CHALLENGES FACING PUBLIC SECONDARY SCHOOL HEADS IN THE MANAGEMENT OF SCHOOL PROJECTS: A CASE OF MATHIRA CONSTITUENCY.

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SEPTEMBER 2012
DECLARATION

This project report is my original work and has not been presented for a degree award or any other university programme.

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Wamunyu, Joseph King’ori Date
D53/NYI/PT/21456/2010

This project report has been submitted for examination with my approval as the Supervisor

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This project report has been submitted for examination with my approval as the chairperson of the department.

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Kenyatta University
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This project proposal is dedicated to the love of my life Irene Wanjiku Gichozi for her support and love.
ACKNOWLEDGEMENT

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May the Almighty God shower you all with His Blessings.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vii</td>
</tr>
<tr>
<td>ABBREVIATION</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
</tbody>
</table>

# CHAPTER ONE – INTRODUCTION

1.0 Overview | 1
1.1 Background to the Study | 1
1.2 Secondary School Education in Kenya | 2
1.2.1 Enrollment in Secondary Schools in Kenya | 2
1.2.2 Education Management of Secondary Schools in Kenya | 3
1.3 Statement of the Problem | 4
1.4 Objective of the Study | 5
1.4.1 Specific Objective | 5
1.5 Research Questions | 6
1.6 Significance of the Study | 6
1.7 The scope of the Study | 6
1.8 Limitations of the Study | 7
1.9 Organization of the Study | 7

# CHAPTER TWO - LITERATURE REVIEW

2.0 Introduction | 8
2.1 Theoretical Review | 8
2.2 History and Origins of the Discipline of Project Management | 10
2.2.1 The discipline of Project Management | 11
2.3 The Project management Life-cycle | 11
2.3.1 Project definition | 11
2.3.2 Planning and resource mobilization | 12
2.3.3 Project implementation | 12
2.3.4 Hand over | 12
2.3.5 Feedback | 13
2.4 Skill Set of a Project Manager | 13
2.4.1 Inter-personal Skills | 13
2.4.2 Project Management Organization and Planning Skills | 13
2.5 Project control | 14
2.5.1 Risk and Uncertainty | 14
2.6 Financial Management in Secondary Schools | 15
2.7 Stakeholder involvement in Project Management | 16
2.7.1 Project management team | 16
2.7.2 School committees | 17
2.7.3 Teachers | 17
2.7.3 The Parents’ Teachers Association | 18
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Conceptual Framework</td>
<td>19</td>
</tr>
<tr>
<td>Table 2</td>
<td>Mathira east and Mathira west districts examinations office</td>
<td>20</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Return Rate for the Questionnaire targeting school principals</td>
<td>27</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Return Rate for the Questionnaire targeting teachers and members of the BOGs</td>
<td>27</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Education Qualification of the respondents and training in project management</td>
<td>28</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Responses on challenges in project management skills</td>
<td>30</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Responses on challenges in financial amongst the school heads</td>
<td>31</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>Responses on challenges in management of project constraints</td>
<td>32</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Responses on challenges in stakeholder involvement</td>
<td>33</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Responses on challenges in monitoring and evaluation</td>
<td>34</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Graph 4.1: Type of project undertaken by the schools 29
Graph 4.2: Percentage (%) of agreement on challenges in project management skills 30
Graph 4.3: Percentage (%) of agreement on the areas in financial management that are a challenge to school heads in Mathira constituency 31
Graph 4.4: Percentage (%) of agreement on the management of project constraints as a challenge to school heads in the management school projects 32
Graph 4.5: Percentage (%) of agreement on the stakeholder involvement as a challenge to school heads in the management school projects in Mathira constituency 33
Graph 4.6: Percentage (%) of agreement on the project monitoring and evaluation as a challenge to school heads in the management school projects 34
Graph 4.7: Management of curriculum and co-curriculum programs in the school 35
## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGM</td>
<td>Annual General Meeting</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CFSK</td>
<td>Computer for Schools Kenya</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>HODs</td>
<td>Heads of Departments in Secondary Schools</td>
</tr>
<tr>
<td>IPMA</td>
<td>International Project Management Association</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education School Support Programme</td>
</tr>
<tr>
<td>KIA</td>
<td>Kenya Institute of Administration</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MOE</td>
<td>Ministry of Education: MOEST before 2008</td>
</tr>
<tr>
<td>PMBOK</td>
<td>Project Management Body of Knowledge</td>
</tr>
<tr>
<td>PMI</td>
<td>Project Management Institute</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>SMASSE</td>
<td>A division in the Ministry of Education aimed at Strengthening Mathematics And Sciences in Secondary Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
ABSTRACT

Within the complex operation in project management in the 21st century, the school heads play a very vital role in the management of school projects. However, the management of these projects has not been smooth. For example, in Mathira constituency there are many examples of stalled infrastructure projects, projects that have taken too long to complete and which eventually lead to escalating of the project cost, unsatisfied needs in the schools community that was supposed to benefit from the project and curriculum and co-curricular programs that have failed to take off. The general objective of this study was to determine the challenges faced by school heads in managing school projects in Mathira Constituency. The specific objectives of the study were; to determine whether school heads in Mathira Constituency have adequate project management skills to enable them effectively manage school projects; to establish the financial management challenges facing school heads in management of school projects in Mathira Constituency; to determine how the management of the project constraints affect the successful implementation of school projects in Mathira Constituency and to establish the stakeholder involvement challenges in management of school projects in Mathira Constituency and to establish the monitoring and evaluation challenges facing school heads in management of school projects in Mathira Constituency. The target population included all the thirty three (33) public secondary schools in Mathira constituency, Nyeri County. Data was collected using a semi-structured questionnaire where the principals, the members of the BoG and the teachers will be the respondents. Descriptive statistics such as the frequencies and percentages were used to analyse quantitative data while content analysis was used to analyse qualitative data. The findings were presented using pie charts, bar charts and frequency distribution tables. The study found out that school heads in public secondary school in Mathira constituency faced major challenges in the management of the school projects. It was also found that although most of the school principals (93.33%) have been trained in project management they still experienced challenges related to project management skills, financial management, management of project constraints, stakeholder involvement and project monitoring and evaluation while managing the school projects. The study recommended that the government through the Teachers Service Commission (TSC) and/or Ministry of Education (MoE) should organize training programs on project management, financial management and monitoring and evaluation for school heads. This was found important because it would ensure that they were well equipped with the necessary skills needed to effectively manage the school programs and projects entrusted to them in public secondary schools. The study further recommends that the preparation and development of school leaders in project management should be systematic from the Heads of Departments to Deputy Principals and eventually to Principals.
CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter consists of the background information of the study, the background of public secondary schools in Kenya, statement of the problem, research questions and research objectives, significance of the study, scope of the study and organization of the study.

1.1: Background to the Study.

A Project is a unique venture with a beginning and an end, undertaken by people to meet established goals with defined constraints of time, resources, and quality (Baker and Baker 1992). Therefore any repetitive activity is not a project. Some shared attributes of projects are: goals, people, equipment and supplies, schedules, budgets, conflicts, and interdependencies between other business projects and strategies. Some unique attributes of projects include: projects are never identical in implementation, have varying end results, have different personalities, and have problems that are unpredictable (Baker and Baker, 1992).

In order to manage projects effectively and increase the chances for a project’s success, it is important to employ a methodology for completing the project. Project management focuses on responsibility, authority, and scheduling of the project in order to meet defined goals (Baker & Baker 1992). Basically, project management results in better control and coordination while reducing development time, lowering costs, and generally producing higher quality results. It forces team members to both consider what needs to be done to achieve project goals and work out how activities can be coordinated while considering possible risks and trying to mitigate them.

Project management in its modern form, began to take root only a few decades ago. Starting in the early 1960’s, business and other organizations began to see the benefit of organizing work around projects and to understand the critical need to communicate and integrate work across multiple departments and professions (Kutsch, 2008). Despite differences in scale and nature of projects, six stages of project cycle have been typically identified as: Identification, Preparation, Appraisal, Proposal preparation, approval and financing, Implementation and Monitoring and Evaluation. (Bishop 2001):
There are several project management challenges facing most organizations in the world today. These challenges include; the lack of project management skills by the managers, lack of adequate resources for the projects and programs in the organization, loss of control due to lack of detail in the project plan and conflict among the project team members. Just like the managers in the corporate organizations, school administrator face similar challenges in their capacity as project managers in charge of the school projects. These challenges point to the need of greater strategic perspective within schools and other organizations when it comes to project management. Projects must be aligned to support the organization corporate strategy if they are to survive the ever changing priorities of the organization. Those in charge of the projects must at all times strive to acquire the necessary skills to be able effectively handle these projects well.

