study recommends that the government, parents and the BOM should increase their level of participation in planning, funding and monitoring of educational projects in schools. Equally there should be training of stakeholders on their roles to enhance quality in implementation of educational projects.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

Education can be defined as the imparting and acquiring of knowledge through teaching and learning instructions (Collins, 2012). The League of Nations in 1924 adopted the Geneva declaration on the rights of the child. On 20 November 1959 the general assembly marked the twenty fifth anniversary of the declaration on the rights of the child. The declaration has acted as a guide to private and public action in the interest of children since then. It asserts that "mankind owes to the child the best it has to give". Today the declaration is relevant for the children as it was then. Article 28 of the rights of a child state that parties should recognize the right of the child to education and on this basis encourage the different forms of secondary education and take appropriate measures like introduction of free education and offering financial assistance where need arises (U.N 2000). It is from this point of view that many nations globally have strived to offer secondary education to its citizenry. In doing so, educational projects have to be implemented. The cases highlighted below share a light on how countries have implemented educational projects in secondary schools globally.

In the republic of Ireland in the year 2000 there were 54,789 births while the 2008 figure was 75,065, a 37% increase over the period. The rate for 2009 was 74,728 births and the recently published birth rate figure for 2010 of 73,724 is at par with those recorded in 2009.The 2008 figure is the highest number recorded since 1896.The Department recently published the latest set of projections of full-time enrolments in schools and colleges aided by it. The Department is forecasting an increase of over 24,900 post-primary pupils by the start of the 2017/18 school year (Country education profile2009).In order to cater for the increased numbers of pupils, over 20 new schools will have to be established at post-primary level between now and 2017. This was announced by the Minister for Education and Skills on 27 June 2011. Over 45 existing post-primary schools will need major extensions between now and 2017 to cater for the increased demand for pupil

places. If these extensions are not implemented, more new schools will be needed. There will also be a need for a large number of smaller extensions to schools, particularly post-primary schools.

In India there has been massive expansion of educational infrastructure and presently the country has an elaborate network of education facilities. The country has to do this because it must accommodate a large school going population (Gretchen, 2005)

In Nigeria long term objective for educational development entails buildings, renovations and furnishing of classroom blocks, technical workshops, teacher's quarters, and donations of computer equipment, building and equipping science laboratory (Economic section journal Nigeria, 2012).

In Uganda the government policy is at least to build one public secondary school in each sub-county. The government of Uganda has also partnered with 640 private schools to provide classrooms, laboratories, and libraries. The government also receives support from African development bank (ADB) and the World Bank for infrastructure development (Karuma, 2011).

In Tanzania education is provided by both the public and the private sector, the government makes classrooms and furnishes them through development grants. For example, Funds budgeted in fiscal year 2011/2012 for development such as constructing buildings and teachers' houses, consumed 10.2% of the total amount budgeted for the education sector (MOE 2006-2010). According to the World Bank, "Build it international" a company, has trainees who gain technical education, vocational and entrepreneurship skills which they use to build physical facilities in schools. Other foundations like Danson limited has launched and constructed two secondary schools, some laboratories and housing. Foundation eagle has constructed permanent kitchens with fuel efficient stoves and

dormitories. Clinton foundation has assisted in construction of school infrastructure (World Bank, 2010).

In Kenya the education sector since independence in 1963 has experienced rapid expansion. The number of public and private primary schools increased from 6,058 in 1963 to 27,487 in 2010, while secondary schools increased from 151 to 7308 over the same period. Enrolment in primary education has grown from 892,000 pupils in 1963 to about 9.4 million pupils in 2010, whilst enrolment in secondary education has grown from around 30,000 students in 1963 to 1.7 million students in 2010. The increase has been accelerated by growth of population and the introduction of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) in 2003 and 2008 respectively(M.O.E 2012).Today enrolment in the secondary sector enrolment rose from 0.8 million in 2008 to 2.1 million in 2014(Kaimenyi,2014).

The challenge of free education is that various stakeholders have to start up educational projects, though this has been forth coming, the implementation of these projects need to be assessed on the strength of the project cycle aspects, funding and stakeholder involvement. People have interpreted free education to mean free pass to all expenses (Nyamute, 2006).There is need therefore to make a quantitative study on the factors influencing the implementation of educational projects in secondary schools focusing on Lari sub-county.

### 1.2 Statement of the Problem

The history of projects and more so construction projects world over is full of projects that are not completed within time and experience cost overruns (Ram, 2009).Despite the availability of approaches, tools and techniques for project management, projects continue to fail, Standish group bi-annual report (2009). In 2008 project implementation failure rate in the world was 24% as compared to 19% in 2006; this was an increase of 5% globally. When projects are not completed in time or runs short of the benefits expected it leads to inefficient

allocations of resources, further delays and high costs (Flyvbjerg et al 2009). According to a study carried out by Ram (2009) which studied 8000 projects across the world only 10% of the projects satisfied the three performance criteria namely; completing projects on time, within the budgeted cost and maintaining a high standard quality. World Bank report (2007) indicates that 63% of 1778 financed construction projects had overruns of finance and 70% had overruns on time.

In India, research on infrastructure projects show a high rate of delay (Ram 2009).In China, Hangmei (2006) studied Chinese construction enterprises projects and unearthed the following short comings in projects that had not been implemented successfully; lack of systemization, lack of real time approach that identifies and solves cost problems efficiently, lack of error checking and error-collecting mechanism, lack of compatibility between projects cost control, project finance, corporate management and limited qualified personnel in areas of estimation , finance and practical experience in project management.

In Africa, a research in Ghana found out that 33 out of 47 projects completed between 1970 and 1990 had delayed and their costs shot up (Frimpong et al 2001). Aibinu and Jagboro (2002) found out that delaying project delivery affected completion of projects in Nigeria. In Kenya, research on self-help projects noted that in 2012 over 95%of all Njaa marufuku projects at the Kenyan coast had collapsed due to resource challenges, project prioritization, and leadership related problems thus leading to a total loss of over 30 million shillings used for funding the projects.(Global Journal of Politics and law research 2012),similarly reported was that most livestock based projects at the coast were doing poorly due to lack of proper feasibility studies done to establish the opportunities and challenges to the projects.(Global Journal of Politics and law research, 2012).

The Auditor General in Kenya revealed that part of the Government flagship project at the Jomo Kenyatta International Airport (JKIA) may have been subject to procurement irregularities amounting to over Sh3 billion. The Kenya Airports Authority (KAA) has been on the spot over the commission of the funds for construction of the Terminal Four building, and extension of the initial contract period without any evidence that both had been approved by the tender committee of the board. Although the project was to be completed by May 31, 2012, it had not been completed a year later. (Auditor Generals' report Kenya,2013). Literature has shown that successful implementation of projects is dependent upon the influence of project life cycle aspects, funding and the participation of beneficiaries and stakeholders (World Bank, 1995).

In Kenya, a considerable number of researches have been conducted on implementation of projects. For example , "A determination of solutions of causes of failures in implementation of physical development projects in Kenya"; "Analysis of factors that contribute to successful implementation of projects": The case study of Anglican church of Kenya, Mt. Kenya region; " Factors influencing implementation of construction projects in public secondary schools in Gucha south district"; The factors that influence the implementation of educational projects in Lari Sub County in Kenya have not been studied. This study therefore sought to investigate the factors that influence the implementation of educational projects in secondary schools in Lari sub County.

### 1.3 Purpose of the Study

The aim of this study was to identify and study the influence of various factors in the implementation of educational projects in Lari sub county secondary schools.

### 1.4 Objective of the Study

The objective of the study was to investigate the influence of factors like planning, monitoring, funding, and stakeholders' involvement in the implementation of educational projects in Lari Sub County.

### 1.4.1 Specific Objectives

These were to;

i. Examine how project planning influences the implementation of educational projects in secondary schools. A case of Lari sub-county.
ii. Find out how project monitoring influences the implementation of educational projects in secondary schools. A case of Lari sub-county.
iii. Establish how funding influences the implementation of educational projects in secondary schools. A case of Lari sub-county.
iv. Examine how various stakeholder involvement influence the implementation of educational projects in secondary schools. A case of Lari sub-county.

## 1.5 Research Questions

This research was guided by answering the following questions;

i. What was the influence of project planning on the implementation of educational projects in secondary schools in Lari sub-county?
ii. To what extent did project monitoring influence the implementation of educational projects in secondary schools in Lari sub-county?
iii. How did funding influence the implementation of educational projects in secondary schools in Lari sub-county?
iv. What influence did stakeholders' involvement have on the implementation of educational projects in secondary schools in Lari sub-county?

## 1.6 Significance of the Study

It was hoped that the study would help project managers to identify how some project cycle aspects impact on the implementation of educational projects in secondary schools.

The study would unearth the bottlenecks that hinder the implementation of educational projects in secondary school Kenya.

It is anticipated that the study would be used by other students in their research studies related to project implementation.

### 1.7Assumption of the Study

The researcher assumed that the targeted sample for research would be reachable and that individuals would respond to the research questions as required.

It was also assumed that the respondents would give responses that were sincere and without bias.

### 1.8 Limitation of the Study

There were chances of some vital information being withheld by some stakeholders because of its sensitivity. The researcher impressed on the respondents about the commitment to keeping all the information given discreet.

Lari Sub County is quite expansive geographically and has poor infrastructure. So some schools may not have been easily accessible. The researcher however engaged a research assistant who helped him to access his target group. Conducting research in the expansive region created financial constraints, the researcher however used cost effective measures to efficiently manage the available funds.

### 1.9 Definition of Terms as used in the Study

The following terms were used in the study.

| | |
|---|---|
| **Beneficially analysis:** | This is an assessment or evaluation of persons who are affected by the projects that are initiated. |
| **Educational projects:** | These are projects within schools. They include classrooms, libraries, science laboratories and computer laboratories. |
| **Feasibility study:** | A study that aims at finding out how practical/possible an idea is before adopting it. |
| **Government policies:** | These are the ideals a government adopts in implementing its plans. |
| **Monitoring:** | This is timely provision of comprehensive control information at each stage in the implementation process. |
| **Project Implementation:** | This is the phase in the project life cycle where the planned, designed, appraised and selected project is landed and executed in order to achieve the intended goal. |
| **Project Planning:** | Putting up ideas and thoughts in detail in advance before Project implementation |
| **Project Stakeholder:** | This is an Individual with interest in the operation of the school project. |
| **Timelines:** | This is a table illustrating a time at which certain events will take place. |

## 1.10 Delimitations of the Study

This study was delimited to educational projects in secondary schools in Lari sub-county in Kiambu County. Secondary school principals, members of board of Management (BOM), the sub-county county director of education and the Constituency Development Fund management committee (CDF) offered vital information in this research.

## 1.11 Organization of the Study

This study is presented in five chapters. Chapter one contains the introduction of the study and it entails the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitations of the study, definition of significant terms and organization of the study. Chapter two covers the literature review on past studies in regard to the factors influencing the implementation of educational projects. The factors are in four categories namely project planning, project monitoring, funding and stakeholder involvement.

Chapter three provides a description of the research methodology used in the study and it explains the research design, target population, sampling techniques, data collection procedures, instruments validity and reliability and methods of data analysis. Chapter four outlines the methods of data analysis, presentation and interpretation while chapter five gives a summary of key findings, discussion, conclusions and recommendation of the study and suggestions for further research. The appendices contains transmittal letter, the questionnaire and interview guide.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

This chapter reviewed information of past scholars related to the objectives of the study. The literature review was on the factors that influence the implementation of educational projects. The areas covered included a review of the guiding theories, empirical review, general literature and conclusion.

## 2.2 Theoretical Framework

This section presents the theoretical foundation of this study. It presents planning and monitoring theories in relation to project implementation as discussed.

### 2.2.1 Planning Theory

According to Johnson and Brennan( 1996) the planning of projects deals with planning processes structured into core processes namely; scope planning, scope definition, activity definition, resource planning, activity sequencing, activity duration, cost estimating, schedule development, cost budgeting and project plan development. The output from these processes makes up an input to the executing processes.

Planning can also be presented as management (Johnson and Brennan, 1996).It is assumed that planning is a human activity in response to a situation. The planning management model assumes that the agent consists of sub-units capable of sensing planning and acting (Johnson and Brennan, 1996).The management planning involves design coordination and enabling autonomous activities. Another factor that has to be taken into account at planning is to identify what is called “Success Limiting Factors”. These are factors outside an intervention but which are critical in determining its success in the implementation process.