1.2: Secondary School Education in Kenya

1.2.1: Enrollment in Secondary Schools in Kenya

According to Kenya Education Sector Support Programme (KESSP 2005-2010) `Delivering Quality Equitable Education and Training to All Kenyans, students are admitted to Kenya’s secondary schools (high schools) on the basis of score in Kenya Certificate of Primary Education (KCPE). They take four years to prepare for tertiary education. Most students start to shape their future in pursuing subjects that will take them to their careers. Kenya Certificate of Secondary Examination (KCSE) is taken at the end of secondary education. There are two categories of secondary schools: Public secondary schools and private secondary schools. Public secondary schools are government aided (funded) in terms of tuition fees and teachers. Public secondary schools are further categorized into national schools, provincial schools and district schools.

Public secondary schools are the majority and admit the bulk of secondary school students. However not all students who sit for KCPE manage to get a place in secondary school (Warui 2010). According to Session Paper No.1 of 2005, the transition rate from primary to secondary school level is 47%. The government had aimed to achieve a transition rate of 70% from primary to secondary school by 2008. To be able to achieve this, the schools have had to undertake extensive projects so as to increase capacity and quality of education being offered. These include infrastructure projects and curriculum and co-curricular programs which are under the management of the school administrators.
1.2.2: Education Management of Secondary Schools in Kenya

According to Musera Geoffrey, Achoka J.K.S & Mugasia Emmily (2012), secondary school heads are appointed by the Ministry of Education (MoE) through the Teachers Service Commission (TSC). The school heads are the accounting officers at the school level and are directly accountable to a District Education Officer (DEO), the school’s Board of Governors (BoG) and the school’s Parent-Teacher Association (PTA) on the management of secondary school resources (World Bank, 2007). BoGs of secondary schools are appointed by the minister of education and are charged with the responsibility of overseeing the overall secondary school management (Education Act of 1980). The BoGs functions among others include setting up secondary school fees using government guidelines, ensuring sound financial management, mobilizing resources for the school development, monitoring academic performance, setting priorities for spending and authorizing all school expenditures (Republic of Kenya, 2006). On the other hand, Parent Teachers Associations (PTAs) were created as a result of the 1980 presidential directive and are elected on a yearly basis by parents during Annual General Meetings (AGMs). They are charged mainly with the responsibility of ensuring the quality of education offered in the school. In particular, PTAs are responsible for the development of school projects on behalf of the parents besides overseeing the academic performance of the students (World Bank, 2007).

According to Musera et al (2012), secondary school management in Kenya is participatory in the sense that various stake holders are involved. Thus the principals’ participatory leadership management styles have a great impact on the overall school achievement. Hall (1987) observes that the principal's leadership roles (responder, manager, and initiator) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them. Research on organizational psychology demonstrates the relationship between leadership effectiveness and subordinates' confidence. Lall and Lall (1988) observe that true leadership must lead and not dominate. In addition, leadership should be able to inspire and encourage. According to White (1962) leadership is about sharing responsibility among the stake holders.

Research has also demonstrated that the quality of education depends primarily on the way schools are managed rather than on the abundance of available resources (IIEP, 2000). Other studies have also shown that there exists a strong relationship between the quality of the leadership provided by the head teacher and the capacity of a school to improve teaching and
learning (IIEP, 2000). Therefore participatory management leadership is an important aspect that cannot be wished away especially in this era of technological advancement and emphasis in the attainment of Millennium Development Goals (MDGs). Kenya, like other countries is in the race of attaining MDGs alongside the Vision 2030 where it is expected to be an industrialized nation. Therefore management of secondary schools is an important aspect towards attainment of the set national and international obligations. However, there has been criticism in the way school heads manage school projects in Kenya. This may hinder the achievement of the most spoken out educational MDGs and the set Kenya’s vision 2030.

1.3: Statement of the Problem

The Ministry of Education, being the custodian of the education sector curriculum, taps and uses the skills of school heads as key implementers of the curriculum and supervisors of the whole school program (Ministry of Education, 1994). However, research findings done in the field of educational administration across the world, indicate that school heads are the most powerful single determinants of the quality and effectiveness of schools (Garry, 2004; Goldring et al., 2006; Leu and Bryner, 2005; Kitavi and Westhuizen, 1997). Some of the functions of a school heads are; instructional leadership; shaping an organization that demands and supports excellent instruction and dedicated learning by students and staff and to connect the outside world and its resources to the school and its work (Hale and Hunter, 2003; Wango, 2009). Despite the enormous roles and functions of a school principal, research done in some developed countries like USA, UK and Australia unravels various challenges faced by principals in management (Kitavi and Westhuizen, 1997). For instance, they experience job specific problems related to instructional programs, students, personnel, financial resources, community relations and project management (Hale and Hunter, 2003).

According to Iggunu et al. (2005), examples of faulty project management and execution are everywhere; uncompleted government buildings due to lack of funds, new schools without desks or teacher, hospitals and health centers without drug abound. These lapses occur because of faulty project planning and management. Success in project implementation depends mainly on; good management and organization and close alignment between projects particular requirements and facilities provided at the local level. According to KESSP 2005-2010, there are examples of faulty project management in many public secondary schools. Today you will find uncompleted school buildings, schools without necessary
instructional materials and infrastructure, school laboratories with little or no equipments, and so on.

This results from the fact that during planning, people get preoccupied with technical, economic and financial feasibility considerations, relative to the project, with little attention on management and institutional factors all to the detriment of the project. Project management is appropriate for all undertakings concerned with small and large projects, which are different from the normal affairs of a school.

Managing of comprehensive project requires the school heads to have effective project management skills. They must have the ability to make decisions, or at least have regular access to decision makers in order to make decisions about what project to give priority, how to source and allocate funds and scheduling of events. However, Nandwah (2011) in his Research paper on the preparation and development of public secondary schools principals in Kenya he noted that educational administrators were originally trained for teaching and not necessarily for managing projects. The general objective of this study therefore is to determine the challenges faced by school heads in managing school projects in Mathira Constituency.

1.4 Objective of the Study

The general objective of this research was to determine the challenges faced by school heads in managing school projects in Mathira Constituency.

1.4.1 Specific Objectives

i. To determine whether school heads in Mathira Constituency have adequate project management skills to enable them effectively manage school projects.

ii. To establish the financial management challenges facing school heads in management of school projects in Mathira Constituency.

iii. To determine how the management of the project constraints affect the successful implementation of school projects in Mathira Constituency.

iv. To establish the stakeholder involvement challenges in management of school projects in Mathira Constituency.

v. To establish the monitoring and evaluation challenges facing school heads in management of school projects in Mathira Constituency.
1.5 Research Questions

i. Do school heads in Mathira Constituency have adequate project management skills to enable them effectively manage school projects?

ii. What are the financial management challenges facing school heads in management of school projects in Mathira Constituency?

iii. What are the effects of the management of the project constraint on the successful implementation of the school projects in Mathira Constituency?

iv. What are the stakeholders’ involvements challenges facing school heads in management of school projects in Mathira Constituency?

v. What are the monitoring and evaluation challenges facing school heads in management of school projects in Mathira Constituency?

1.6 Significance of the Study

The study helped to identify the challenges facing school heads in the management of school projects. It will also help to identify the challenges in project formulation and implementation in the education sector. The finding provides a blue print for MoE in establishing policies for the management of projects in public secondary schools.

In addition the study will encourage and motivate interest on diverse issues in project management. All educational stakeholders and future researchers in the area of study may also use this study as a reference document.

1.7 The Scope of the Study.

The scope of the study was all the thirty three (33) public secondary schools in Mathira Constituency. The constituency spreads across two districts i.e. Mathira east district and Mathira west district. Mathira east district has eighteen (18) schools and while Mathira west has fifteen (15) schools. The study will try to investigate the challenges faced by the heads in managing school projects.
1.8 Limitations of the Study.

The study was conducted within a specified time frame and the resources available to the researcher were limited. The availability of the respondents was not guaranteed as the study was carried out during a period when the Kenya Certificate of Secondary Education (KCSE) exams will be in progress.

1.9 Organization of the Study.

The first chapter provides the general introduction and context of the study. Chapter two presents a literature review which was conducted from a critical perspective. The intention is to gain insights into project management challenges, particularly in school projects. In addition, the chapter provides a contextual framework of the study. Chapter three describes the research methodology, highlighting on data generation and analysis processes. It also discusses ethical and validity respondents in relation to design of the study. Chapter five includes the summary of the findings, conclusions and recommendations of the study.
CHAPTER TWO

LITERATURE REVIEW

2.0: Introduction

This chapter gives an insight on summary of related literature on project management. It consists of theoretical review, origin and evolution of project management, project lifecycle, the skills required by the project manager, financial management, project monitoring and evaluation and the various stakeholders and their responsibilities in the management of school projects.

2.1: Theoretical Review

A project is seen primarily as a planning process which uses one or more scarce resources during a specific time for the purpose of producing some economic returns or output at a later date. To Bieman and Smidth (1970) a project is a capital investment to develop facilities to provide goods and services. Also, Kayode (1979) stated that the important aspect of a project is not whether it is action or physical goods/works-oriented, but rather the investment in value and the benefits expected. Therefore, we can define a project as a task or series of tasks that has a definable beginning and end, and requires the expenditure of one or more resources that must be completed in order to achieve the objective for which it is instituted.