### 2.2.2 Monitoring Theory

Koskela & Gregory (2002) stipulate that monitoring can only be deemed to have taken place well when an intervention that was being implemented has led to the realization of results that were planned beforehand. They further state that the conventional way of monitoring is to routinely track key elements of an intervention such as inputs and outputs.

It is therefore important to spend time in monitoring time spent and amount of resources used so as to tell progress and quality of results**,** which are critical success factors (Koskela & Gregory, 2002). This means that the best way of monitoring an intervention is to concentrate on the degree of progression as evidenced in the expected results. Concentrating on progress made in working towards realizing the expected results is the one that dictates how much more of inputs in the form of time and resources are still needed to reach the final form of the expected result. This implies that what should be done is simply to ensure that there are enough inputs.

However, given the fact that both time and money are not in limitless supply due to competing issues that require human effort and resources in other spheres of life, estimating them on the basis of past experience should always be common practice. This should happen at planning and they should be understood as indicators of progress made. The monitoring expert or intervention manager should play an intervention protector role during a projects implementation. (Koskela & Gregory,2002).

Another aspect that Koskela & Gregory (2002) consider as important to monitor is the implementation process. Process monitoring should be left to the person next to the action. The monitoring expert's role should be to monitor possible SLFs and continually devise ways of dealing with them before they affect the intervention's smooth implementation. One should also monitor output realization progress and use this to determine the type of resources needed.

Koskela & Gregory (2002) theory further implore that there should be constant monitoring of outside factors that could have a negative effect on an intervention's success or limit its success. There should be constant monitoring of milestones of output realization and inputs, because they are all important sto progress, and will ensure success of any intervention.

### 2.3 Project Planning and Implementation of Educational Projects.

Planning is the initial project stage in the under taking of a project. At this stage a project is determined as being necessary. Preliminary goals and alternatives are specified, as well as the possible means to accomplish those goals (Moodley, 2002).Projects are unique one time endeavors with specific objectives which are to be accomplished within determined time, cost and resource constrains (Bartol, 1991) Projects in secondary schools are varied. These projects are like, constructions of classrooms, libraries, science laboratories and computer laboratories.

Projects are characterized by a problem to be solved, specific time limits, programmed or planned activities among others (Flyvbjerg, 2007). One method that has been used with some regularity in order to help managers conceptualize the work of a project is to make use of the idea of the project life cycle. The concept of the life cycle is familiar to most modern project managers. Life cycles are used to explain the rise of organizations. School managers often make use of the life-cycle concept as a valuable tool for better understanding of the project implementation (Adams and King, 1983).

Chikati (2010) defines the project planning as that stage at which a project is defined as an idea or possibility worthy of further study. It is a repeatable process for documenting, validating, ranking and approving candidate projects within an organization and it starts from an understanding of the mandate and objectives of the organization .It involves identifying problems to be addressed, the needs and interests of possible beneficiaries and stakeholders.

The problems and the most realistic and effective interventions are analyzed, and ideas for projects and other actions are identified and screened. Project preparation and formulation entails carrying out a feasibility study which forms the core of the proposal preparation process. Its purpose is to provide stakeholders with the basis for deciding whether or not to proceed with the project and for choosing the most desirable options. Planning typically involves identification and selection process and then certifying and ranking the various competing projects, evaluating and determining resource needs and approving and funding the most viable project. Thus the business problem or opportunity is identified, a project is formulated and a project team is appointed to build and deliver the solution to the end user or customer (Westland, 2006).

Strategy is often viewed as an important process of deciding on overall organizational objectives. Tactics are also necessary for the deployment of a wide variety of human, technical, and financial resources so as to achieve those strategic plans. Strategy is concerned with the upfront planning, while tactics are specifically focused on how best to operate or achieve those plans. Both are vital to project success, but differentially so as the project moves forward to completion (Gitonga, 2010).

Different methods of project planning and identification are used to arrive at an ideal choice. Social analysis is one method that enables the schools carrying out a project to examine suitability of the project and to incorporate measures to enhance the project's sustainability examining the project's socio-cultural, institutional, historical and political context, and stakeholder's views and priorities (Westland, 2006).

Beneficiary assessment is a qualitative research tool involving systematic consultation with project beneficiaries and other stakeholders to obtain their views on a planned project initiative .According to Slevin (1999) beneficiary assessment can be used to help the beneficiaries to identify project inputs, signal any potential

constraints to their participation, and obtain feedback on reactions to an initiative. Where the broader social development issues have already been analyzed through a social analysis process, and where the needs and interests of key stakeholders have been identified, a beneficiary analysis can be used to identify any factors that might make it difficult to generate intended benefits.

Beneficiary assessment is a reliable qualitative, in-depth source of information on the socio-cultural conditions of the target beneficiary group and it facilitates the development of projects that are demand-driven and enhances their suitability and sustainability. This approach is useful in identifying and designing development activities, forecasting constraints to be faced by the target group, obtaining feedback on reactions of the target group to the interventions implemented and uncovering new information (Wysocki, 2011).

Planning is important virtually because of the pressure put on those working on any project in terms of time. Time is easily measurable. From developer to project leader, to Project Manager, to the Project Sponsors and senior people in a company, time against schedule is by far the most important measure of a project when it is being built (Fisher, 2011).

### 2.4 Project Monitoring and Implementation of Educational Projects

Mulwa (2012) defines monitoring as the periodic and continuous review and overseeing of the project to ensure that input deliveries, work schedules, target outputs and other required actions proceed according to the project plan. Project monitoring is thus a continuous function that aims primarily to provide the main stakeholders of a project with early indications of the quality, quantity and timeliness of progress towards delivering intended results. The Project Manager, Project Assurance, and Project Executive Group roles are fundamentally responsible for project monitoring and for devising corrective action, if needed. Effective monitoring requires assessment of project progress against the project plan and management of any exception (Slevin, 1987).

According to Donna Deeprose (2002) in the book "Project Management," project monitoring and evaluation entail supervision, evaluation, appraisal and feedback to ensure that a project effectively progresses toward its objectives and goals. As an ongoing process, monitoring determines how effectively inputs convert into project outputs. Gitonga (2010) links monitoring and controlling of risks. Risks are potential future events that can adversely affect a project's cost, schedule, scope or quality.

Project monitoring methods include keeping project records, formal surveys, interviews, direct observation, focus group discussions and mapping. The project evaluation and review technique (PERT), organizes, schedules and coordinates all project events in the form of a network chart. Project managers can analyze the chart and compare actual project deliverables for project evaluation (Gitonga, 2010).

The critical path method analysis (CPM) is also used to show relationship of variables. CPM clarifies the critical path of a project, or the most efficient path between project initiation and termination. For small projects, one can use notebooks, graphs, diagrams, day planners, personal organizers, or other tools to post ones schedule and project updates. Hopkins (2004) states that project monitoring and evaluation help develop new targets, programs and strategies.

Monitoring and evaluation enables programs to stay on track, and improve project efficiency and accountability. This clearly shows the importance of continuity of the monitoring and evaluation processes in tracking progress of projects and the usefulness in risk control. Monitoring and evaluation methods can prove costly, time-consuming to design and implement, and require trained staff to ensure success, the benefits and importance of such techniques, however, far outweigh these limitations (Dawson, 2008).

Monitoring helps to plan all activities and products, including resources and budgets. One can capture dependencies, define baselines and milestones and keep track of the project to the end. Gray Heerkens (2001) in "Project Management" says that monitoring makes one to always have a clear understanding of the project. The monitoring tools help to maintain detailed and accurate data on project performance, which can then be used as supporting information for quality monitoring mechanisms. The mix of skills required is such that good project managers can manage anything. As a project manager, to be at the end of a project and to report that the project plan has been fully met, on time and on budget, is a significant achievement, whatever the project size and complexity (Rick, 2008).

The frequency of monitoring a project depends on several factors namely; the scope of the project, the number of people working on the project, the skill level of the individuals working on the project, the schedule/time frame of the project, the familiarity of the project, communication needs, the complexity of the project, the level of risk associated with the project and the resources associated with the project (Slevin, 1986).

The following aspects of projects are usually monitored; Information, Progress, the Budget and Quality. At the execution stage when the actual tasks of the project are in progress, it is vital to monitor information in order to keep track of what is being accomplished. The project manager can facilitate the project by communicating with team members and clients. Through hands-on monitoring, the team leader can make sure that individual participants stay with the original plan for the project and remain focused on predetermined goals. The project manager takes careful notes to follow all aspects of the project and address any problems that come up (Dawson, 2008).

Time management monitoring is executed by the project manager to make sure deadlines are being met as the project moves forward. Time sheets are used to monitor the time individual team members spend on tasks within the project. The team leader can identify and resolve any time management issues that may arise (Lawther, 2000).

Cost management is executed by the project manager to make sure the project comes in at or under budget. Costs within the project are identified and expenses are approved before a purchase is made. The project manager keeps a central record of all costs incurred by the project. He can then determines if expenses are adequately budgeted, and if not, grant special approval for necessary expenditures (Filicetti, 2009).

To monitor quality effectively as the project progresses, the team and the project manager must set up quality guidelines before the execution phase. Once the team leader knows how quality is to be measured, he can take action to measure the quality of the output of the team, identify any quality issues and make any necessary improvements (Gary, 2007).

In quality management monitoring helps to maintain efficiency which refers to doing things right. This means that whatever is performed is done in the most suitable way, given the available resources. Monitoring also brings about effectiveness which refers to doing the right things. Monitoring instills effectiveness by selecting and focusing on producing an output that there is a demand for (Kucukosmanoglu, 2010).

### 2.5 Project Funding and Implementation of Educational Projects

In Ireland republic the department of education and skills capital investment program 2012 to 2016 stresses in capital priorities going to school accommodation as opposed to schools ICT or higher education infrastructure. This move was because of the overwhelming demand on schools capital.

Guidelines were set on project funding and on which programs / projects would be prioritized if allocation were reduced by 30% (Country Education profile, 2009).

The department reduced funding by 15% where school capital funding provided would cater for limited demographic growth and for emergency works. Capital expenditure in the department of education and skills is to concentrate on primary, post primary and higher education .For the period between 2012and 2014 the department of education and skill will allocate capital funding to several sub-programs. The program for the government whose priority is building projects in schools include: Schools building and school furniture and equipment, Higher education: Higher education buildings and infrastructure, ICT programs for schools: General ICT investment schools, Other programs for schools includes IT services within a department, capital funding for educational disadvantaged and Faculty of Arts and Sciences (FAS) (Country Education profile, 2009).

The core objective of allocating funds is to meet demand for school places through the provision of new schools, the refurbishing and or extending existing buildings, the purchase of sites, the delivery of small scale works like summer works scheme and emergency works, and provision of furniture and equipment (Dawson, 2008).Projects require departmental approval before the design process and also as they advance though stages. Large scale post primary level projects like new schools and large scale extensions, site acquisitions and additional accommodation are delivered by the department where the minister is the client and by the Board of management (BOM) where the school is the client. Small scale projects like additional accommodation, summer works scheme and emergency works are devolved to schools for delivery. The overall school allocation for schools currently was between $ 3555m and $ 375m per annum for the year 2012 to 2014. These funds were requested for throughout the year (Dawson, 2008).

In India Infrastructure funding in schools since the 1950's has been done by the central and state governments. Public expenditure in educational sector in 1961-62 was 1.52% of GDP, and it increased to 3.68% in 2004 – 05. The expenditure on secondary/ higher secondary level education was between 1.13 to 1.11% of GDP during 1997-1998 to 2004 -05. Education funding in secondary schools in 2007-08 was 28.76% of the education budget. Some of these funds were for public and school construction (Gretchen, 2005).

In Nigeria provision of education is the shared responsibility of the federal, state and local governments.8.42% of the 2012 national budget was allocated to education (World Education Services 2014). The government sponsors school projects but at the same time some private sponsors provide invaluable assistance to secondary programs. The education trust fund (ETF) was established by the government to strategically improve funding and project management and the quality of education in Nigeria. The trust fund delivers programs through funding. Some of the primary objectives are to provide education facilities and infrastructural developments, stimulating, supporting and enhancing improvement activities in education foundation areas like library development. The Education Trust Fund (formerly the Education Tax Fund), ETF, was established with the strategic objective of using funding and project management to improve the quality of Education in Nigeria (Economic section journal Nigeria, 2012).