According to Igunnu et al (2005), Projects arise out of the desire to satisfy some societal felt need. You may want to undertake a project based on the interest of the school and its stakeholders, or to improve an already existing scheme or programme in your educational sphere. However, the mere fact that the potential beneficiaries of a proposed project are able to form an enthusiastic lobby for the project is in no sense a justification for its being undertaken. Rather, this fact should be almost irrelevant in cases where most of the costs are borne by the society at large.

Projects constitute the centre piece of development planning, where policies are formulated, and a number of these policies are in turn translated into specific programme of actions (Igunnu et al. 2005). The According to Laura Pinto (2000), there are several aspects of project preparation that should be carefully considered in any project. They include: The Technical Aspects, Managerial and Administrative Aspects, Organizational Aspects and Commercial Aspect and Economic Aspect.
2.1.1 The Technical Aspects

Here, we are concerned with the inputs and outputs of real goods and services. It is extremely important, and the project framework must be clearly defined to permit the technical analysis to be precise and thorough.

2.1.2 Managerial and Administrative Aspects

Management and administration are very difficult to evaluate, but they may be the keys to the success or failure of a project. (Laura Pinto 2000) You must, therefore, examine your ability to administer the concerned activity, and also the ability to adopt, and manage new and upcoming, unforeseen issues. When we consider the managerial and administrative aspects of a project, not only are we concerned that eventually managerial and administrative problems will be overcome, but we must also make realistic assessment of how fast they will be overcome.

2.1.3 Organizational Aspects

In this regard, we are concerned about the relationship of the project administration to other parts of government. It evaluates whether there links between the projects authority and responsibility and whether there are ample provisions to report up to date information about how the project is progressing. Without proper provision of these organizational arrangements, even the best administrator, or manager is frustrated.

2.1.4 Commercial Aspect

This deals primarily with the revenue consideration of the project. It includes the arrangements for the supply of funds for the input necessary to ‘operate’ the project, and whether the project can become financially viable.

2.1.5 Economic Aspect

Here, we consider the ability of the project at how to contribute significantly to the development of the economy as a whole, and if the contribution of the project is likely to be great enough to justify the use of the resources needed.
2.2 History and Origins of the Discipline of Project Management

According to Lock (2007), project management has been practiced since early civilization. Until 1900 civil engineering projects were generally managed by creative architects, engineers, and master builders themselves, among those for example Vitruvius (1st century BC), Christopher Wren (1632–1723), Thomas Telford (1757–1834) and Isambard Kingdom Brunel (1806–1859). It was in the 1950s that organizations started to systematically apply project management tools and techniques to complex engineering projects. Kwak (2005)

According to Cleland et al. (2006), as a discipline, Project Management developed from several fields of application including civil construction, engineering, and heavy defense activity. Two forefathers of project management are Henry Gantt, called the father of planning and control techniques, (Stevens 2002). He was famous for his use of the Gantt chart as a project management tool; and Henri Fayol for his creation of the five management functions which form the foundation of the body of knowledge associated with project and program management. (Witzel 2003). Both Gantt and Fayol were students of Frederick Winslow Taylor's theories of scientific management. His work is the forerunner to modern project management tools including work breakdown structure (WBS) and resource allocation.

The 1950s marked the beginning of the modern Project Management era where core engineering fields come together working as one. Project management became recognized as a distinct discipline arising from the management discipline with engineering model. (Cleland et al 2006) In the United States, prior to the 1950s, projects were managed on an ad hoc basis using mostly Gantt Charts, and informal techniques and tools. At that time, two mathematical project-scheduling models were developed. The "Critical Path Method" (CPM) was developed as a joint venture between DuPont Corporation and Remington Rand Corporation for managing plant maintenance projects. And the "Program Evaluation and Review Technique" or PERT, was developed by Booz Allen Hamilton as part of the United States Navy's (in conjunction with the Lockheed Corporation) Polaris missile submarine program.

At the same time, as project-scheduling models were being developed, technology for project cost estimating, cost management, and engineering economics was evolving, with pioneering work by Hans Lang and others. In 1956, the American Association of Cost Engineers (now AACE International; the Association for the Advancement of Cost Engineering) was formed by early practitioners of project management and the associated specialties of planning and
scheduling, cost estimating, and cost/schedule control (project control). AACE continued its pioneering work and in 2006 released the first integrated process for portfolio, program and project management (Total Cost Management Framework).

The International Project Management Association (IPMA) was founded in Europe in 1967, as a federation of several national project management associations. (Kousholt 2007). IPMA maintains its federal structure today and now includes member associations on every continent except Antarctica. IPMA offers a Four Level Certification program based on the IPMA Competence Baseline (ICB). The ICB covers technical competences, contextual competences, and behavioral competences.

In 1969, the Project Management Institute (PMI) was formed in the USA. (Harrison 2004) PMI publishes A Guide to the Project Management Body of Knowledge (PMBOK Guide), which describes project management practices that are common to "most projects, most of the time." PMI also offers multiple certifications.

2.2.1 The Discipline of Project Management

According to Project Management Institute, 2004, “Project management is the process of the application of knowledge, skills, tools, and techniques to project activities to meet project requirements.” That is, project management is an interrelated group of processes that enables the project team to achieve a successful project. These processes manage inputs to and produce outputs from specific activities; the progression from input to output is the nucleus of project management and requires integration and iteration. For example, a feasibility report could be an input to a design phase; the output of a design phase could be a set of plans and specifications. This progression requires project management acumen, expertise, tools and techniques, including risk management, contingency development, and change control.

2.3 The Project Management Life-Cycle

The project life cycle consist of five essential. These stages are definition, planning and researching, implementation, handover and feedback. According to Qurix (2001) the first two stages are referred to as inception.

2.3.1 Project Definition

The client has an idea of what is to be achieved. The ideas might have come from the chief executive of the institution or some or some technical team after this a project emerges. The client should be sure of the rationale of the project, the likely benefit to the users and possible
reaction of sponsor, which may be the ministry of education. It is at this stage that the scope is taking into consideration including its political impact as well. Before the education project idea advances users and stakeholders should be consulted. Proper input that will convince the sponsors must be undertaken. Also the chief executive (client) must put together tangible factors and inputs, which will make the project a success.

2.3.2 Planning and Resource Mobilization

Planning is mapping in broad perspective what need to be done and the methods to do these things. At this stage a development and a budget for the project is required. Mobilization is very important for without it beautiful projects might fail due to lack of a good financial base. According to Qurix (2001), planning stage is where you need to make sure that the architectural designs are prepared to provide a basis for cost estimate is done. The detailed design produced after the client has approved the sketch design and used for cost estimates by the quantity surveyor and the contractors.

2.3.3 Project Implementation

At this stage, the owners of the project become responsible for thinking out and knowing how to make the project work successfully. The project sponsors and the providers of funds may be interested in the supervision and the implementation through the preparation of progress report on the project or periodic basis. This aims to insuring the project manager is complying with all government regulations, guidelines and agreements affecting the project. The implementation stage therefore is the most critical stage of the project. Since any deviation from the agreed terms can lead to the eventual collapse of the project. As a result, regular site meeting are held to ensure that the quantity of work is in order.

2.3.4 Hand Over

When the contractor declares that the project is practically completed the consulting team always go to inspect the project to allow for the commencement of a defects liability period. After six months the team of consultants, client representative and the contractors ensure that the project meets the specification and conducts a pre hand-over inspection. A hand-over schedule is prepared by the architect and presented to the contractor for signing. The schedule reflects construction variations, deduction and the final amount due to the contractor.
2.3.5 Feed Back

In this stage, the clients gather information about the project performance so as to improve on similar projects in future.

2.4 Skill Set of a Project Manager

It is important that an appropriate project manager with the right balance of skills is put in place to ensure a successful project. It is said that a good project manager must act like a “mini-CEO” (Pinto, 2007) and must be proficient in both the technical skills of a manager balanced with the inter-personal skills of a leader.

2.4.1 Inter-Personal Skills

Research by El-Sabaa (2001), points out that inter-personal skills appear to be the most important that an incumbent project manager will require. The school head as the project manager will need these skill in negotiating with functional managers for resources, gaining support for projects by influencing upper management (school BOG), effectively communicating with all the stakeholders involved, keeping control of the costs and schedules of the project and while resolving team conflict.

The school head must be sensitive and responsive to the motivations of the others working within the project team and must be able to clearly communicate in a way that makes sense from a team member’s point of view. Further, El-Sabaa’s research outlines that the next most important skill set of the project manager is the ability to conceptualize and organize. For example the project manager must be able to “see the forest for the trees” (Pinto, 2007), that is, the project as a whole and also be able to understand the relationships of the individual parts, how they interrelate and affect each other to drive the project team with clear goals and direction (El-Sabaa, 2001).

Interestingly enough El-Sabaa’s research paints technical proficiency in the industry of the project as the least essential project management skill. This points to the essential skills that a project manager requires being valid across different industries

2.4.2 Project Management Organization and Planning Skills

Though essential, interpersonal skills alone do not make an effective project manager. Virtually all projects begin with proposals. A project manager must be able to articulate his or her vision for a project in writing, and be able to effectively present it. Without these skills, a
project will not get off the ground. In order to perform these functions, a project manager will be more successful and efficient if he or she uses a well-considered methodology.

2.5 Project Control

Project control is that element of a project that keeps it on-track, on-time and within budget. It begins early in the project with planning and ends late in the project with post-implementation review, having a thorough involvement of each step in the process. Like any human undertaking, school projects need to be performed and delivered under certain constraints. Traditionally, these constraints have been listed as "scope," "time," and "cost." (Chatfield 2004) These are also referred to as the "project management triangle", where each side represents a constraint. One side of the triangle cannot be changed without affecting the others. A further refinement of the constraints separates product "quality" or "performance" from scope, and turns quality into a fourth constraint.

The time constraint refers to the amount of time available to complete a project. The cost constraint refers to the budgeted amount available for the project. The scope constraint refers to what must be done to produce the project’s end result. These three constraints are often competing constraints: increased scope typically means increased time and increased cost, a tight time constraint could mean increased costs and reduced scope, and a tight budget could mean increased time and reduced scope.

Each project should be assessed for the appropriate level of control needed: too much control is too time consuming, too little control is very risky. If project control is not implemented correctly, the cost to the business should be clarified in terms of errors, fixes, and additional audit fees.

2.5.1 Risk and Uncertainty

All projects are predisposed to risk due to complexity and many factors that are outside the control of the project manager. The majority of decisions made by the school heads about the project are conducted under conditions of uncertainty and risk. This is especially true during the initiation phase of the project life-cycle, where uncertainty is at its highest (Meredith & Mantel, 2006). However, a common factor of projects that are successful is that the project manager usually considered, and planned to some degree, the possible risks they were likely to face (Pinto, 2007). However, the challenge for any effective project is how to plan for these risks at the beginning to achieve the objectives with minimal disruption.
Both Perry (1986) and later Pinto (2007) outline as a process of identifying risks, assessing the effects of the risks, developing responses to these risks should they occur and finally developing a strategy for risk management during the project life-cycle. Identifying and assessing the risks can be facilitated through brainstorming sessions with the project team and stakeholders, seeking expert opinions, experience and lessons learned from previous projects (Pinto, 2007). Perry (1986), Isaac (1995) and Pinto (2007) then all agree on the responses to risks that are identified including avoidance, reduction, transferring, sharing, contingency buffers or accepting risk. Risks must then be monitored and controlled during the life-cycle as they can change or new risks may emerge.

2.6 Financial management in secondary schools

Integrity concerns have emerged regarding the manner in which schools manage resources allocated from the ministry or generated internally. Like the free primary education, the recently introduced Free Day Secondary Education (FDSE) policy aims at reducing the cost burden on parents through provision of state subsidy to schools for enrolled students (World Bank, 2007). Allocations to schools are based on the enrolled population of students. The inequality alluded to the allocation criteria applied under FPE also extends to the FDSE. Thus, schools that are able to generate significant internal revenue through agriculture, hiring of school facilities (buses, school halls or compounds) for social functions end up receiving more in net terms than schools that are relatively “poorer”. Such additional income has therefore become a key vulnerable area for corruption in schools since accountability mechanisms on usage of such revenue are rather weak.

Another concern regards the perennial school development projects that are initiated with little or no consultation between school administrators and school communities. There are schools which have been fundraising for school buildings or buses in perpetuity. Mechanisms for financial oversight over such funds are minimal and thus the head teacher is able to manipulate the money collected under the pretext of paying for bills resulting from delays in disbursements from the ministry. There are cases of school capture where some suppliers have monopolized services in some institutions. The accounts in some schools are rarely monitored. Resources in those accounts are open to over-withdrawals due to overpriced services and goods. This issue of undisclosed income is also witnessed in provincial and district schools that are officially registered as either two or three streamed schools yet they actually have four streams.
2.7 Stake Holder Involvement in Project Management

The rapid expansion of student enrolments in recent years, coupled with inadequate resources to cope with the ever-increasing demand for educational provision, has made school project management a much more complex and difficult enterprise now than a few decades ago. To ensure effective and successful management, the school head must not only be innovative, resourceful and dynamic, but also be able to interact well with people both within and outside the school. These include staff and students, parents, members of the Parent Teacher Association and many other members of the community. All of these need to be brought, in some way or other, into the decision-making and project management process if they are to remain supportive of what the school head is doing. In other words, for the purpose of achieving success as a project manager, the head must create an environment of participation in the running of the school.

2.7.1 Project Management Team

Creating high performing project teams is a key success factor for project management. Projects are considered temporary organizations, that is, they exist for a finite time period; and therefore teams are often created from different functional departments to match the criteria of the project. This can create pressure and potential conflict (Huemanna et al., 2007). In order for teams to achieve a high level of performance there are several stages of the team development process that must be progressed through in order to establish trust and build productive team norms (Pinto, 2007). These stages consist of forming, storming, norming and performing. McShane and Travaglione (2007) explain that during the forming stage, cross-functional team members come together under the premise of the project and ground rules are set.

The storming stage is more conducive to disruptive interpersonal conflict. As Pinto (2007) points out, teams test the rules and attempt to re-work them, authority is resisted and personal agendas emerge. This can impede the effectiveness of the project team and project work. It is here that the challenges of conflict management on behalf of the project manager are tested. Pinto (2007) then goes on to outline methods for resolving this conflict that includes mediation, arbitration, control, accepting or eliminating.

In the norming stage, positive team norms are solidified and accepted by the team, there is a sense of cohesion and mission. This allows the team to perform efficiently and at a high level of performance (McShane and Travaglione, 2007).
In progressing the selected team to this performing stage is part of the challenge involved in good project management and involves many people skills such as conflict management and leadership on the part of the project manager.

2.7.2 School Committees

The heads of the schools make different committees to look after different aspects of the school like administration, cleanliness, and academic and co-curriculum activities. (Hillman and Stroll, 1994). There is a significance role of distributive leadership in school projects. While planning school development projects it is good practice to set up committees that directly relate to the development of the school or planning for improvement. School committees might be set up to deal with, for example, teaching and learning, school development planning, discipline, catering, pupil welfare and co-curricular activities. Schools are required to have a School Improvement Plan (SIP) which identifies areas for improvement and plans for the implementation of strategies for development. Not only can the teachers and students play a part in the decision making process for the SIP but also they can assist in monitoring progress and identifying strengths and weaknesses in the system. The day-to-day management running of a school programs, as well as the longer-term management of change, depends to quite a large extent upon an effective system of committees’ communication, consultation and participation of all of the stakeholders.

2.7.3 Teachers

Literature reveals that teachers professional involvement is very necessary for their effective management to school improvement projects (Kanji, 2001). However, teachers are not aware of their professional responsibilities. The current situation of schools is because of unawareness regarding the role of the teachers who are the key agents of school improvement. As Fullan (2001) says “Educational change depends on what teachers do and think, it's as simple and as complex as that. Moreover their lack of confidence for bringing change also affects school improvement. They believed that they cannot bring change because improvement comes from higher authorities if they want they can implement. However, research indicate that this type of change not lasting and sustain. We cannot deny the significant role of management in school improvement. Nevertheless, their role sometimes creates delusions among the teachers that they cannot take any step for school improvement. Some teachers are of the opinion that their job is only to teach, and cannot do anything without principal’s consents.
The more opportunities are given to members of staff to participate in school project management, the greater is likely to be their sense of commitment and ownership of school programmes. Some studies (Dema, 2011) do observe that a good vision is that which is collective rather than imposed. Other studies (Dream Cacioppe, 1997) have observed that transformational leadership has the potential to influence the subordinates to adopt an organizational vision as their own inspirations. The posts of responsibility for teachers included the deputy head, senior teachers and the heads of department. In fact, as head, you should ensure that everyone who is appointed above the level of a regular class teacher has identified responsibilities that are linked to a job description.

### 2.7.3 The Parents’ Teachers Association

The need for co-operation between a school heads and its teachers on the one hand, and homes and parents on the other, cannot be over-emphasized. This co-operation is not only likely to be beneficial to the school, but is also essential to the welfare of students. In bringing the home and the school together, the PTA may assist in identifying pupils’ needs and in finding solutions. The PTA may provide a forum where the head and the staff may explain school programmes, gain the support of parents, and thus help to ensure their success. Very often the PTA is an important source of financial and material support essential for the development of the school projects. Similarly, it can be a source of resource persons to help in a wide variety of school projects, from providing a cricket umpire to advice on farming and gardening or from advice on information technology to assisting with children reading. Of course, in more recent times, the PTA has been more formally involved in school development and representatives are required to form part of a committee to formulate the SIP and approve it. This is called the School Improvement Action Committee (SIAC). Parents in the school operate individually, collectively and formally. Each of these roles can be quite different. Each can also have a positive or negative impact on the school if not managed properly.