The introduction of free secondary education by the Kenyan government in 2005 meant that provision of infrastructure was delegated to the other stakeholders and partners namely the Parent Teachers Association (PTA), the Constituency Development Fund (CDF) African Development Bank (ADB), Non-Governmental Organizations (NGOs) and other well-wishers. The government of Kenya primary role is to provide fees for secondary education in terms of operations and tuition. Kenya had about 5,200 public secondary schools and 2015 private secondary schools by 2010 (M.O.E, 2012).

The sum of 10,265KSh($125) per pupil which amounts to only 30 percent of the actual funds required to attend a public secondary school per annum for tuition and operations is granted. Secondary education is expensive to set up and maintain. For example, it takes approximately $5000 to set up an already built primary school and five times that amount for a secondary school (Ngware, 2006). There are limited funds for general wear and tear and equipment breakdowns as well as educational project development (Ngware, 2006).

The CDF act (2003) emphasizes on the projects to be funded under community based organization (CBO). However, some funds are channeled direct to school and a school project building committee foresees the project that has been approved for funding. The CDF also directly funds projects in schools. The CDF requests for proposals from schools that would wish to have their projects being funded. Once a project proposal is approved, money is awarded to the school project. The school Board of Management (BOM) works in collaboration with the CDF committee of the area where the school is located to monitor the progress from inception to completion.

The parents in secondary schools are mobilized by the PTA and they contribute towards a project which has been identified by the Board of Management as the most viable and of priority for the time (M.O.E, 2005). Project choices are mostly determined through a school strategic plan while others are built as emergencies arise. Donors like the African development bank do support projects in schools for example the construction of the laboratories and refurbishment of buildings. The donor gives the money through the ministry of education and a steering committee is formed. The projects sponsor engages the stakeholders, governs stakeholders' communications, and directs the governance of suppliers (M.O.E, 2005). The school alumnus also plays a pivotal role in funding of projects. The members usually organized to support a project through voluntary contributions. They also organize for fund drives toward school projects.

## 2.6 Stakeholders' Involvement and Implementation of Educational Projects

Project management aims at managing complex set of activities in order to achieve certain objectives within limited cost, quality performance and timeliness (Nyandemo and Kongere, 2010). Successful project implementation requires both technical and social skills. Project managers normally plan and budget while sourcing for contributions of other stakeholders (Gray and Larson, 2000).A "stakeholder" is any person or organization that is actively involved in a project, or whose interests may be affected positively or negatively by execution of a project. Cleland (1995) says that stakeholders are either internal or external to an organization.

Project stakeholders are entities that have an interest in a given project. A stakeholder need not be directly affected by the project, for example one stakeholder could be a member of staff who will be using a new system that the project will implement, but the students who that member of staff provides a service to could also be stakeholders (Best, 2006).

Attaining effective, efficient and equitable stakeholder participation depends largely on choosing the appropriate combination of Community Participation, Social Learning Process Empowerment and Sustainable Development strategies to be used (Dawson, 2008).The various strategies for stakeholder involvement can be classified into a variety of groups depending on one's interest, for example, information sharing, consultation, decision-making and initiating action (Harold, 2010). Development agencies distinguish different dimensions, spaces, degrees and levels of participation. Stakeholder participation is very crucial in every aspect of project from planning, designing, implementation, monitoring and evaluation phases (Bretty, 2006).

The involvement of stakeholders brings about accountability and Customer satisfaction. Customer satisfaction is a measure of how products and services supplied by a company meet or surpass customer expectation. Customer

satisfaction is defined as "the number of customers, or percentage of total customers, whose reported experience with a firm, its products, or its services exceeds specified satisfaction goals."(Farris, 2010).Customer satisfaction is thus a key performance indicator within any enterprise or project it is seen as a key differentiator and increasingly has become a key element of strategic planning (Farris, 2010).

In federal republic of Nigeria, Shell Nigeria has a robust Corporate Social Responsibility program, to date; Shell is helping to boost qualitative education in the Niger Delta, through the provision of school blocks, furniture, schools libraries and laboratories. Further long-term support for educational development includes: building, renovation and furnishing of classroom blocks, technical workshops, teachers' quarters, donation of computer equipment and electric power generators to universities, textbooks to secondary schools and donations to educational endowment funds. Other important projects include building and equipping science laboratories. (Economic section journal Nigeria, 2012).

In Kenya educational projects are managed at the school level by key stakeholders mandated to run the processes by the Government of Kenya (GOK).The BOM which is made up of 13 members and school development committee are responsible of this in the secondary schools. In accordance with the Education Act (Revised Edition, 2012) all Public secondary schools in Kenya are managed by a BOM appointed by the Minister of Education with other responsibilities besides planning and development of physical facilities for the purpose of learning and teaching in the school, sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school. The BOM is required to prepare, approve and implement both the recurrent and development budgets of the school; organize, direct, supervise and monitor approved educational projects and programs in the school.

A second body mandated to manage the affairs of secondary schools is the PTA. Education Act (Revised Edition, 2012). This is a welfare body that brings together the teaching staff and the parents of the school. The PTA generally provides the funds approved by the BOM for the development of the school after discussions and approves the annual school budget proposal received from the BOM. It also deals with the identification and prioritization of development projects and participating in the implementation of identified projects as members of the projects and procurements committees.

The school infrastructure development committee (SIC) is responsible for identification of school development needs and overseeing the spending of infrastructural funds through delegation by BOM. Education Act (Revised Edition, 2012). Other stakeholders who impact on educational projects are the ministry of public works which approves building plans and the contractors or the technical team.

Bretty (2003,) conceptualizes these levels of involvement in terms of 'weak and strong participation'. According to his views, weak participation involves "informing and consulting" while strong participation means "partnership and control". He argues that, in practice agencies managing 20 complex projects find it hard to move from the 'weak end' of the continuum and tend to assume that, intended beneficiaries will be consulted during the project design and implementation to take into account their felt needs and aspirations.

## 2.7 Conceptual Framework

The conceptual framework below illustrates the independent variables namely; project planning, project monitoring, project funding and stakeholder involvement as hypothesized to make significant influence on the implementation of educational projects in secondary schools. It is assumed that the more effective the process of project planning, project monitoring, project funding and stakeholder involvement the higher the rate of implementation of educational projects in terms of timeliness efficiency, effectiveness, and stakeholders satisfaction. This relationship may however be moderated by the communities culture and motivation. The intervening variables which are government policies and the global economy may influence the implementation of educational projects but are not measurable.

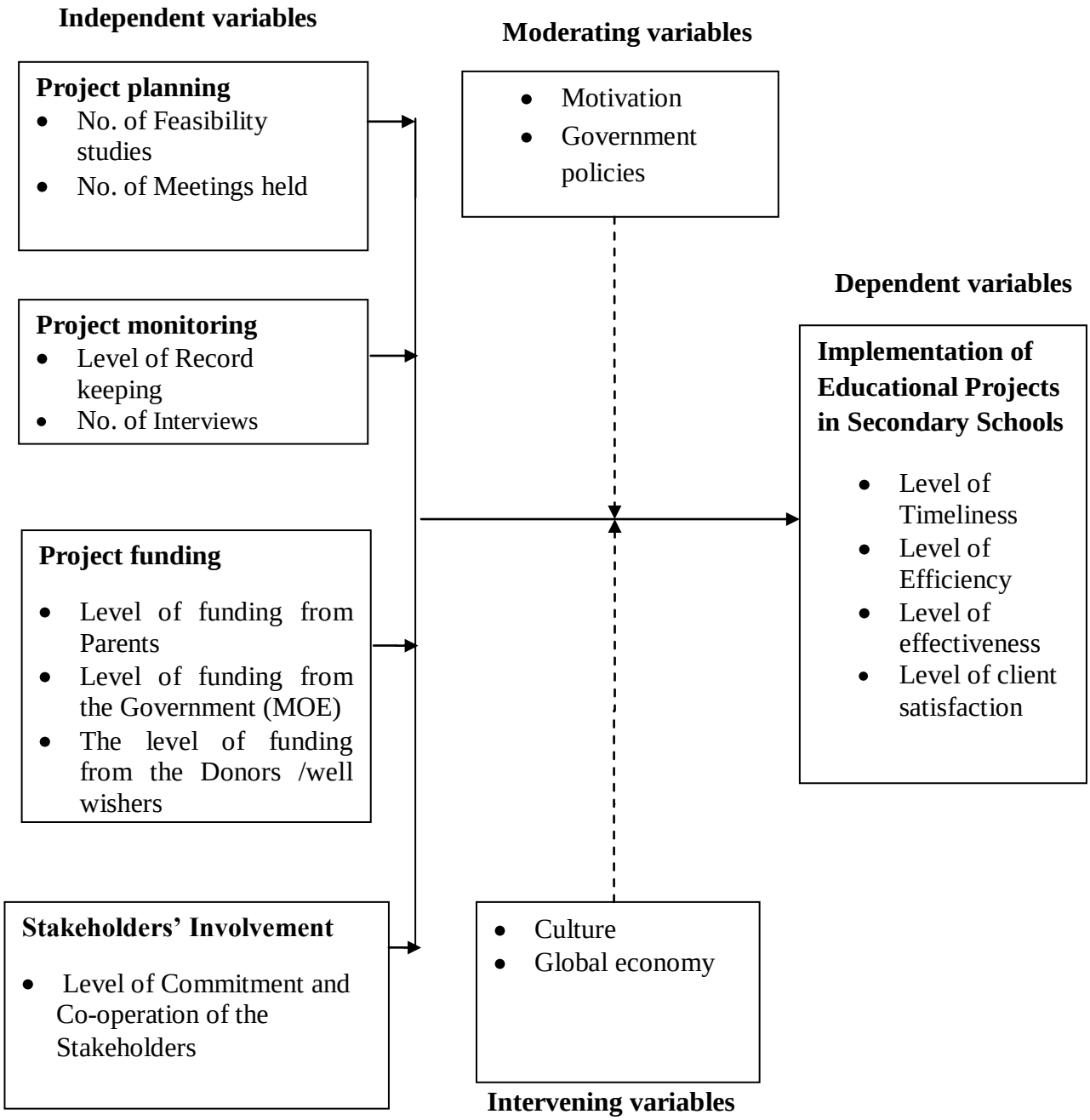



**Figure 1: Conceptual Framework**

**Table 2.1: Research Gap**

| VARIABLE | AUTHOR | FINDINGS | GAP |
|---|---|---|---|
| Project planning and implementation of education project | Chikati, 2010; | planning involves Setting of goals and alternatives | Research was done on general projects. |
| | Flyvbjerg, 2007; | planning involves project definition, formulation, and appointing a team, to deliver solutions | However this research will be on secondary schools |
| | | there is need to involve social analysis in planning | ,, |
| | Westland, 2006; | | ,, |
| Project monitoring and implementation of educational projects | Mulwa,2012; | Monitoring is continuous and it entails supervision, evaluation, appraisal and feedback | Research was done on general projects. However this research will be on secondary schools |
| | | It involves control of risks | ,, |
| | Gitonga,2010; | It helps develop new targets programs and strategies. | ,, |
| | Hopkins,2004; | Quality guidelines must be set and be measured for improvements. | ,, |
| | Gary,2007; | | |
| Project funding and implementation of educational projects | GOK Education Act, 2012; | Finances are from the CDF, PTA, and Government and donors. | Research did not study parents as stakeholders |
| | Gretchen,2005; | Project funding is by the government | ,, |
| | | | ,, |

| | | | |
|---|---|---|---|
| | GOK CDF Act, 2003; | Adequate funding and its proper use enhance project implementation. | |
| Stakeholder's involvement and implementation of educational projects | GOK Education Act,2012; | The Government appoints BOM as a Stakeholder. Stake | Done on general projects but not in secondary school in Lari in Sub-County |
| | Farris, 2010; | The involvement of stakeholders brings about accountability and Customer satisfaction. | ,, |
| | Bretty,2003; | Stakeholders' involvement can be weak or strong in participation. | ,, |

## 2.8 Summary

The literature review findings showed that there is great influence of project planning, monitoring, funding and stakeholder involvement on the implementation of educational projects in secondary schools in Kenya with a special reference to Lari sub-county. Project planning is the initial project stage. At this stage a project is determined as being necessary. Preliminary goals and alternatives are specified, as well as the possible means to accomplish those goals.

Monitoring is about tracking the events through the project cycle through record keeping and conducting interviews. Funding is from the government, the parents and any other willing donors. Timely release of the funds and their close monitoring is essential for project implementation.

Stakeholders are any interested parties in the project. They include parents, students the government and other agencies with each one of them having a role to play. Projects implementation is greatly successful where there is planning, monitoring, proper funding and the involvement of stakeholders throughout the project life.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter focused on the methodology the researcher used to collect evidence practically from the field. The chapter is divided into five sections namely, the research design , the target population and sample size, the sampling procedure, the sources of data for the study, the data collection methods and lastly data analysis and interpretation.

This research adopted a positivist theoretical model. This approach seemed suited to the focus of this study since positivists place great emphasis on direct causal relationships. Positivism can explain cause and effect relationships and thus predict outcomes because it is based on values of reason, truth and validity and it also focuses on facts that are gathered through direct observation, experience and measured empirically using quantitative methods like surveys, experiments and statistical analysis.

## 3.2 Research Design

The study engaged both quantitative and qualitative research paradigms. Descriptive survey research design was applied since it determines and reports the way things are. It also attempts to describe such things as possible behavior, attitudes and characteristics (Mugenda, 2003).Descriptive survey research design enabled the study to generate statistical information that was needed for the study.

## 3.3 Target Population

The target population of the study was 172 people comprising of; 120 executive members of the BOM of secondary schools,40 secondary school Principals , 11 members of the CDF management committee and1 Director of Education from Lari sub county.

### 3.4 Sampling Procedures

According to Mugenda and Mugenda (2003), 10 to 30% of accessible population is adequate representative sample. A population size of 53 was sampled for the study to include 36 members of the BOM, 13 secondary school principals, 3 members of the CDF management committee and 1 sub-county director of Education as shown in Table3.1

**Table 3.1: Population Sample Size**

| Category | Population | Sample |
|---|---|---|
| BOM | 120 | 36 |
| SSP | 40 | 13 |
| CDF | 11 | 3 |
| DOE | 1 | 1 |
| **Total** | **172** | **53** |

### 3.5 Research Instruments

Questionnaires were used during the study as the best convenient means for data collection from the sampled group in relation to the identified parameters of the study. Interview was conducted on only one person. Closed ended questions were used where the response types were predetermined and organized. The questionnaire was organized into 6 sections. The first 5 sections had questions which each dealt with the independent variables. The last section (6) dealt with the dependent variable. The researcher administered questionnaires to 53 respondents who were selected for the study namely; 36 members of the BOM, 13 secondary school principals and 3 members of CDF management committee. The only sub-county Director of Education was interviewed.

#### 3.5.1Pilot Testing

The instrument was pre tested in 10% of the population size. Therefore 17 respondents who did not form part of the selected sample for study were administered with sample questionnaire. The researcher administered the

questionnaires randomly to representatives of each target group two weeks prior to the actual research so as to remove ambiguity.

### 3.5.2 Validity of Research Instruments

Validity of research instruments is the extent to which research instruments measure what they are intended to measure (Oso and Onen 2008). To ensure content-valid data, the researcher identified the indicators which were relevant to the variables of the study. According to Mugenda and Mugenda (2003) a content-valid measure should contain all possible items that should be used in measuring the concept under study. Data was then modified to improve its validity. Validity of at least 0.70 is accepted as valid in research (Kathuri and Pals 1993). The questionnaires were expected to gain high validity by introducing the pre-questions to filter and assure that the respondents were qualified targets as focused in the study.

### 3.5.3 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials over time (Mugenda and Mugenda, 2003).Joppe (2000) defines reliability as "the extent to which results are consistent over time and an accurate representation of the total population understudy". Reliability of at least 0.70 is accepted as reliable in research (Kathuri and Pals, 1993).Cronbach's alpha test of reliability was used.

After successful defense of the project proposal and subsequent obtaining a letter of identification from NACOSTI, the researcher used Questionnaires to collect primary data. The only D.E.O was interviewed. Most of the vital information needed for this study would have been best collected through questionnaires (Touliatos and Compton, 1988).Equally questionnaires have the ability of collecting a large amount of information at a quick pace. A literate target population is likely to respond to the questions without difficult as well. Lari sub-

district is geographically wide hence the use of a questionnaire is viable. Closed instrument was used to collect qualitative and quantitative data by the researcher.

Document analysis involved the examination of recorded information that was related to the factors influencing the implementation of educational projects in secondary schools in Lari Sub County. The purpose of this method was to help the researcher to obtain information that was not noticeable. The method assisted the researcher to access data at his/her convenience, obtain data that was unobtrusive and it also saved time and expenses in writing the findings.

### 3.6 Research Procedures

The researcher developed a proposal over a period of two months under the guidance of the supervisor. Once the proposal was ready the researcher requested for permission from the University of Nairobi to proceed with the study and thereafter embark on data collection. Qualitative and quantitative data was collected from 13 secondary schools. The target group was school principals, Board of Management Members, the Management of Constituency Development Fund and the Sub County Director of Education during the school term using questionnaires. The Sub County Director of Education was interviewed. The data was then analyzed through descriptive and inferential data analysis techniques and represented in tables and figures.

### 3.7 Data Analysis

In this study the dependent variable was the implementation of educational projects while the independent variables were project planning, project monitoring, project- funding and stakeholder involvement. It was suitable to analyze data using correlation. Correlation is an analysis technique that is a measure of the degree of association between two or more scores or between two or more variables that have been obtained from the same group of subjects in terms of magnitude and direction. The method was used to find the relationship between project implementation and the four independent variables factors.

Using descriptive statistics the mean, median, standard deviation and coefficient of variation were computed to analyze both quantitative and qualitative data. Descriptive statistics are advantageous to use since they enable the researcher to use one or more numbers to indicate the average score and the variability of scores of a sample. Data was collected on Likert scale in the form of Very High, High, Average, Rarely and Never ranging from 5 to 1.

Pearson's coefficient of correlation was used to measure the degree of relationship between variables. The co-efficient assumes that there is a linear relationship or causal correlation between the independent and the dependent variables.

Multiple regression analysis was used to determine the influence of the four independent variables on the dependent variable which was the implementation of educational projects in secondary schools in Lari Sub – County.

The factor analysis was conducted and scree plot was drawn to illustrate how timeliness efficiency, effectiveness and stakeholders' involvement influenced project implementation.

### 3.8 Ethical Considerations

The major ethical problem in this study was the privacy and confidentiality of the information gathered from each school. This is so because some of the information can impact negatively on the principals and the board of management. The information gathered can trigger conflict between the parents as well. Obtaining some monetary statistical information will require accessing some details from accounting officers which in itself may compromise on the privacy and confidentiality of the respondents. However to obtain and generate a reliable data the researcher had to do it this way. The respondents were at liberty to remain anonymous or ignore items which they would wish not to respond to.

**Table 3.2: Operational Definition of Variables**

| **Objectives** | **Variables** | **Indicators** | **Measurement** | **Scale** | **Data Collection Method** | **Tools of analysis** |
|---|---|---|---|---|---|---|
| Examine how project planning influences the implementation of educational projects in secondary schools. A case study of Lari sub-county. | **Independent variable**<br><br>Project planning | Feasibility study | No. of feasibility studies undertaken | Nominal | Questionnaire and interview guides | Descriptive analysis |
| | | Effectiveness of strategic plan | The level of effectiveness | Ordinal | Questionnaire and interview guides | Descriptive analysis |
| | | Meetings analysis | The number of meetings held | Ordinal | Questionnaire and interview Guides | Descriptive analysis |
| Find out how project monitoring influences the implementation of educational projects in secondary schools. A case study of Lari sub-county. | **Independent variable**<br><br>Project monitoring | Record keeping | The level of record keeping | Ordinal | Questionnaire and interview guides | Descriptive analysis |
| | | Interviews | No. of interviews held during project appraisal | Nominal | Questionnaire and interview guides | Descriptive analysis |

| | | | | | | |
|---|---|---|---|---|---|---|
| Establish how funding influences the implementation of educational projects in secondary schools. A case study of Lari sub-county. | **Independent variable**<br><br>Funding | Parents | The level of commitment to contribute funds | Ordinal | Questionnaire and interview guides | Descriptive analysis |
| | | Government (MOE) | The level of commitment to give grants | Ordinal | Questionnaire and interview guides | Descriptive analysis |
| | | Donors /well wishers | The level of commitment to give grants | Ordinal | Questionnaire and interview guides | Descriptive analysis |
| Examine how various stakeholders' influence the implementation of educational projects in secondary schools. A case study of Lari sub-county. | **Independent variable**<br><br>Stakeholders' involvement | Commitment and co-operation | Level of commitment and co-operation of stakeholders | Ordinal | Questionnaire and interview guides | Descriptive analysis |

# CHAPTER FOUR

# DATA ANALYSIS PRESENTATION AND INTERPRETATIONS

## 4.1. Introduction

This chapter presents the results of the study findings, analysis of data together with the interpretations and discussion based on the four study objectives of the study which were to: determine the influence of project planning on the implementation of educational projects in secondary schools in Lari sub-county, determine the extent to which project monitoring influences the implementation of educational projects in secondary schools in Lari sub-county, determine the extent to which funding influences the implementation of educational projects in secondary schools in Lari sub-county and the extent to which the involvement of stakeholders influences the implementation of educational projects in secondary schools in Lari sub- county.

The study targeted a total of 13 public secondary schools. Questionnaires were used as a means of collecting data from principals, the DEO, BOM executive committee members and members of the CDF committee. The recovered questionnaires which were fully filled and usable for analysis were 12 for principals, 7 for the CDF committee members, and 25 for executive BOM committee members. The response rates obtained for each of the targeted respondents was more than 50 which the researcher considered as good for the reporting and analysis.

## 4.2 Demographic Profile of Principals

The demographic profile of the heads of the schools that were being studied was of importance to the study. This was because the heads of the secondary schools were key to the success of the research study because they are directly involved with the formulation, implementation and evaluation of educational projects in their schools. The principals were also instrumental in identifying the executive committee members in their schools. The principals were therefore requested to

fill in the questionnaires providing details about their gender, years they had been in their schools and the type of schools they headed.

### 4.2.1 Gender of Head Teachers

The researcher requested the principals to indicate what their gender was. This was the purpose of ensuring that the views collected were representative of both genders. The findings were summarized and presented as shown in Table 4.1

**Table 4.1: Gender of Head Teachers**

| Gender | Frequency | Percent |
|---|---|---|
| Male | 7 | 58.3 |
| Female | 5 | 41.7 |
| **Total** | **12** | **100.0** |

There were more male than female principals. This agrees with the actual situation in the sub county where statistics indicated that there were 30 male against 10 female principals.

### 4.2.2 Years of Work in the Station

The number of years that the principals had worked in the station was considered as important for the study. This was important because the years of working in the station would reflect in the exposure to project implementation and evaluation. The validity of the research study was dependent on respondents giving information based on the actual experience on project monitoring and implementation. The principals were therefore required to indicate the number of years they had served in their current stations. The results were summarized and presented as in Table 4.2

**Table 4.2: Years Worked in Present Station**

| No of years | Frequency | Percent |
|---|---|---|
| 0-3 | 2 | 16.7 |
| 4-7 | 7 | 58.3 |
| 8-11 | 3 | 25.0 |
| **Total** | **12** | **100.0** |

The findings revealed that majority of the principals had been in their schools for more than four years. There were two principals who had been in their stations for between one and three years. The majority of the principals representing 58.3% had worked for between four and seven years. The principals who had worked for more than 7 years accounted for 25 % of the total number of head teachers. The opinion of the researcher was that the years of working at the schools provided adequate experience that would enable them provide information relevant enough as required for the research study.

### 4.2.3 Type of Schools Served

**Table 4.3: Type of Schools**

| Type of school | Frequency | Percent |
|---|---|---|
| Boys Day | 2 | 16.7 |
| Mixed Day | 7 | 58.3 |
| Girls Boarding | 1 | 8.3 |
| Boys Boarding | 2 | 16.7 |
| **Total** | **12** | **100.0** |

### 4.2.4 Reliability Analysis

The researcher carried out reliability test on the test instruments using cronbach's alpha so as to determine its suitability. A cronbach's alpha coefficient of 0.845 was obtained with an F value of 10.21 which was significant at $p<0.001$. This was

considered adequate since a reliability of 0.70 or more is considered as good (Kucukosmanoglu 2010). The results are as shown in appendix VI.