### 2.8 Monitoring and Evaluation

Monitoring and evaluation (M&E) It is concerned with systematically measuring variables and processes over time and its main purpose is: to provide better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to stakeholders. (World Bank 2004) M&E is an important instrument for the management of school projects and employs quantitative and
qualitative measurement tools. As such, it contributes to improving the implementation of projects by enabling continuous feedback of their performance, allowing for the identification of problems as they arise.

M&E contributes to the quality of project management by providing information on: how results (output, outcome, impact) are achieved and by assessing effectiveness, efficiency and relevance of a specific development intervention. (OECD, 2006). Likewise, M&E can help assess how beneficiaries use project inputs and outputs, measure their satisfaction with progress, and identify ways by which project interventions can become sustainable. Based on these premises, it is important that project managers and teams participate actively in the M&E of school projects for they are permanently on the field, are related to the various stakeholders and have a better idea as to how the project is being implemented. However, since M&E tends to put them on the ‘spot’ – for they are the ones in charge of the ‘positive’ outcomes of the project – they might be hesitant and resistant to value and accept the learning objectives of M&E. In that respect, project staff and managers have to be prepared to conduct M&E of the projects by acquiring concepts and skills and by learning to accept it as a knowledge generating and sharing tool.

2.8.1 Preparing for monitoring and evaluation.

In M&E literature, many authors emphasize the need for training the team as part of the system adopted. Formal training contributes to ensuring that goals, limitations, preconditions, requirements and components of M&E are understood (Vahlhaus and Kuby 2000), and allows staff to develop the necessary implementation skills. Other authors add that all team members should practice M&E in the field by, in order to assure the appropriate learning of techniques (SLE 1996 and 2000). However, formal training ‘cannot replace the learning process of project teams, which is necessary to internalise their own participatory approach’ (Foster et. al. 1998). Experience demonstrates that ‘knowing concepts and techniques of M&E is necessary, but does not automatically lead to committed practice’ (Lobb-Rabe 2000). It is important then, to establish a stimulating and knowledge generating and sharing environment where staff members and managers reflect, analyze and assume responsibility for the M&E process and its results. This form of knowledge ‘is created through a process of verbal communication between different individuals’ (Burr1995). Thus, in order to engage in a learning process this communication has to be based on self-reflection and dialogue. Selfreflection helps individuals to discover their own interests, and the consequences of their
daily activities. Dialogue helps people to understand and share their different perspectives, as well as their taken for granted assumptions (Isaacs 1993). In other words, self-reflection and dialogue can foster sincerity, truthfulness, legitimacy and comprehensibility in communications.

Thus, by carrying out M&E, staff members will be able to observe and reflect upon results on the spot, and to plan and act upon them while becoming participatory facilitators. This form of learning contributes to the ability of staff members and managers to handle resistance to M&E in a constructive manner. While implementing M&E, they learn to identify for themselves and with other stakeholders those factors that might have influenced the project. For instance, they have the chance to observe the adverse effects, reflect upon them, and then act accordingly. Likewise, they will be able to observe positive outcomes of the intervention and act upon their enhancement. Both these responses can generate a motivating effect on both project steering and learning.
2.9 Conceptual Framework

Independent Variables

- Project Management Skills.
  - Leadership
  - Directing
  - Negotiating
  - Communicating
  - Writing
  - Presenting,

- Financial Management
  - Sourcing of funds
  - Budgeting
  - Procurement procedures
  - Financial reporting

- Management of project constraints
  - Project Time
  - Project scope
  - Project cost

- Stakeholders’ Involvement
  - The BOG
  - The PTA
  - Teachers
  - The ministry of education

- Monitoring and Evaluation
  - Identification of performance indicators
  - Data collection tools and methods
  - Data analysis
  - M&E feedback and reporting
  - Scheduling of M&E

Dependent Variables

- Successful implementation of school projects in public secondary schools

Intervening variables

- Project risks
- Government policy

Table 1: Source: Researcher (2012)
2.10 Discussion of Conceptual Framework.

Management of school projects has been a challenge. The secondary schools heads therefore have no alternative but to embrace the modern project management tools and techniques. This study considered those areas that have been problematic in the implementation of curriculum and infrastructure projects in public secondary schools. In establishing the actual project management challenges in Mathira Constituency, the following indicators were considered; number of stalled projects in schools; the delays in project completion, variation in project costs, and level of satisfaction of the stakeholders involved in school project and the quality of project output.

The challenge of project management skills sets in the school heads looked at some key skills in the management of the school projects. These skills included, leadership, directing, negotiating, communicating, budgeting, Writing and Presenting,

Challenges in financial management looked at those challenges that relate to the sourcing of project funds, the budgeting process, the procurement procedures and the financial reporting in school projects.

Challenges in managing project constraints looked at those factors that affect the management and control of project time, project scope and Project, which is commonly known as the triple constraints of project management.

Stakeholder involvement challenges considered those challenges relating to the participation by the stakeholders. The stakeholders considered included; The school BOG, The PTA, the teachers, the parents and the Ministry of Education.

Challenges in monitoring and evaluation looked at those challenges that relate to the identification performance indicators, data collection, data analysis and M&E feedback, reporting and scheduling of M&E.

The above factors were intervened by the possibility of occurrence of project risks and the ever changing government policies.

With all these the mentioned independent variables the researcher tried to investigate the effect of these challenges affect the successful implementation of the school projects as the dependent variable.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explores the research design used in the study, the population target, sampling procedure, methods of data collection, and validity and reliability of the study.

3.1 Study Design

The type of research design adopted in conducting this study was the descriptive survey design. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. It was deemed appropriate because it involved collecting data in order to answer questions on the current status of the subjects of the study. Kothari, (2003) recommends descriptive survey design as it allows the researcher to describe, record, analyze and report conditions that exist or existed. This survey design was considered particularly well suited to researches which study the individual as a unit of analysis as an excellent vehicle in measuring generalization.

The descriptive design also allowed the researcher to generate both numerical and descriptive data that was be used in measuring relationships between variables. Furthermore, this type of study design described in degree to which the variable related and was expected to determine the challenges facing the school heads in managing school projects. That is why the researcher used it.

3.2 Target Population

Kombo and Tromp (2006) define a population as a group of individual objects or items from which samples are taken for measurement. The target population (parent population) of the study consisted all the public secondary schools in Mathira constituency.

<table>
<thead>
<tr>
<th>S No.</th>
<th>Districts</th>
<th>No of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathira east</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Mathira west</td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td>Mathira constituency</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 2: Mathira east and Mathira west districts examinations office
3.3 Sample Size

All the thirty three (33) public secondary schools in Mathira constituency were considered as a sample because of the small nature of the population. This conformed to the widely held rule of thumb that to be representative, a sample should have 30 or more test units (Wayne and Terrell, 1995).

The study limited itself to ninety nine (99) respondents from the thirty three (33) public secondary schools, arrived at as follows:- (Principal + one member of the BoG + one teacher) x (Number of Sample Schools) this gives \((1+1+1) \times 33 = 99\) respondents.

All the thirty three (33) principals were considered which left us with sixty six respondents to be selected through a random sampling method to ensure that all BoG members and the teachers have equal chances of being selected to be in the study.

3.4 Research Instruments

In this study, the main research instrument used by the researcher was a questionnaire. The advantage with this tool is that within a short duration of time it can be administered to a large group of respondents (Kasomo, 2006). Questionnaires are also generally preferred for this study because they ensure a wide range of respondents’ perception. The questionnaire had both open-ended questions and the closed questions. Open-ended questions sought in-depth information while the closed ones were easily analyzed and understood.

The researcher also used an interview guide to enrich the responses and fill in the information gaps. Both primary and secondary data were used for the purpose of this study; primary data collected through questionnaires and secondary data collected from journals, performance analysis books, magazines and the internet.

3.5 Validity and Reliability

According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of inferences which are based on the research results. In order to improve validity, experts were used to validate the value content of the instrument then modifications were made where necessary. Information gathered was also cross-checked with other secondary sources to ensure authenticity and accuracy. The researcher also used triangulation which is the use of different data collection methods to gather the same information. In this case the researcher used both the questionnaire and face–face interviews to fill the information gaps.
Reliability enhances dependability, accuracy and adequacy of the instrument through piloting. Mugenda and Mugenda (1999) argue that reliability is a measure of the degree to which a researchers’ instrument yields consistent results or data after repeated trials. Nachmials and Nachmials (1996) states that; an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time. To ensure reliability, Charles (1995), adheres to the notions that consistency with which questionnaire [test] items are answered or individual’s scores remain relatively the same can be determined through the test-retest method at two different times. This method involved administering the questionnaire at an interval of one week to the same group and then comparing the two scores.