### 4.3 Project Planning and Implementation of Educational Projects

The first objective of the study of the research study was to determine the extent to which project planning influenced the implementation of educational projects. According to Chikati (2010), project planning includes the idea development and feasibility analysis phase. It is part of the project development cycle. The objective of the project planning phase is to determine the requirements, resources, specifications and the customer expectations on deliverables. The researcher was therefore interested in knowing the extent to which various stakeholders in schools were involved in the planning phase. The principals were requested to indicate the extent to which the various stakeholders were involved based on a Likert scale of 5 to 1 where 5 was very high involvement and 1 was never involved. The findings were summarized and presented as shown in Table 4.4

**Table 4.4: Project Planning and Implementation**

| Group | Mean | Std | CV (%) | Level of involvement |
|---|---|---|---|---|
| Board of management | 4.50 | 1.54 | 34 | Very high |
| Parents | 4.17 | 0.80 | 19 | High |
| Ministry of education | 3.5 | 0.75 | 21 | Moderate |
| Students | 2.33 | 1.31 | 56 | Very low |
| Community | 3.5 | 0 .77 | 22 | Moderate |

A coefficient of variation was calculated in order to determine how the responses varied. The highest variability of 56% in the responses was from the students,

followed by the board of management at 34%. The community had a variability of 22%; while MOE had 21 %.The parent had the least variability at 19%.

The findings from the study revealed that the highest level of participation was from board of management whose mean score was 4.50 and a median of 1 followed by the participation of parents at a mean of 4.17 and a median of 2. The involvement of the ministry of education in project planning had a mean of 3.5 and a median of 4.5, the same ranking as that for the community. The level of involvement for the students was noted to be the least at 2.23 and a median of 4.0 as shown in Appendix vi c. This implied that the overall level of involvement by the board of management was very high. A mean of 3.5 was an indication that the level of involvement by both the M.O.E and the community was between moderate and high in most of the schools. The low participation by students can be explained by the fact that student's participation in project planning is not anchored in government policy.

The value was an indication that students rarely participated in projects while some of the boards of management were also not actively involved in the implementation of projects within their schools. This implied that the task was left to the school principals. The opinion of the researcher was that policy interventions are necessary to enhance the participation of management boards and the student in the implementation process.

### 4.4 Project Monitoring and Implementation of Educational Projects

The researcher was interested to know the people that were involved in the project monitoring and implementation of educational projects. This was important because the success of projects initiated depends on how monitoring is done to ensure that expected standards are met. According to Mulwa (2012), project monitoring is a critical component which influences the projects implementation outcomes as it provides a continuous and periodic review of project progress. This ensures that expectations and standards are met.

### 4.4.1 Stakeholders Involvement in Monitoring

The research study sought to find out from the head teachers how the various stakeholders were involved in the monitoring.

**Table 4.5: Monitoring of Education Projects**

| Participation | BOM | CDF | MOPW | MOE |
|---|---|---|---|---|
| Yes | 11(91.7%) | 2(16.7%) | 12(100%) | 2(16.7%) |
| No | 1(8.3%) | 10(83.7%) | 0(0%) | 10( 83.3% ) |
| **Total** | **12(100)** | **12(100)** | **12(100)** | **12(100)** |

The results of the people involved in monitoring was summarized and presented as shown in Table 4.5. The findings revealed that the ministry of public works (MOPW) was involved in the monitoring of projects in all schools. There were two projects 16.7% where the MOE was involved in monitoring. The board of management was observed to be involved in monitoring in 91.7% of the schools surveyed. It was further noted that monitoring by the CDF was on the projects that were funded by CDF. The projects where the MOE was involved were those projects which were funded by the MOE.

### 4.4.2 Implementation Monitoring Strategies

The researcher was interested in determining the methods and strategies that were used to monitor the implementation of the educational projects. Some of the strategies used to monitor progress include records keeping and interviews. The researcher therefore requested the principals to indicate the extent to which each of the strategies was used as shown in Table 4.6

**Table 4.6:Record Keeping as Monitoring Strategy**

| Extent of use | Frequency | Percent |
|---|---|---|
| Very large | 6 | 50.0 |
| Large | 4 | 33.3 |
| Rarely | 2 | 16.7 |
| **Total** | **12** | **100.0** |

The findings revealed one of the monitoring strategies used was record keeping. Half of the respondents 50% indicated that this was used to a very large extent.33.3% of the respondents indicated that record keeping was used to a large extent. The respondents who indicated that records were rarely used were 16.7%. In overall there were 83.3% of the head teachers who rated the use of records as a monitoring strategy as high or very high. There researcher therefore concluded that record keeping was considered as an important integral strategy for project implementation monitoring.

### 4.4.3 Interviewing Strategy for Project Monitoring

Interviewing is one of the approaches used to monitor project implementation. Interviews are used either to verify records or to corroborate and authenticate what is not in the records. It is important to use since it helps to capture some finer details that may appear insignificant but realistically very important. This was shown in Table 4.7

**Table 4.7: Interviewing**

| Frequency of interviews | Tally | Percent |
|---|---|---|
| High | 4 | 33.3 |
| Average | 6 | 50.0 |
| Rarely | 2 | 16.7 |
| **Total** | **12** | **100.0** |

The number of respondents who indicated that the use of interviews was high was 33.3 %. Those respondents who indicated that the use of interviews was average were 50%. The principals who indicated that interviews were rarely used were 16.7%.An interview schedule with the DEO revealed that the use of interviews as a monitoring strategy was moderate. These findings made the researcher to conclude that interviewing was a good method of monitoring project implementation.

### 4.4.4 Interviewing and Record Keeping

The researcher was keen to find out the extent to which both interviewing and record keeping were used in the monitoring of educational projects in secondary schools amongst the sampled schools. The results were tabulated as shown in Table 4.8

**Table 4.8: Interviewing and Record Keeping**

| Strategy | Mean | Std | CV (%) | Level of use |
|---|---|---|---|---|
| Record keeping | 2.83 | 0.72 | 25.33 | Moderate |
| Interviewing | 1.67 | 0.78 | 46.71 | Very low |

## 4.5 Project Funding and Implementation of Education Projects

One of the objectives of the research was to determine the influence of project funding on the implementation of educational projects.

### 4.5.1 Project Funding Percentages

The researcher wanted to find out the extent to which various groups participated in providing funds for implementation of educational projects. The summary of the findings is as shown in Table 4.9

**Table 4.9: Project Funding percentages**

| Schools name | Parents % | Government (C.D.F,M.O.E)% | Donors/well-wishers % | Total % |
|---|---|---|---|---|
| Gitithia mixed sec | 66.70 | 33.30 | 0 | 100 |
| Escarpment mixed sec | 62.96 | 37.04 | 0 | 100 |
| Bathi mixed sec | 60.00 | 40.00 | 0 | 100 |
| Kimende mixed sec | 44.44 | 55.56 | 0 | 100 |
| Kagwe girls | 85.71 | 14.29 | 0 | 100 |
| Gathaiti mixed sec | 64.29 | 35.71 | 0 | 100 |
| Mirangi mixed sec | 57.14 | 42.86 | 0 | 100 |
| Lari boys | 72.00 | 28.00 | 0 | 100 |
| Magina mixed sec | 57.14 | 42.86 | 0 | 100 |
| Gitithia girls | 44.44 | 55.56 | 0 | 100 |
| Utugi mixed sec | 70.59 | 29.41 | 0 | 100 |
| Mugiko mixed sec | 50.00 | 25.00 | 25 | 100 |

The findings showed that over 50% of the funding in most of the secondary schools was from the parents. The government funded projects in all schools though moderately, with the funds being channeled through the C.D.F or coming directly from the M.O.E, it is only one school which had received donor funding.

### 4.5.2Influence of Source of Funding

The researcher was keen to find out how project implementation was influenced by various funding sources namely; BOM, PTA, MOE and other donors. The principals were asked to rate the extent to which the implementation was influenced by the source of funding using a Likert scale of 1 to 5 where 1 was very high and 5 was never. The expectation was that providers of funds may influence the implementation status because they make a follow up to ensure proper use of their funds. The findings were summarized and presented as shown in Table 4.10

**Table 4.10: Source of Funding and Implementation**

| | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | **T** | **Df** | **Sig.(2-tailed)** | **Mean Difference** | **95% Confidence Interval of the Difference** | |
| | | | | | **Lower** | **Upper** |
| Board of management | 5.348 | 11 | .000 | 2.16667 | 1.2750 | 3.0584 |
| Parents | 5.631 | 11 | .000 | 2.33333 | 1.4213 | 3.2454 |
| Ministry of education | 17.000 | 11 | .000 | 4.25000 | 3.6998 | 4.8002 |
| Others | 8.656 | 11 | .000 | 3.16667 | 2.3615 | 3.9719 |

The analysis revealed that there were statistically significant variations in the levels of implementation within the different sources of funding. The mean values of the four funding sources had values of $p<0.001$. This implied that there existed variations within each source of funding. While it can be argued that majority of the projects that had higher rates of implementation were in the order of BOM, PTA, MOE and other donors, there existed wide variations within the schools such that some schools would be said to have higher implementation rates for government funded projects than others.

### 4.6 Stakeholders Involvement and Implementation of Educational Projects

Stakeholders are defined as those entities that have an interest and actively involved in a project. Stakeholders stand to lose if project implementation falls below expected standards of quality. Stakeholders can be external or internal (Cleland, 1995). Stake holders involved in implementation of school educational projects include BOM, PTA, Donors, MOE, and students. The level of stakeholder commitment to project implementation has a bearing on the level of project implementation. The head teachers were therefore requested to indicate

the level of stakeholder commitment to project implementation. The findings were summarized and presented as shown in Table 4.11

**Table 4.11: Stakeholders Commitment**

| Level Commitment | Frequency | Percent |
|---|---|---|
| Very high | 4 | 33.3 |
| High | 2 | 16.7 |
| Average | 6 | 50.0 |
| **Total** | **12** | **100.0** |

33.3 % of the respondents were of the opinion that the level of stakeholder involvement was very high; the percentage of those who indicated that stakeholder commitment was high were16.7%, while half of the respondents were of the opinion that the commitment of stakeholders was average.

### 4.6.1 Correlation Analysis

Further analysis was done to determine the link between the level of commitment, efficiency and time of completion. The summary was presented as shown in appendix V. It was observed that the level of commitment and the efficiency of the project were correlated with a coefficient of 0.743, with $p<0.05$. The level of commitment was also noted to be positively correlated to the time of completion with a coefficient of 0.747 with $p<0.05$.

### 4.6.2 Stake Holder Cooperation

Project management aims at managing complex set of activities in order to achieve certain objectives within limited cost, quality performance and timeliness. The researcher was interested in finding out the level of cooperation amongst the various stake holders. According to Nyandemo and Kongere (2010), project management is a complex undertaking requiring complex skills and therefore cooperation amongst various stakeholders will blend the necessary skills and

expertise necessary for increased efficiency. The results were presented in Table 4.12

**Table 4.12: Cooperation amongst Stake Holders**

| Level of cooperation | Frequency | Percent |
|---|---|---|
| High | 6 | 50.0 |
| Average | 4 | 33.3 |
| Rarely | 2 | 16.7 |
| **Total** | **12** | **100.0** |

The findings revealed that the level of cooperation amongst stakeholders was relatively high with 50% of the respondents indicating that the level of cooperation was high. There were 33.3 % of the respondents who indicated that the level of cooperation was average. The minority of the respondents who represented 16.7% of principals interviewed however revealed that the stakeholders rarely cooperated to achieve project goals. This can be explained by the fact that sometimes the different stake holders may have different objectives and expectations. There is need therefore to work out modalities of integrating the various stake holders to establish a common ground.

### 4.7 Implementation of Educational projects in Secondary Schools

The researcher sought to find out the quality of project implementation in terms of timeliness, efficiency, effectiveness and stake holder satisfaction. A likert type of scale was used to measure these parameters based on a scale of 1 to 5 where 1 was very high and 5 was very low. Table 4.13 has a summary of the findings on the extent to which project implementation was done in time. This was important because one of the challenges facing most projects is failure to observe timelines.

#### 4.7.1 Timeliness

Timeliness refers to the ability of the project team to implement the project according to prior specified timelines. Project delay is usually associated with the

compromise on project quality or costs. Delays also occasion the denying of anticipated benefits to the users of the projects. Respondents were therefore required to rate the level of project completion rates within specified timelines. The findings were tabled as shown in Table 4.13

**Table 4.13: Timeliness**

| Timeliness | Frequency | Percent | Cum percent |
|---|---|---|---|
| Very high | 2 | 16.7 | 16.7 |
| High | 6 | 50.0 | 66.7 |
| Rarely | 4 | 33.3 | 100.0 |
| **Total** | **12** | **100.0** | |

The findings revealed that project implementation was rarely done in time. Majority of the projects 66.7% were noted to meet timelines as specified on implementation plan. However 33.3% of the principals reported that timelines were rarely kept.

### 4.7.2 Efficiency

Efficiency is a measure that defines the ratio of inputs to outs. It is about the proper use of available resources. Efficiency is highest when the level of wastage is kept at minimum. The summary of the responses on efficiency were measured and tabulated as shown in Table 4.14

**Table 4.14: Efficiency**

| Ranking | Frequency | Percent | Cum frequency |
|---|---|---|---|
| Very High | 4 | 33.3 | 33.3 |
| High | 6 | 50.0 | 83.3 |
| Rarely | 2 | 16.7 | 100.0 |
| **Total** | **12** | **100.0** | |

The respondents indicated that most of the projects were able to meet a high criterion of efficiency specification. There were 83.3 % of the respondents who indicated that the projects in their school had either very high or high efficacy**.** It can be argued that there were adequate control mechanisms that were responsible for achieving these results. Those respondents who reported that efficiency was rarely achieved were 16.7%. The findings were corroborated by the CDF committee members who reported that the efficiency on CDF funded projects was high. According to the findings from the principals, majority of them felt that projects undertaken in their schools would be rated as having high efficiency.

### 4.7.3 Effectiveness

Effectiveness measures the extent to which goals are achieved as set out in the project plan. The principals were therefore required to indicate how effective the projects undertaken in their schools had been. The findings were as shown in Table.4.15

**Table 4.15: Effectiveness**

| Rank | Frequency | Percent | Cum percent |
|---|---|---|---|
| High | 6 | 50.0 | 50.0 |
| Average | 2 | 16.7 | 66.7 |
| Rarely | 4 | 33.3 | 100.0 |
| **Total** | **12** | **100.0** | |

Half of the respondents 50% were of the opinion that effectiveness was high while 16.7% felt that effectiveness was average. There were 33.3% of the principals who felt that effectiveness was rarely achieved. This may be due to the planning of the projects in a manner that failed to reflect on the future and long term objectives of the schools. The findings from the head teachers agree with what was reported by the CDF committee since in the opinion of the researcher the effectiveness of CDF funded projects was high.

### 4.7.4 Stakeholders Satisfaction

Stakeholders' satisfaction is a critical component of project evaluation. The principals were requested to evaluate the educational projects on the basis of stakeholder satisfaction. Findings were summarized and tabulated as shown in Table 4.16

**Table 4.16: Stakeholders Satisfaction**

| Rank | Frequency | Percent | Cum percent |
|---|---|---|---|
| Very High | 2 | 16.7 | 16.7 |
| High | 4 | 33.3 | 50.0 |
| Average | 4 | 33.3 | 83.3 |
| Rarely | 2 | 16.7 | 100.0 |
| **Total** | **12** | **100.0** | |

The findings revealed that the level of stakeholders satisfaction would be described as moderate. There were 50 % of the principals who indicated that the level of stake holders satisfaction was high while 33.3% of the respondents were of the opinion that the level of satisfaction was average.16.7% of the respondents observed that stakeholders were rarely satisfied with the manner that projects were implemented.

### 4.7.5 Level of Implementation

The researcher was interested in finding out what the overall level of project implementation was based on the four parameters of timeliness, efficiency, effectiveness and stakeholder satisfaction. A coefficient of variation was used to help the researcher have a better understanding of the actual situation on the ground. The findings were captured as shown in Table 4.17

**Table 4.17: Level of Implementation**

| Parameter | Average | Std | CV (%) | Level of performance |
|---|---|---|---|---|
| Timeliness | 2.50 | 1.17 | 46.71 | Moderate |
| Efficiency | 2.00 | 1.04 | 52.22 | High |
| Effectiveness | 2.83 | 0.94 | 33.08 | Moderate |
| Stakeholder satisfaction | 2.50 | 1.00 | 40 | Moderate |

The mean scores were based on a likert scale of 1 to 5 where 1 was very high extent, and 5 was very low or no extent. The findings revealed that even though in overall the efficacy achieved was 2, meaning it was high, the coefficient of variation which was 52% was an indication that that there were wide extremes. This meant that in some cases the level of performance was far below the expected level. The researcher attributed this disparity to the planning and implementation phases.

The findings further revealed that effectiveness was moderate (m=2.83, STD=0.94). The coefficient of variation for effectiveness was 33.08% which was considered moderate. The extent to which stakeholders were satisfied with project implementation was found to be moderate (m=2.50, STD= 1). The coefficient of variation which was 40% was an indication that there existed wide variations across the schools on the extent to which stakeholders were satisfied. The researcher therefore concluded that there was a serious need to enhance project planning and implementation in all the schools by seeking to involve all stakeholders by way of training and sensitization for the purpose of improving on timeliness, efficiency, effectiveness and stakeholder satisfaction.

### 4.7.6 Factor Analysis

In order to find outs how the various factors affected project planning and implementation in terms of weighting, factor analysis was done so as to reduce

their dimensions and give a better understanding on what can be done to increase quality**.** This was necessary to enable the researcher identify the factors that were instrumental in project implementation.

Varimax rotation was used. A kmo of 0. 80 was obtained as shown in Table 4.18 illustrating that the sampling w as adequate. According to Hair et al a KMO of 0.5 or more is adequate.

**Table 4.18: KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .798 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 41.972 |
| | Df | 6 |
| | Sig. | .000 |

### 4.7.7 Contribution of Extracted Components to Quality

The components that were extracted showed that the total contribution of three of the parameters considered was more than 87.57 %. These was based on components that had Eigen values of more than 1 as shown Table 4.19 and a scree plot generated from the extraction of variables as shown in Figure 4.1.

**Table 4.19: Extracted Variables**

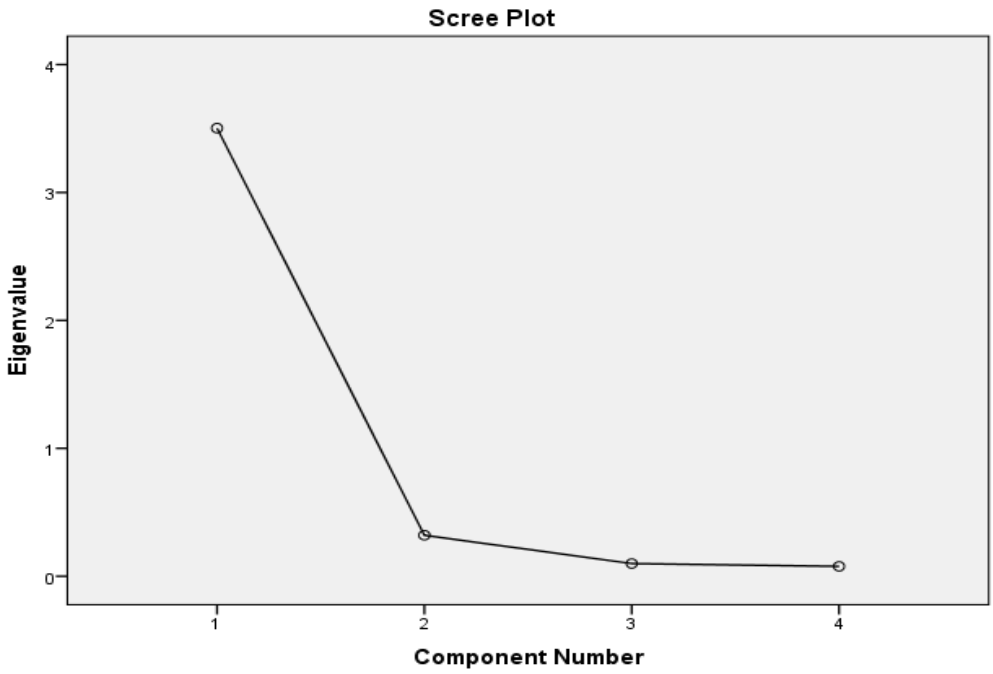
Total Variance Explained

| **Component** | **Initial Eigen values** | | | **Extraction Sums of Squared Loadings** | | |
|---|---|---|---|---|---|---|
| | **Total** | **% of Variance** | **Cumulative %** | **Total** | **% of Variance** | **Cumulative %** |
| 1 | 3.503 | 87.573 | 87.573 | 3.503 | 87.573 | 87.573 |
| 2 | .320 | 8.007 | 95.580 | | | |
| 3 | .099 | 2.479 | 98.059 | | | |
| 4 | .078 | 1.941 | 100.000 | | | |

Extraction Method: Principal Component Analysis.

The table reveals that one component accounts for 87.57 % of project implementation. The conclusion of the researcher was therefore that to increase project implementation while achieving quality was dependent on timeliness, efficiency, effectiveness and stakeholder satisfaction.

**Figure 2: Scree Plot**




The scree plot indicates that one component had an Eigen value of greater than 1. This was based on the parameters considered as important in measuring project implementation quality measurement parameters.

The researcher carried out further analysis using regression analysis in order to determine how efficiency was related to other parameters used in monitoring and implementation. The variables considered were cooperation, effectiveness, commitment and monitoring strategies. The regression model revealed that the parameters contribution to efficiency was 55.6 %. The adjusted R square was 51.1%.

**Table 4.20 : Regression Model summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .745[a] | .556 | .511 | .73030 |

a. Predictors: (Constant), time of completion kept to plan

Time of completion when kept to plan was considered as a key predictor of efficiency in project monitoring and implementation. The efficiency based on the regression model had P <0.01 as shown in Table 4.20. The variables of record keeping, effectiveness, cooperation and stakeholders' commitment were excluded from the model.

**Table 4.21: ANOVA Table**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| | Regression | 6.667 | 1 | 6.667 | 12.500 | .005[b] |
| | Residual | 5.333 | 10 | .533 | | |
| | **Total** | **12.000** | **11** | | | |

a) Dependent Variable: efficiency of project

b) Dependent Variable: efficiency of project

The analysis of variance (ANOVA) revealed that the predictors of efficiency selected for the regression model were significant with an F value of 12.5 and p <0.01. This finding therefore corroborates the findings in the review of literature. According to Rick (2008), the inability to complete a project in time affects efficiency because delays occasion increased budgets, and meeting the project plan specifications. According to Kucukosmanoglu (2010), things ought to be done right and within the confines of available resources in order to meet project expected deliverables in terms of quality, effectiveness and efficiency.

# CHAPTER FIVE
# SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter contains the summary of the key findings of the study, the discussions presented, conclusions, recommendations and the limitations of the study.

## 5.2 Summary of the Findings

The main purpose of the study was to investigate the factors that influence the implementation of educational projects in public secondary schools in Lari sub-county. A case study design methodology was used and a total of 13 schools were sampled for the study. The respondents who were targeted included secondary school principals, the BOM, CDF officials, and the DEO for Lari Sub County.

The main method of data collection was through self-completion questionnaires that were administered on the principals, BOM members, and CDF officials.

The response rate achieved was more than 90 % which was considered very adequate for reporting. The response for principals was 58.3% male and 41.7% female. Majority of the principals 83.3 % had worked for more than 4 years which was sufficient to understand issues raised in the study .The schools that were sampled included mixed day 58.3%, boys boarding were 16.7% , girls boarding 8.3% and boys day 16.7%.

A likert scale was used to measure the extent to which BOM, parents, MOE, students and the community influenced project implementation. The likert scale was such that 5 was very high participation, 4 was high , 3 moderate , 2 very little participation , while 1 was no participation The highest level of participation was found to be from the BOM, and the parents. The MOE and the community

had mean scores of 3.5 each which was considered as moderate participation while student participation was at 2.33 which was considered as very low participation.

The main factors that were considered were project planning, monitoring, funding, and stakeholder's participation and how they influence project implementation. The implementation of educational projects was also considered.