The questionnaires were first tested on a selected sample of three (3) schools which were similar to the actual sample to be used in the study the procedure used in pre-testing was identical to the ones to be used in the actual study or data collection. Comments made by the pre-testing respondents were used to adjust and improve the instrument.

3.6 Data Collection Procedure

The researcher physically visited all the sampled schools. He administered the questionnaires personally so as to be in a position to schedule a face–to-face interview with the Principals or his Deputy to get more in-depth information on school projects undertaken by the school. The researcher covered about five (5) schools a day and took exactly one week to visit all the sampled schools. A copy of the findings can be made available to the institutions on request.

3.7 Data Analysis and Presentation

The data obtained from the questionnaires and the interviews was compared and interpreted. The data was checked for extremes such as consensus responses to disagree or agree with them. The data was then coded so as to allow for statistical analysis. Descriptive statistics was used to answer the research questions and objectives in relation to the research questions. Qualitative and quantitative methods were used for data analysis; Qualitative data generated from questions were organized into themes and categories pertinent to the study. This also helped identify information that was relevant to the research questions and objectives. The quantitative approach on the other hand was used on aspects that can be qualified by measures of central tendencies.
The researcher used a statistical software (SPSS statistical package for social sciences) to assist in generating data analysis. Qualitative information was sort and organized into homogenous groups. Using a code sheet, the researcher transcribed all open ended questions, and then coded key words and summarized the information in frequencies and percentages using SPSS.

The results from the data analysis were then interpreted, inferences made and presented. The presentation was concerned with description analysis of data collected from the field. Data was presented in Pie Charts, Tables and Percentages in a word document.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND PRESENTATION

4.0 Introduction

The findings of the study were analyzed and presented in this chapter with respect to respondents’ profile and demographics (age, gender and education qualification, project management skills, financial management, management of project constraints stakeholder involvement and monitoring and evaluation.

4.1 Responses and General Findings

4.1.1 Questionnaire Return Rate by Age and Gender

The study utilized two sets of questionnaires i.e. Questionnaires for Principals and Questionnaires for Stakeholders, Table 4.1 and 4.2 below indicate questionnaire completion rate.

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Less than 30yrs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31-40yrs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>41-50yrs</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>More than 50yrs</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>TOTALS</td>
<td>23</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4.1 Return Rate by Age and Gender for the Questionnaire targeting school principals.

Source: Research Data, 2012

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Less than 30yrs</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>31-40yrs</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>41-50yrs</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>More than 50yrs</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>TOTALS</td>
<td>37</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 4.2 Return Rate by Age and Gender for the Questionnaire targeting teachers and members of the BOGs.

Source: Research Data, 2012
The researcher set out to interview three people per school in all the schools in Mathira constituency. From each school, the Principal or Deputy Principal, a member of the board of governors and a teacher were issued with the questionnaire. Completed questionnaires were received from all the ninety nine (99) respondents of whom 60 were male (60.61%) and 39 were female (39.39%). This represents a response rate of 100%. From the finding of this study it was observed that the principals in public secondary schools were in the bracket of 41 – 50 years (42.42%) and that of over 50 years (57.58%) of age.

### 4.1.2 Respondents’ Profile

Mathira constituency covers Mathira east and Mathira west districts and has a total of thirty three (33) public secondary schools. This study considered a sample total of all the thirty three (33) public secondary schools and targeted ninety nine respondents there in. Table 4.3 below shows the respondents’ profiles by education qualification and whether or not they have been trained in project management.

![Table 4.3](image)

Table 4.3 Education Qualification of the respondents and training in project management

*Source: Research Data, 2012*

Among the ninety nine respondents, 68.6% have been in school for more than five years, and were therefore familiar with school projects undertaken in the schools in the recent past. The key finding was that majority of the school principals (93.33%) have been trained in project management. However, of all the other respondents, more than half (52.53%) had no training in project management. The study showed that all the respondents (100%) had been involved in the school project either through financing of the project or as members of committees set out for the projects.
4.1.3 Schools in Mathira Constituency

Mathira constituency has thirty three schools; fourteen (14) of these schools are day schools (42.42%), thirteen (13) are boarding schools (39.4%) and five (5) are day and boarding schools (18.18%). From the study all the thirty three (33) schools (100%) have undertaken one or more development projects within the last five years. *Graph 4.1* below, gives the responses of the type of project undertaken by the schools

*Graph 4.1* Type of project undertaken by the schools  
*Source: Research Data, 2011*

4.2 Challenges in Project Management Skills amongst the School Heads in Mathira Constituency.

The study sort to establish the challenges in project management skills amongst the school heads. Six key areas in project management skills were considered: leadership of the project team, directing all the activities of the project, negotiating for project resources, communicating the details of the project to the stake holders, writing project proposal and presenting project reports to the stake holders. The respondents used a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to specify their perceptions on 6 statements about the challenge in project management skill. Table 4.3 below illustrates their responses.
The respondents rated the following project management skills as a challenge as follows; leadership of the project team (50%), directing all the activities of the project 63%, negotiating for project resources (72.22%), communicating the details of the project to the stake holders (58.33%), writing project proposal (58.22%) and presenting project reports to the stake holders (47.22%). Graph 4.2 below shows percentage agreements on the project management skills as a challenge in the management of school projects.

### Table 4.4: Responses on challenges in project management skills amongst the school heads.

**Source: Research Data, 2012**

The respondents also felt that the other skills that were very essential in the management of the school projects were: financial management skills, project monitoring and evaluation skills, problem solving skills, public relation and resource mobilization.
4.3 Challenges in Financial Management

The study sought to find out the financial management challenges faced by the school heads in the management of school projects. The respondents were asked to indicate their level of agreement using a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to specify their perceptions on 4 statements about the financial management in school projects.

<table>
<thead>
<tr>
<th>Area in financial management</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>U (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sourcing of project funds</td>
<td>35.14</td>
<td>48.65</td>
<td>2.70</td>
<td>10.81</td>
<td>2.70</td>
</tr>
<tr>
<td>Budgeting</td>
<td>10.81</td>
<td>43.24</td>
<td>10.81</td>
<td>24.32</td>
<td>2.70</td>
</tr>
<tr>
<td>Financial reporting</td>
<td>24.32</td>
<td>29.73</td>
<td>13.51</td>
<td>25.32</td>
<td>8.11</td>
</tr>
</tbody>
</table>

Table 4.5: Reponses on challenges in financial amongst the school heads.
Source: Research Data, 2012

The results showed that the following financial management areas were a challenge; sourcing of the project funds rated at 83.65% level of agreement, budgeting rated at 54.05% procurement process 48.65% and financial reporting at 54.05%. Graph 4.3 below shows percentage agreements on the challenges in financial management.

[Graph 4.3: Percentage (%) of agreement on the areas in financial management that are a challenge to school heads in Mathira constituency.]

Source: Research Data, 2012

Costing of materials and equipments and accounting for all expenditure mostly where the funds had been from multiple sources and all had differing accounting requirements, records
and time lines were also pointed out as other areas in financial management that were a challenge. Also in most schools they also experienced delayed release of project funds from the government and donor institutions which greatly affected financial management in the school projects.

4.4 Management of Project Constraints

In management of project constraints, the respondents were asked to indicate their level of agreement using a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to specify their perceptions on 3 major areas in management of the project constraints.

<table>
<thead>
<tr>
<th>Project constraints</th>
<th>SA %</th>
<th>A %</th>
<th>U %</th>
<th>D %</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project time</td>
<td>29.73</td>
<td>51.35</td>
<td>8.11</td>
<td>5.41</td>
<td>8.11</td>
</tr>
<tr>
<td>Project scope</td>
<td>10.81</td>
<td>48.65</td>
<td>21.62</td>
<td>8.11</td>
<td>8.11</td>
</tr>
<tr>
<td>Project cost</td>
<td>29.73</td>
<td>45.95</td>
<td>10.81</td>
<td>8.11</td>
<td>5.41</td>
</tr>
</tbody>
</table>

Table 4.6: Responses on challenges in management of project constraints.

*Source: Research Data, 2012*

The results showed that the management of the following project constraints was rated as a challenge as follows; project time at 75.68%, project scope at 59.46% and project cost at 81.08%. Graph 4.4 below shows percentage agreements on the challenges in financial management.

**Graph 4.4:** Percentage (%) of agreement on the management of project constraints as a challenge to school heads in the management school projects

*Source: Research Data, 2012*
4.5 Stakeholder Involvement

In stakeholder involvement, the respondents were asked to indicate their level of agreement using a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to specify their perceptions on 3 major areas in management of the project constraints.

<table>
<thead>
<tr>
<th>stakeholder</th>
<th>SA %</th>
<th>A %</th>
<th>U %</th>
<th>D %</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOG</td>
<td>17.95</td>
<td>35.90</td>
<td>10.26</td>
<td>20.51</td>
<td>15.38</td>
</tr>
<tr>
<td>PTA</td>
<td>7.69</td>
<td>38.46</td>
<td>15.38</td>
<td>23.08</td>
<td>10.26</td>
</tr>
<tr>
<td>Teachers</td>
<td>20.51</td>
<td>30.76</td>
<td>17.95</td>
<td>15.38</td>
<td>15.38</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>20.51</td>
<td>30.76</td>
<td>23.08</td>
<td>7.69</td>
<td>10.26</td>
</tr>
</tbody>
</table>

Table 4.7: Responses on challenges in stakeholder involvement

*Source: Research Data, 2012*

The results showed that the involvement of the following level of agreement on stakeholders involvement as a challenge; BOG at 53.85%, PTA at 46.15%, Teachers at 51.27% and Ministry of Education at 51.27%. Graph 4.5 below shows percentage agreements on the challenges in stakeholder involvement.

![Graph 4.5: Percentage (%) of agreement on the stakeholder involvement as a challenge to school heads in the management school projects in Mathira constituency.](image)

*Source: Research Data, 2012*

Also, according to the respondents, political influence on school leadership and project financing by politicians were also considered as major stakeholder related challenges that affected the successful implementation of the school projects. It was also observed that some donors to the some school projects had other interests other than ensuring successful implementation of the school projects.
4.6 Monitoring and Evaluation

The respondents were asked to indicate their level of agreement using a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to specify their perceptions on 4 major areas in Monitoring and Evaluation (M&E) of the school projects.

<table>
<thead>
<tr>
<th>Project constraints</th>
<th>SA %</th>
<th>A %</th>
<th>U %</th>
<th>D %</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the performance indicators</td>
<td>14.70</td>
<td>32.35</td>
<td>8.82</td>
<td>41.18</td>
<td>2.94</td>
</tr>
<tr>
<td>Data collection</td>
<td>14.71</td>
<td>35.29</td>
<td>17.65</td>
<td>29.41</td>
<td>5.88</td>
</tr>
<tr>
<td>Data analysis</td>
<td>20.59</td>
<td>41.18</td>
<td>14.71</td>
<td>20.59</td>
<td>2.94</td>
</tr>
<tr>
<td>M&amp;E reporting and feedback</td>
<td>23.53</td>
<td>32.35</td>
<td>8.82</td>
<td>35.29</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.8: Responses on challenges in monitoring and evaluation

Source: Research Data, 2012

The results showed the level of agreement on the following areas in monitoring and evaluation as a challenge as follows; identification of the performance indicators at 47.05%, data collection at 50% data analysis at 61.77% and M&E reporting feedback at 55.88%

Graph 4.6 below shows percentage agreements on the challenges in monitoring and evaluation.

Graph 4.6: Percentage (%) of agreement on the project monitoring and evaluation as a challenge to school heads in the management school projects.

Source: Research Data, 2012

However, the respondents observed that in most school projects the process of project monitoring and evaluation was completely absent or was not taken seriously despite the fact that it is very essential in management of school projects.
The respondents were also asked to rate the management of curriculum and co-curriculum programs as not challenging, challenging or very challenging. Graph 4.7 below represents the rating of the how challenging the management of curriculum and co-curriculum programs in the school is.

Graph 4.7: Management of curriculum and co-curriculum programs in the school

Source: Research Data, 2012

The respondents felt that training in project management would assist school heads to be more effective and efficient in the running of the school programs and projects through acquiring the necessary project management skills, promote the quality of the curriculum implementation process and at the same time produce better results in the co-curriculum programs. It would also make the school heads to be better planners in the for all the school programs both curricular and co-curricular.
CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, discussions, conclusions from the study and recommendations of the study.

5.1 Summary of Findings

The findings show that most schools have been undertaking multi-million school development projects. However, the undertaking of these projects has not been smooth due to project management challenges. This research found out that although most of the school principals (93.33%) have been trained in project management they still experienced challenges related to project management skills, financial management, management of project constraints, stakeholder involvement and project monitoring and evaluation. Respondents gave the key indicators of these project management challenges as: - delayed project completion, existence of many stalled projects, escalating of the project costs and lack of stakeholder satisfaction with project output.

From what this study sought to find out on project management skills, the respondents 58.31% agree that there is a challenge. However, of the six key areas of application of project skills, negotiating for project resources was deemed to be the most challenging at 72.22%. This was attributed to the fact that in a school there are many undertakings competing for the same resources and that these resources are limited. It was followed by directing all the activities of the project, communicating the details of the project to the stake holders and writing project proposal rated 63%, 58.33% and 58.22% respectively. Leadership of the project team, and presenting project reports to the stake holders were judged as less challenging at 50% and 47.22% respectively. Other skills that were found to be very essential in the management of the school projects were: financial management skills, project monitoring and evaluation skills, technical skills on the project area, public relation and resource mobilization.

The study found out that the greatest challenge in financial management was sourcing of the project funds scored at 83.65%. Budgeting and financial reporting were considered less challenging scored at 54.05% each. This can be attributed to the fact that all the public schools have employed qualified financial officers who assists in matters on financial
accounting, budgeting and preparing financial reports. However, procurement process was considered not to be challenging rated at 48.5%. This results from the fact that the government has set out clear guidelines on procurement procedures and the elaborate composition of the school procurement committee. Costing of materials, equipments and labour and accounting for all expenditure mostly where the funds had been sourced from different donors institutions which have differing accounting requirements, records and time lines were also pointed out as other areas in financial management that were a challenge. Delayed release of project funds to most schools from the government and donor institutions greatly affected financial management in school projects.

The study showed that the management of the project constraints was a major challenge in the management of projects in public secondary schools. Management of project time was rated as the most challenges scored at 81.08%, followed by the management of project cost at 75.38%. However, the management of project scope was considered less challenging at 59.65%. It is worth noting that the management of project constraints is a key area of study. As a result, it’s expected that school heads as the project managers of school project should have excellent skills in identifying the critical project activities, estimating the activity duration and scheduling of the activities. This is only possible if they have training in the application of project tools and techniques e.g. the use of the critical path method (CPM), programme evaluation and review technique (PERT) and Gantt charts

On stakeholder involvement, the respondents rated the involvement the board of governors being the people in charge of the school resources as the most challenging at 53.85% while the involvement of the teachers and the ministry of education were rated at 51.27%. However, the study showed that the involvement of the PTA was not a challenge; the respondents rated it at 46.15%. Also, political influence on school leadership and project financing by politicians were also considered as major stakeholder related challenges that affected the successful implementation of the school projects. Some donor institutions involved in some school projects were observed to have other interests sometimes other than ensuring the successful implementation of the school projects which eventually led to the conflict of interest.

Monitoring and evaluation of school project I public secondary schools was considered also as a challenge facing the school heads. Analysis of M&E data was indicated as the most challenging to the school heads being rated 61.77% while M&E reporting and feedback was
rated at 55.88%. On the other hand data collection was rated as not very challenging at 50%. However the respondent rated identification of performance indicator for the monitoring and evaluation process as not challenging rating it at 47.05%. However, it was observed that in most schools the process of project monitoring and evaluation was completely absent or was not taken seriously despite the fact that it is very essential in management of school projects.

5.2 Conclusion From the Findings

This study found out that the school heads face a challenge in the management of the school projects. However, having been trained as teachers, school heads are not specifically prepared for management of school projects during their pre-service training. Consequently, principals need to utilize managerial skills and strive to acquire project management skills for they are crucial in the management of school projects. Lack of resources particularly finances is a hindrance to preparation and development of principals for management of school projects. The study also found out that that the school heads need specific professional training in areas of project management, financial management and programme monitoring and evaluation. However, experiences at their work place, seminars and workshops they have attended as well as personal initiatives have equipped some principals with excellent management skills necessary for school leadership.

5.4 Recommendations
5.3.1 Recommendations for Practice

Preparation and development of school leaders in project management should be systematic from the Heads of Departments to Deputy Principals and eventually to Principals. For example courses for heads of departments should induct them into how to run a department programs using project management approach and at the same time be geared towards preparing them for deputy headship, while courses for deputy headship should induct them into deputy ship while preparing them for overall management of schools, including training in project managers. Subsequently, principals should be continuously and systematically prepared and developed through professional training in management immediately after appointment and continuously developed afterwards.

The government through the Teachers Service Commission (TSC) and/or Ministry of Education (MoE) should organize training programs on project management, financial management and monitoring and evaluation for school heads. The programs should be decentralized to district
level and if possible mechanism should be put in place to decentralize them further to the school level. Schools can be used as management preparation grounds where principals should be able to prepare teachers for school programs management. This will enable training to reach as many potential principals as possible.