### 5.2.1. The Influence of Project Planning on the Implementation of Educational Projects

The research study revealed that project planning influenced the implementation of educational projects in Lari Sub County. The study revealed that the boards of managements were the most involved in planning followed by the parents. The mean scores for these categories of people was 4.5 and 4.17 respectively based a scale of 5 to 1. The highest level of involvement was 5 while 1 was the least.The coefficient of variation further revealed that the levels of participation varied widely between the parents and BOM.The coefficients of variation was 76.87 % for boards of management and 53% for parents.

### 5.2.2 The Influence of Project Monitoring on Implementation of Educational Projects

A key component of successful project implementation was considered to be monitoring. The main strategy that was found to help in monitoring was record inspection. Record keeping and inspection was the most preferred mode of monitoring, while interviewing was used to a low extent.

### 5.2.3 The Influence of Funding on the Implementation of Educational Projects

The influence of funding was found to be critical and pertinent to the implementation of educational projects. The funding for most of the educational

projects was found to be from board of management followed by parents who had means of 2.17 and 2.33 respectively based on a scale 1 to 5 where 1 was very large extent and 5 very low or no extent. There were other sources of funding such as the CDF with a mean of 3.16 and MOE with a mean of 4.25.This meant that funds from MOE were minimal hence low influence monetary wise.

### 5.2.4 The Influence of Stakeholder Involvement on the Implementation of Educational Projects

The research study established that stakeholder influence was important in influencing the implementation of educational projects in Lari Sub County. The findings revealed that the BOM was the most actively involved in 91.7% of the schools. The MOPW was involved in 100% of the projects. The MOPW would therefore be said to be the most crucial player in influencing project implementation. The involvement of the MOE and CDF was noted in 16.7% of the schools**.**

## 5.3 Discussion of Findings

### 5.3.1 The Influence of Project Planning on the Implementation of Educational Projects

The study observed that in terms of planning the highest level of participation was from board of management followed by the parents. The involvement of the ministry of education and the community in project planning was average. The level of involvement for the students was noted to be low. Chikati (2010) noted that project planning is that stage at which a project is defined as an idea or possibility worthy of further study. It is a repeatable process for documenting, validating, ranking and approving candidate projects within an organization and it starts from an understanding of the mandate and objectives of the organization .It involves identifying problems to be addressed, the needs and interests of possible beneficiaries and stakeholders.

### 5.3.2 The Influence of Project Monitoring on Implementation of Educational Projects

The findings revealed that the ministry of public works (MOPW) was involved in the monitoring of projects in all schools. The board of management was observed to be involved in monitoring nearly all the schools surveyed. It was further noted that the monitoring by CDF involved projects that were funded by CDF. The projects where the MOE was involved were those projects which were funded by the MOE. The MOE was involved in monitoring only a small percentage of the projects. As a tool, Monitoring helps to maintain efficiency and effectiveness.

The findings revealed that record keeping was the main method of monitoring project implementation. This is in agreement with Donna Deeprose (2002) who cited that project monitoring and evaluation entails supervision, evaluation, appraisal and feedback to ensure that a project effectively progresses toward its objectives and goals. As an ongoing process, monitoring determines how effectively inputs convert into project outputs.

### 5.3.3 The Influence of Funding on the Implementation of Educational Projects

The research findings revealed that implementation of projects was dependent on the source of funds. The level of implementation was noted to be highest when funds were donated by the BOM and the PTA. This was because the two groups were on the ground and had firsthand information on the needs of the schools. The level of implementation was minimal when funds were from other donors because donations are rare. The government channelled its funds to schools through the CDF and the ministry of education. Notably, funds are a prerequisite in any project as observed by Dawson, (2008) who noted that the core objective of allocating funds is to meet demand for school places through the provision of new schools, the refurbishing and or extending existing buildings, the purchase of sites, the delivery of small scale works like summer works scheme and emergency works, and provision of furniture and equipment.

### 5.3.4 The influence of stakeholder involvement on the implementation of educational projects

On matters of project participation the study revealed that the highest level of participation was from board of management and the parents. The involvement of the ministry of education and the community was average. The level of involvement by the students' was low. The low participation by students was because their role in project implementation is not regarded as vital.

According to Dawson, (2008) attaining effective, efficient and equitable stakeholder participation depends largely on choosing the appropriate combination of Community Participation, Social Learning Process Empowerment and Sustainable Development strategies to be used. Bretty, (2006) noted that stakeholder participation is very crucial in every aspect of project from planning, designing, implementation; monitoring and evaluation phases .The involvement of stakeholders brings about accountability and Customer satisfaction.

## 5.4 Summary

From the analysis and discussions of the collected data, the researcher concluded that factors that influence project implementation include planning, monitoring, funding and stakeholder involvement. All these factors were noted to positively influence the quality of projects in terms of transparency, effectiveness, efficiency, timeliness and stakeholder satisfaction.

## 5.5 Conclusion

From the study findings, the researcher made the following conclusions based on the research questions; there should be interventions through policy and awareness to ensure that there is greater participation in project planning across all the schools. This was because though participation was ranked as high, there existed cases where boards of management did not seem to be actively involved in project implementation. The MOPW was noted to be actively involved in both the planning and monitoring of educational projects. This was because they are

mandated by policy to oversee quality specifications at the planning and implementation stages.

The findings further revealed that the level of participation by students was the low, with a mean of 2.33. This was probably because they were assumed to be ignorant and uninformed. The participation of MOE was noted to be 3.5. Reasons advanced for this low participation was that the MOE officials were mainly involved in projects that were government funded through the ministry of education only.

### 5.6 Recommendations from the Study

#### 1: To the Government

Based on the findings of the study**,** the researcher recommends that the Governments should participate more in project implementation by training stakeholders in project planning and management.

The government should increase funding for educational projects to some of the secondary schools. Equally the government should enhance monitoring of all the educational projects being under taken in secondary schools so as to enhance efficiency, effectiveness and timeliness

#### 2: To the parents

The study recommends that parents should increase their level of participation in planning of educational projects. This is supported by the fact that the level of funding from the parents was high because the government allowed the schools to charge project levy. It is also recommended that more funding could come from the parents to supplement the little funding the government gives to schools. Lastly it is recommended that parents in the BOM should be involved more in monitoring all educational projects in the schools in spite of who sponsors them so as to enhance project quality and customer satisfaction.

**3: To the Board of management and Donors**

It is recommended that the BOM participation level in project implementation is maintained at a very high level in planning and monitoring of educational projects to ensure that project objectives are met. Its members should be involved in sourcing for more funds from donors. It is also recommended that students should be included in project implementation to a certain level so as to enhance their ownership to the project.

## 5.7 Recommendations for Further Studies

Various study gaps were identified which can be used as a basis for further research in the implementation of educational projects in secondary schools. Since the study was focused on the implementation of educational projects in Secondary schools, the researcher recommends that;

1. Further studies could be done on other learning institutions such as universities and colleges. This is because different institutions have unique characteristics and diverse contextual realities that might affect implementation of educational projects. This would bring out comprehensive empirical findings on the approaches that can be effectively used in implementation of projects amongst learning institutions in Kenya.

2. The Stakeholders in secondary schools be identified and their role in project implementation is investigated.

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## APPENDICES

### Appendix I

### Letter of Transmittal of Data Collecting Instruments

KARIUKI DANIEL MUNDATI,
PO, BOX 160-00221,
MATATHIA.
0722669206

Dear Sir/Madam,

**RE: FACTORS INFLUENCING THE IMPLEMENTATION OF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS IN LARI SUB-COUNTY**

I am a post graduate student at the University of Nairobi and I am undertaking a study that seeks to assess the factors influencing the implementation of educational projects in secondary schools in Lari sub-county Kiambu County.

You have been selected to provide information on the above topic. This is to request for your participation in responding to the attached questionnaire. Please be assured that any personal information will be treated with utmost confidentiality and will be purposely used for this study.

Yours faithfully,

Kariuki D.M

## Appendix II

## Questionnaire for the school principal/director/Manager/Board Member

**FACTORS INFLUENCING THE IMPLEMENTATION OF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS IN LARI SUB-COUNTY**

**The purpose of this questionnaire is to help investigate the factors influencing the implementation of educational projects in secondary schools in Lari sub-county**

All your responses will strictly be confidential and will be for research purpose only.

Please insert a tick (√) in the appropriate space.

**SECTION A: DEMOGRAPHIC INFORMATION**

a. Kindly indicate your gender; M [ ] F[ ]

b. Kindly Indicate your Title; Principal [ ] Director [ ] Manager [ ] BOM [ ]

c. For how long have you served in the school?

(i) Less than 3 years [ ] (i) 4-7 years [ ] (iii) 8- 11 years [ ]
(iv) 12- 15 years [ ] (v) 16- 19 years [ ] (vi) 20 and above years [ ]

d. Name the type of school you serve.

i) Type of the school [ ] Public Mixed Day [ ] Public Mixed Boarding [ ] Girls Boarding [ ] Boys Boarding [ ] Private Day [ ]

Private Boarding [ ]

ii) Which educational projects have been initiated in your school?

Classrooms [ ] Library [ ] Science lab [ ]

Computer Lab [ ]

**SECTION B: PROJECT PLANNING AND IMPLEMENTATION OF EDUCATIONAL PROJECTS.**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

Please tick (√) the number that best describes the level of project implementation; when the following groups are involved in project planning.

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| BOM | | | | | |
| Parents | | | | | |
| Ministry of Education | | | | | |
| Students | | | | | |
| Community | | | | | |

**SECTION C: PROJECTMONITORING ANDIMPLEMENTATION OF EDUCATIONAL PROJECTS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5)

a). Who is involved in project implementation monitoring?

B.O.M [ ] M.O.P .W [ ] M.O.E [ ] C.D.F Officials [ ]

b). i) Please tick (√) the number that best describes the level of project implementation

When the following methods used to monitor projects?

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| Keeping project records | | | | | |
| Interviews | | | | | |

ii). How often are the following monitoring methods used?

| | Very high | High | Average | Rarely | Never |
|---|---|---|---|---|---|
| Keeping project records | | | | | |
| Interviews | | | | | |

**SECTION D: PROJECT FUNDING AND IMPLEMENTATION OFEDUCATIONAL PROJECTS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

Please tick (√) the number that best describes the level of project implementation When

i) Funding is from the following.

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| BOM | | | | | |
| Parents | | | | | |
| Ministry of Education | | | | | |
| Other donors | | | | | |

**SECTION E: STAKEHOLDERS INVOLVEMENT AND IMPLEMENTATION OF EDUCATIONAL PROJECTS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

Please tick (√) the number that best describes the level of project implementation When

i) The stakeholders are;

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| Committed to the project initiative | | | | | |
| Cooperative with each other: | | | | | |

**SECTION F: IMPLEMENTATIONOF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS**

In the following section select the most appropriate response .Where Never=1Rarely=2; average =3; High=4; Very High=5

a)Please tick (√) the number that best describes the level of success of implementation of the educational projects in terms of:

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| Timeless (being on schedule) | | | | | |
| Efficiency(Proper use of resources) | | | | | |
| Effectiveness(Achievement of goals) | | | | | |
| Stake holders satisfaction | | | | | |

**THANK YOU FOR PARTICIPATING IN THIS RESEARCH**

## Appendix III

**Questionnaire for the Sub- County Director of Education. Lari Sub- County**

**FACTORS INFLUENCING THE IMPLEMENTATION OF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS IN LARI SUB-COUNTY**

**This questionnaire is meant for the Sub- county director of Education. Lari Sub- County**

**The purpose of this questionnaire is to help investigate the factors influencing the implementation of educational projects in secondary schools in Lari sub-county**

All your responses will strictly be confidential and will be for research purpose only.

**SECTION A: DEMORGRAPHIC INFORMATION**

Please insert a tick ((√) / answer in the appropriate space

Kindly indicate your gender; [ ] F [ ]

1 a) For how long have you worked in the Sub- County

(i) Less than 3 years [ ] 4-7 years [ ]

b). which educational projects have been initiated in the schools within your jurisdiction since? Classrooms [ ] Library [ ] Science lab [ ]

Computer Lab [ ]

**SECTION B: PROJECT PLANNING ANDIMPLEMENTATION OF**

In the following section select the most appropriate response .Where Never=1: Rarely=2; average =3; High=4; Very High=5

Please tick (√) the number that best describes the level of implementation of a project.

i) When the following are involved in project planning?

| | Very high | High | Average | Rarely | Never |
|---|---|---|---|---|---|
| BOM | | | | | |
| Parents | | | | | |
| Ministry of Education | | | | | |
| Students | | | | | |
| Community | | | | | |

**SECTION C: PROJECTMONITORING AND IMPLEMENTATION OF EDUCATIONAL PROJECTS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5)

a)Who is involved in monitoring?