The government should also find ways of formally incorporating more professionals training for school heads and other stakeholders involved in the management of school projects in public secondary schools. A link should be established between the ministry of education and other institutions like public universities which should be encouraged to come up with courses in management preparation and development for principals in the country. For example universities could develop and offer a post graduate diploma in school programmes management to be undertaken during school holidays. Principals should be encouraged to take personal responsibility and initiatives in equipping themselves with general management and project management skills through self study, reading literature, attending seminars and workshops out of their own personal volition. Newly appointed principals can be attached to experienced and successful principals in their neighborhood for induction and mentoring.

The Kenya Secondary School Heads Association (KSSHA) should liaise with the government and make the conferences mandatory for school heads because they provides a good forum in which principals can be developed for school management. KSSHA should make their induction programmes for newly appointed principals compulsory and regular. It should also consider hiring or consultation with professional project managers in the management of school projects.

5.3.2 Recommendations for Further Study

The study portrayed that a glaring gap exists between the professional ability of the school heads in management of school projects and the magnitude of school programs and projects they are expected to manage. The researcher therefore suggests more study in the management of curricular and co-curricular programs in schools. This research paper may play a leading role in this regard.
Appendix 1

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Appendix 2

Questionnaire for Principals

Good morning/afternoon Sir/ Madam

The researcher is carrying out a research on “the challenges facing school heads in the management of school projects: a case of Mathira constituency”

Instructions: Please answer the questions objectively and truthfully as possible. Do not write your name anywhere on your questionnaire. Provide information as accurately as possible for it to be useful in this study. Use a tick (✓) to indicate your response where appropriate.

A BACKGROUND INFORMATION

1. What is your age?  
   - Less than 30 years  
   - 31 – 40 years  
   - 41 – 50 years  
   - More than 50 years

2. What is your gender?  
   - Male  
   - Female

3. What is your Education qualification?  
   - Untrained  
   - Diploma  
   - Graduate  
   - Post Graduate

4. What is the nature of your school?  
   - National  
   - County  
   - District
5. Indicate the number of students in your school
   - Below 200
   - 201 – 400
   - 401 – 600
   - 601 – 800
   - 801 – 1000
   - Above 1000

6. What category is your school
   - Day
   - Boarding
   - Day and boarding

7. How long have you been a principal
   - below 5 years
   - 5 - 10 years
   - 11 - 15 years
   - 16 – 20 years
   - Over 20 years

PART B: PROJECT MANAGEMENT

8. Has your school undertaken a development project in the past five years
   - Yes
   - No

9. If yes specify the type of project

10. Have you been trained in project management?
    - Yes
    - No
11. Indicate the extents to which you agree or disagree that as a school head you faced a challenge in the following project management skills while managing school projects

**KEY**

**1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 – Agree  5- Strongly Agree**

<table>
<thead>
<tr>
<th>S no.</th>
<th>Project management Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Leadership of the project team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Directing all the activities of the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Negotiating for project resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Communicating the details of the project to the stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Writing project proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Presenting project reports to the stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other skills do you find very essential in management of school projects……………………...........................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

12. Indicate the extent to which you agree or disagree that as a school head you faced financial management challenges in the management of school projects in the following areas.

**KEY**

**1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 – Agree  5- Strongly Agree**

<table>
<thead>
<tr>
<th>S no.</th>
<th>Project area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Sourcing of project funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Budgeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Procurement process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Financial reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other challenges relating to financial management did you encounter while managing school projects?

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

55
13. Indicate the extent to which you agree or disagree that as a school head you faced a challenge in the management of the following project constraints while managing school.

**KEY**

<table>
<thead>
<tr>
<th>S no.</th>
<th>Project area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>project Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>project scope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Project cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Indicate the extent to which you agree or disagree that as a school head you faced a challenge of stakeholder involvement while managing school projects in your school.

**KEY**

<table>
<thead>
<tr>
<th>S no.</th>
<th>Project area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>The BOG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>The PTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>The ministry of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there other stakeholder’s related challenges experienced in the management school projects?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

......
15. Indicate the extent to which you agree or disagree that as a school head you faced monitoring and evaluation challenges in the management of school projects in the following areas.

**KEY**

1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 - Agree  5- Strongly Agree

<table>
<thead>
<tr>
<th>S no.</th>
<th>Project area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Identifying the performance indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Data collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Monitoring and evaluation feedback and reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other challenges relating to monitoring and evaluation did you encounter while managing school projects?

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

16. How would you rate the challenges in the management on curriculum and co-curricular programs in your school?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very challenging</td>
<td>☐</td>
</tr>
<tr>
<td>Challenging</td>
<td>☐</td>
</tr>
<tr>
<td>Not challenging</td>
<td>☐</td>
</tr>
</tbody>
</table>

17. How do you think training in project management for school heads would assist in the management of curriculum and co-curricular programs in your school?

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

57
Appendix 3
Questionnaire for the Stakeholders

Good morning/afternoon Sir/ Madam

The researcher is carrying out a research on “the challenges facing school heads in the management of school projects: a case of Mathira constituency”

Instructions: Please answer the questions objectively and truthfully as possible. Do not write your name anywhere on your questionnaire. Provide information as accurately as possible for it to be useful in this study. Use a tick (✓) to indicate your response where appropriate.

A BACKGROUND INFORMATION

1. How old are you?
   - Less than 30 years
   - 31 – 40 years
   - 41 – 50 years
   - More than 50 years

2. What is your gender?
   - Male
   - Female

3. What is your education qualification?
   - Untrained
   - Diploma
   - Graduate
   - Post Graduate

4. What is the nature of your school?
   - National
   - County
   - District
5. Indicate the number of students in your school?
   - Below 200
   - 201 – 400
   - 401 – 600
   - 601 – 800
   - 801 – 1000
   - Above 1000

6. In which category is your school?
   - Day
   - Boarding
   - Day and boarding

7. How long have you been in this school?
   - below 5 years
   - 5 - 10 years
   - 11- 15 years
   - 16 – 20 years
   - Over 20 years

PART B: PROJECT MANAGEMENT

8. Has your school undertaken any development project in the past five years?
   - Yes [ ]
   - No [ ]

9. If yes specify the type of project?
   - .................................................................
   - .................................................................

10. Who was in charge of the project
    - The principal [ ]
    - The BOG [ ]
    - The PTA [ ]
11. Were you involved in any way in the project?
   Yes [ ] No [ ]
   If yes, what role did you play? ....................................................................................
   ........................................................................................................................................

12. Have you been trained in project management?
   Yes [ ] No [ ]

13. Indicate the extent to which you agree or disagree that the following project management skills are a challenge facing school heads in Mathira constituency.

   **KEY**

   1- Strongly Dis-Agree  2– Dis-agree   3 – uncertain 4 - Agree 5- Strongly Agree

<table>
<thead>
<tr>
<th>S no.</th>
<th>Project management Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>g)</td>
<td>Leadership of the project team</td>
<td></td>
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<td>Directing all the activities of the project</td>
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<td>i)</td>
<td>Negotiating for project resources</td>
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<td>j)</td>
<td>Communicating the details of the project to the stakeholders</td>
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<td>k)</td>
<td>Writing project proposal</td>
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<td>l)</td>
<td>Presenting project reports to the stakeholders</td>
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What other skills do you find very essential in managing school projects............................................................................................................................................................................................................................................................................................................................................................................................
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14. Indicate the extent to which you agree or disagree that the areas in financial management are challenges to school heads in the management of school projects.

**KEY**

1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 - Agree  5- Strongly Agree

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<th>Project area</th>
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<td>a)</td>
<td>Sourcing of project funds</td>
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<td>b)</td>
<td>Budgeting</td>
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<td>Procurement process</td>
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<td>d)</td>
<td>Financial reporting</td>
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What other challenges relating to financial management were encountered in your school while managing school projects?

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15. Indicate the extent to which you agree or disagree that the management of the following project constraints is a challenge facing school heads in Mathira constituency.

**KEY**

1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 - Agree  5- Strongly Agree

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<td>a)</td>
<td>project Time</td>
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<td>Project cost</td>
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16. Indicate the extent to which the following stakeholder involvement is a challenge facing school heads in Mathira constituency.

**KEY**

1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 - Agree  5- Strongly Agree

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Are there other stakeholders’ related challenges experienced in your school in the management school projects?
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17. Indicate the extent to which you agree or disagree that the following areas in monitoring and evaluation are a challenge to school heads in the management of school projects.

**KEY**

1- Strongly Dis-Agree  2– Dis-agree  3 – uncertain  4 - Agree  5- Strongly Agree

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<td>b)</td>
<td>Data collection</td>
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<td>Data analysis</td>
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<td>d)</td>
<td>Monitoring and evaluation feedback and reporting</td>
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What other challenges relating to monitoring and evaluation were encountered in your school while managing school projects?

18. How would you rate the challenges in the management on curriculum and co-curricular programs in your school?

- Very challenging [ ]
- Challenging [ ]
- Not challenging [ ]