B.O.M [ ] M.O.P .W [ ] M.O.E [ ] C.D.F Officials [ ]

b) Please tick (√) the number that best describes the level of implementation of a project.

When i) the following methods are used to monitor projects.

| | Very high | High | Average | Rarely | Never |
|---|---|---|---|---|---|
| Keeping project records | | | | | |
| Interviews | | | | | |

ii) How often are the following monitoring methods used?

| | Very high | High | Average | Rarely | Never |
|---|---|---|---|---|---|
| Keeping project records | | | | | |
| Interviews | | | | | |

**SECTION D: PROJECT FUNDING AND IMPLEMENTATION OF EDUCATIONAL PROJECTS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

a) Please tick (√) the range of amount of funding which your school has benefited from and its source in the last 1 year.

| **Funding (Kshs.)** | **Contributor** | | | | |
|---|---|---|---|---|---|
| | B.O.M | Parents | M.O.E | C.D.F | other donors |
| 100,000-300,000 | [ ] | [ ] | [ ] | [ ] | [ ] |
| 300,001-500,000 | [ ] | [ ] | [ ] | [ ] | [ ] |
| 500,001-700,000 | [ ] | [ ] | [ ] | [ ] | [ ] |
| 700,001-900,000 | [ ] | [ ] | [ ] | [ ] | [ ] |
| 900,001-100,000 | [ ] | [ ] | [ ] | [ ] | [ ] |
| >1 million | [ ] | [ ] | [ ] | [ ] | [ ] |

b) Please tick (√) the number that best describes the level of implementation of a project. When

i) Funding is from the following.

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| BOM | | | | | |
| Parents | | | | | |
| Ministry of Education | | | | | |
| Donors | | | | | |
| Community | | | | | |

**SECTION E:STAKEHOLDERS INVOLVEMENT AND IMPLEMENTATION OF EDUCATIONAL PROJECTS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

a. Please tick (√) the number that best describes the level of implementation of a project. When;

i) The stakeholders are;

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| Committed to the project initiative | | | | | |
| Cooperative with each other: | | | | | |

**SECTION F: IMPLEMENTATION OF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

Please tick (√) the number that best describes how the following indicators show the rate of success of implementation of educational projects.

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| Timeless( being on schedule) | | | | | |
| Efficiency(proper use of resources) | | | | | |
| Effectiveness(Achievement of goals) | | | | | |
| Stake holders satisfaction | | | | | |

**THANK YOU FOR PARTICIPATING IN THIS RESEARCH**

## Appendix IV

### Questionnaire for the CDF management committee of Lari Sub-County

**FACTORS INFLUENCING THE IMPLEMENTATION OF EDUCATIONAL PROJECTS IN SECONDARY SCHOOLS IN LARI SUB-COUNTY**

**The purpose of this questionnaire is to help investigate the factors influencing the implementation of educational projects in secondary schools in Lari sub-county**

All your responses will strictly be confidential and will be for research purpose only.

**SECTION A: DEMORGRAPHIC INFORMATION**

Please insert a tick ((√)/ answer in the appropriate space.

1. a) Kindly indicate your gender; M [ ] F [ ]

b) For how long have you worked in the sub-county?

(i) Less than 3 year [ ] (ii) 4-7 years [ ]

2. Which educational projects have been initiated in the schools within your jurisdiction since? Classrooms [ ] Library [ ] Science lab [ ]
Computer Lab [ ]

3. What is the level of CDF involvement in funding of the above?
Very High [ ] High [ ] Average [ ] Rarely [ ] Never [ ]

4. What is the approximate of the funding in Kenya Shillings?

50000-100000, [ ] 101000-200000[ ] 201000-300000 [ ] 300000-500000 [ ] above 500000 [ ]

5(a) who is involved in monitoring?

B.O.M [ ] M.O.P .W [ ] M.O.E [ ] C.D.F Officials [ ]

In the following section select the most appropriate response from the table given below.

Where; Never=1; Rarely=2; average =3; High=4; Very High=5

b). How often are the following monitoring methods used?

| | **Very high** | **High** | **Average** | **Rarely** | **Never** |
|---|---|---|---|---|---|
| Keeping project records | | | | | |
| Interviews | | | | | |

c) Which of the following aspects of a project are monitored?

Project progress [ ]

Project budget [ ]

Project quality [ ]

**SECTION F: IMPLEMENTATION OF EDUCATION PROJECT IN SECONDARY SCHOOLS**

In the following section select the most appropriate response .Where Never=1; Rarely=2; average =3; High=4; Very High=5

a). Please tick (√) the number that best describes how the following indicators show the rate of success of implementation educational projects.

| | Very high | High | Average | Rarely | Never |
|---|---|---|---|---|---|
| Timeless(being on schedule) | | | | | |
| Efficiency(proper use resources) | | | | | |
| Effectiveness(Achievement of goals) | | | | | |
| Stake holders satisfaction | | | | | |

**THANK YOU FOR PARTICIPATING IN THIS RESEARCH**

## Appendix V

## Correlations

| | | commitment to project | cooperation of members | Timeliness | Efficiency of project | Effectiveness | Stakeholders satisfaction |
|---|---|---|---|---|---|---|---|
| Commitment to project | Pearson Correlation | 1 | .830** | .747** | .743** | .862** | .873** |
| | Sig. (2-tailed) | | .001 | .005 | .006 | .000 | .000 |
| | N | 12 | 12 | 12 | 12 | 12 | 12 |
| Cooperation of members | Pearson Correlation | .830** | 1 | .800** | .447 | .914** | .701* |
| | Sig. (2-tailed) | .001 | | .002 | .145 | .000 | .011 |
| | N | 12 | 12 | 12 | 12 | 12 | 12 |
| Timeliness | Pearson Correlation | .747** | .800** | 1 | .745** | .914** | .856** |
| | Sig. (2-tailed) | .005 | .002 | | .005 | .000 | .000 |
| | N | 12 | 12 | 12 | 12 | 12 | 12 |
| Efficiency of project | Pearson Correlation | .743** | .447 | .745** | 1 | .743** | .870** |
| | Sig. (2-tailed) | .006 | .145 | .005 | | .006 | .000 |
| | N | 12 | 12 | 12 | 12 | 12 | 12 |
| Effectiveness | Pearson Correlation | .862** | .914** | .914** | .743** | 1 | .873** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .006 | | .000 |
| | N | 12 | 12 | 12 | 12 | 12 | 12 |
| Stakeholder satisfaction | Pearson Correlation | .873** | .701* | .856** | .870** | .873** | 1 |
| | Sig. (2-tailed) | .000 | .011 | .000 | .000 | .000 | |
| | N | 12 | 12 | 12 | 12 | 12 | 12 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |

## Appendix VI:

**Reliability Statistics**

**(a)Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .845 | 23 |

**(b) Anova Table**

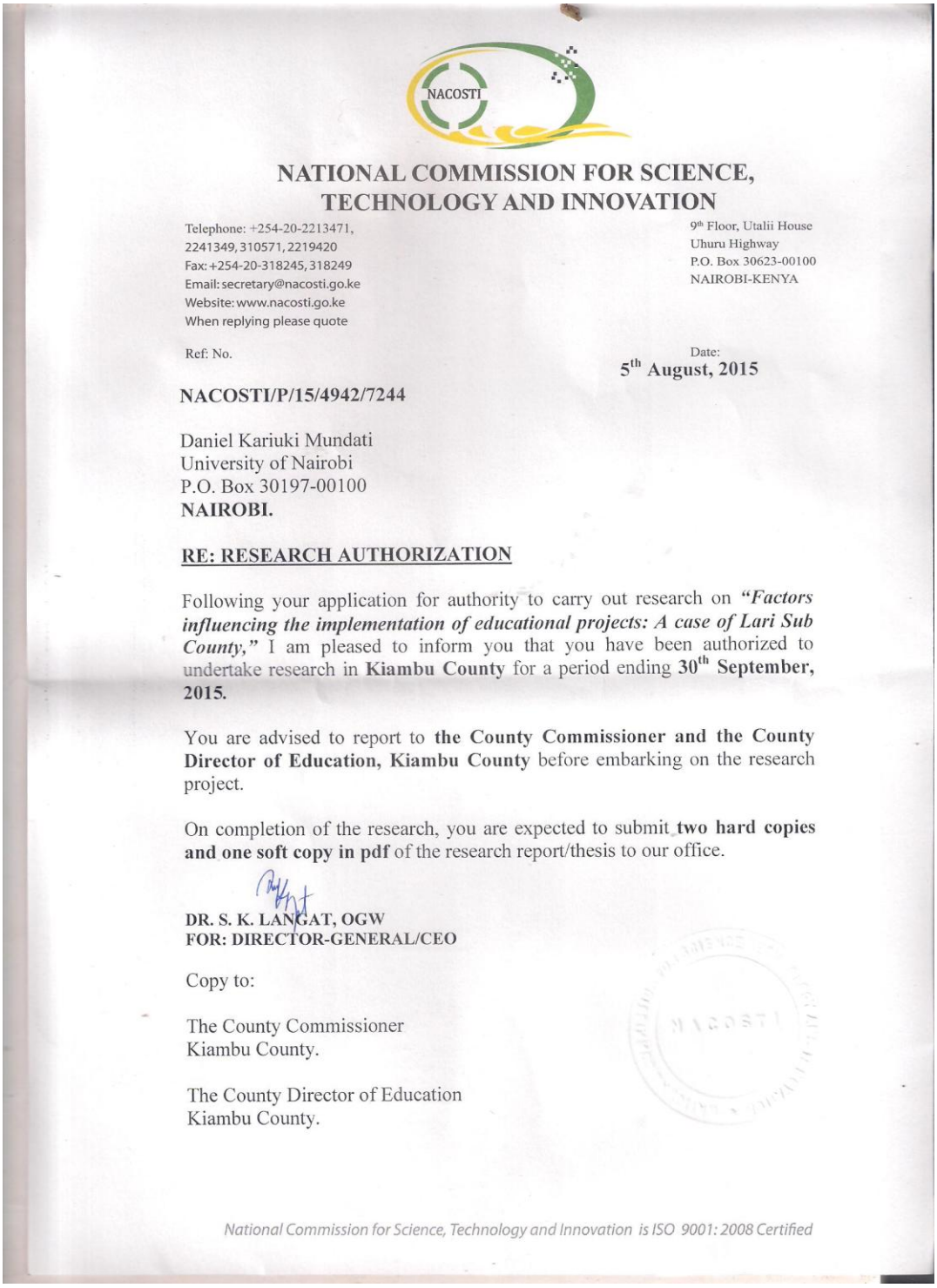
| | | Sum of Squares | df | Mean Square | F | Sig |
|---|---|---|---|---|---|---|
| Between People | | 46.111 | 10 | 4.611 | | |
| Within People | Between Items | 160.158 | 22 | 7.280 | 10.214 | .000 |
| | Residual | 156.798 | 220 | .713 | | |
| | Total | 316.957 | 242 | 1.310 | | |
| Total | | 363.067 | 252 | 1.441 | | |
| Grand Mean = 2.3202 | | | | | | |

**(C) Median Tables**

| Parameter | | Ministry Of Education | Others | Commitment To Project | Cooperation With Members | Time Of Completion Kept To Plan | Efficiency Of Project |
|---|---|---|---|---|---|---|---|
| N | Valid | 12 | 12 | 12 | 12 | 12 | 12 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 |
| Median | | 4.5000 | 3.0000 | 2.5000 | 2.5000 | 2.0000 | 2.0000 |

## Appendix VII:

## Research Permit



NACOSTI

**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref: No.

Date:
**5th August, 2015**

**NACOSTI/P/15/4942/7244**

Daniel Kariuki Mundati
University of Nairobi
P.O. Box 30197-00100
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***"Factors influencing the implementation of educational projects: A case of Lari Sub County,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **30th September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

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

**DR. S. K. LANGAT, OGW**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

*National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified*