

**RELATIONSHIP BETWEEN CHALLENGES FACING PUBLIC PRIMARY
SCHOOL HEAD TEACHERS AND MANAGEMENT OF SCHOOL
PROJECTS IN WAJIR EAST SUB COUNTY, KENYA**

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DECLARATION

I declare that this thesis is my original work and to the best of my knowledge has not been presented for examination for an award of a degree in this or any other university.

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DEDICATION

This thesis is dedicated to my late mother Halima Nunow for her moral support although she was not herself learned. This thesis is also dedicated to my first wife Saadia Abdullah for her love, moral support and understanding the rigorous activities involved while studying.

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ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
DEO	Sub County Education Officer
IPMA	International Project Management Association
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education School Support Programme
KNEC	Kenya National Examination Council
MDG	Millennium Development Goal
MoE	Ministry of Education
MOE	Ministry of Education: MOEST before 2008
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

Management of public primary school projects is vital for school. However, the head teachers who are in charge of the projects must strive to acquire the necessary skills to enable them to effectively manage school projects in Wajir East Sub-County. The purpose of this study was to investigate the relationship between challenges faced by public primary school head teachers and management of school projects in Wajir East sub county, Kenya. The following objectives were used in the study: to find out the relationship between financial management challenges faced by school head teachers; to determine the relationship between appropriate project management skills of school head teachers; to examine the relationship between challenges associated with stakeholder involvement; to investigate the relationship between project management constraints faced by head teachers; and to determine the relationship between monitoring and evaluation challenges faced by school head teachers and management of school projects in public primary schools in Wajir East Sub County. Survey research design was employed in the study. The study targeted all the fifty six (56) public primary schools in Wajir East Sub County, out of which census sampling was used to get 56 head teachers to answer a questionnaire. Six senior teachers (10% of 56) were interviewed in this study. The study utilized a check list, interviews and questionnaires as data collection tools. Check list data was analyzed using Checklist Analysis Strategy, quantitatively collected data from questionnaires was analyzed using Pearson r with the help of Statistical Package for Social Sciences (SPSS) while qualitatively collected data was analyzed using Focus by Question Analysis Strategy. Data analysis results were presented using Tables. The findings of the study revealed that there was a relationship between the management of projects by head teachers in Wajir East Sub-County however, with varying degrees. The findings of the study will be utilized by head teachers, ministry of education and all stake holders in Wajir East Sub County, Wajir County and Kenya as a whole.

CHAPTER ONE

INTRODUCTION

1.1 Overview

School headship has become a major global educational issue as government and stakeholders invest in education. This is because the Constitution embraces financial management and procurement as important components and further highlights on integrity and accountability in public finance (Kutsch, 2008). School heads play a vital role in the management of school projects. Just like the managers in the corporate organizations, school administrators in Wajir East sub-county face challenges in their capacity as project managers in their respective schools. These challenges point to the need for greater strategic perspective within schools when it comes to project management. This study was designed to determine challenges facing public primary school head teachers in the management of school projects in Wajir East Sub County. This chapter takes a look at the background to the study, statement of the problem, research objectives, research hypotheses and significance of the study. The chapter also covers the scope of the study, limitations and delimitations and definition of terms.

1.2 Back ground to the Study

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). 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.

In an effort to better capture the history of modern project management, in 2003 Kwak identified four periods in the history of modern project: prior to 1958, 1958 – 1979, 1980 – 1994, and 1995 to present (Kwak, 2003). Kwak asserts that the origins of modern project management started between 1900s and 1950s. During that period project management transformed from a Craft system to Human Relations Administration. At that time, better transportation and telecommunication systems allowed for higher mobility and speedy communication. Gantt charts were also developed and in use at that time. It was also during that time that the concept of job specification, which is specifying knowledge, skills, and abilities needed to successfully perform a job. Important projects from that period are Hoover Dam, Interstate Highway and Manhattan project.

In the second period as defined by Kwak (2003), there was significant technology advancement. The main theme in the second identified period, between 1958 and 1979, is the application of Management Science. During that period, significant technological advancements took place. One such advancement was the introduction of the first plain paper copier by Xerox. On the professional side, the institutionalization process of project management began with the creation of the world's first project management association, now known as the International Project

Management Association (IPMA). Furthermore, the period was rich with important computer technology developments. In the 1970s, computers progressed from mainframe to mini-computers which made computers more affordable. The affordability of the mini-computers subsequently facilitated the emergence of several project management software companies and tools (Azzopardi, 2014). In the third era, 1980 to 1994, multitasking Personal Computers (PC) made an impact on many aspects of work and business including project management. The efficiency of PCs allowed for developing software capable of handling and organizing complex data required to manage projects. The fourth and final era Kwak presents is 1995 to present (in this instance the present refers to 2003, which is when the book was written). In this era technology continues to be a driving force for change, and greatly impacts what project managers do.

Understanding the past, gives us a chance to better understand the future. Studying the history of project management, one will understand that project management has evolved throughout history. Its continuous evolution facilitated the advancement of project management, and hence paved the way for the next big project. In spite of the numerous substantial projects in history, there is little documentation of the methodologies or techniques before the 1950s. Advancements in science and technology expedited the progression of project management as a profession. It is now widely accepted that a project manager requires a special set of skills. The more the organizations evolve the more the challenges facing future project managers will grow. However, while the future may require future project managers to adapt by learning new specialized skills, the fundamental elements that make a project manager

a great one will not change; leadership, pragmatism, decisiveness, communication and foresight to name a few.

In Pakistan head teachers have to deal with issues affecting teachers and pupil, the curriculum, parents, school visitors and central office. Other challenges include role ambiguity, the conflicting expectations of various stakeholders, the tension between inadequate financial resources and the lack of incentives and authority to deal with relevant issues. There are also issues linked to socio-political and sectarian conflicts and disruptions. As a result head teachers' pay more attention to maintaining order and discipline than addressing the issues of staff development and support, and pupils' academic achievements (Shafa, 2011). Other challenges that affect head teachers or Head teachers including issues with sponsors, security and quality of education have been reviewed and discussed in greater details in the next sections of this article.

In Liberia, for instance, education is engulfed with bribery, sex for grade, lack of infrastructural facilities and equipment coupled with unqualified instructors. Qualified and competent teachers are insufficient (Lavalah, 2012). In Southern Thailand, Head teachers work under intensified and vulnerable situation, insufficient funding and also dealing with the effect of the intensity of cultural unrest and safety of pupils and staff (Sungtong, 2007). Inadequate finance has also been noted by Kamunde (2010).

In Kenya, project management by head teachers in primary schools has a long history. It started during the colonial times when formal education was introduced in Kenya by the church and the British colony. (Eshiwani, 1992, Bogonko, 1993). After independence the ministry of education in Kenya mandated the Teachers Service

Commission to appoint head teachers and among the roles and responsibilities of head teachers was to manage projects in their schools (Koech, 1999, Okumbe 1998). In line with the Education Act 2013 the government must build and equip schools. Therefore the government funds schools projects through the Ministry of Education (Republic of Kenya, 2015) However, in its zeal to provide education to Kenyan learners the government glossed over one of the most oblivious challenges increased admission would bring into schools: infrastructure. Before the FPE, public primary schools barely had enough classrooms and toilets. After FPE barely enough became grossly overstretched and congested.

Once a head teacher is appointed it is the responsibility of Kenya Education Management Institute (KEMI) train head teachers in financial management. Head teachers are trained in areas such as sourcing for school funds and some of these sources include: Fee from parents' pupil, Grants from the government, House and furniture rents, Electricity and water charges recovered from staff, Activity fund, Building fund, School Farm and other income-generating activities and Sale of old and obsolete equipment (Wango & Gatere, 2013). Once this money has been collected it is important that it has to be used appropriately to meet the schools financial needs. The head teachers are then trained on managing school finances in areas such as budgeting, accounting, control and auditing. All these assist the head teachers to manage the finances involved in project management (Bray, 1996). Part of what TSC mandates head teachers to do is to manage projects appropriately in primary schools (Koech, 1999). Head teachers are expected to have project management skills such as communication, leadership, team management, negotiation, personal organization and risk management (Wango & Gatere, 2013). In the early 1980s, District Focus for Rural Development (DFRD) policy was initiated and this brought in the idea of

stakeholders involvement (the community) more than ever (Kariuki, 1995 & Bray, 1996). However, according to Bray (1996), head teachers face constraints project management due to many reasons that include lack of funding.

Wajir East Sub County is in the northern part of Kenya and the scenario is that most communities are pastoralist and keep livestock for a living. The government and other agencies have funded many projects in Wajir East Sub County. The projects include classrooms, dormitories, toilets, electricity and bore holes for water. However, a good number of schools have stalled projects in the sub county.

The MoE uses the officers within the county level to oversee the implementation of the projects. The head teacher is the manager at the school level. It is important however to mention that the challenges Head teachers face are compounded by the fact that they are not trained and/supported in their roles and responsibilities. Head teachers are faced with multiple, complex and wide ranging challenges as they execute various roles and responsibilities in Primary schools. The challenges include dealing with low motivation, managing class sizes, dealing with inadequate resources and managing with fewer funds (Oduro, 2009).

1.3 Statement of the Problem

Primary school head teachers' in Wajir East Sub County manage different aspects of school life that include among others project management as part of their managerial duties. Firstly the school head teachers' experience multiple challenges as they execute their duties and responsibilities as project managers. The challenges they face are seen right from the start of their appointment. Secondly, the headteachers lack management project skills since they are not specifically trained as project managers. Thirdly most schools lack financial resources that are key to projects in their schools.

Though some of the projects are funded by different bodies, partly the school financial bases to supplement such projects are narrow thus leading to stalling of such projects

Fourthly, the headteachers lack skills and knowledge to implement the projects that they are given for their schools. Lastly the skill for monitoring and evaluation of projects by headteachers is lacking and this leaves a lot to be desired. As a result of the challenges mentioned many primary schools projects in Wajir East Sub County have stalled at different levels. A glance at different schools strikes one eye with stalled projects. The quality assurance officers in their findings during regular supervision of schools report (GoK, 2013) indicate that out of fifty projects in the county at the time of inspection only ten (20%) schools had completed their projects while forty (80%) had stalled projects, a phenomenon that leaves questions as why this is so.

1.4 Purpose of the Study

The purpose of the study was to find out possible challenges facing public primary school head teachers in the management of school projects in Wajir East Sub County.

1.5 Objectives of the Study.

- i. To find out the relationship between financial management challenges faced by school head teachers and management of school projects in primary schools in Wajir East Sub County.
- ii. To determine the relationship between appropriate project management skills of school head teachers and management of school projects in primary schools in Wajir East Sub County.

- iii. To examine the relationship between challenges associated with stakeholder involvement and management of school projects in primary schools in Wajir East Sub County.
- iv. To investigate the relationship between project management constraints faced by head teachers and management of school projects in primary schools in Wajir East Sub County.
- v. To determine the relationship between monitoring and evaluation challenges faced by school head teachers and management of school projects in primary schools in Wajir East Sub County.

1.6 Research Hypotheses

This research will be guided by the following speculations:

- i. There is no significant relationship between financial management challenges faced by head teachers and management of school projects in Wajir East Sub-County.
- ii. There is no significant relationship between appropriate management skills by head teachers and management of school projects in Wajir East Sub-County.
- iii. There is no significant relationship between stakeholders' involvement challenges faced by school head teachers and management of school projects in Wajir East Sub-County.
- iv. There is no significant relationship between project management constraints faced by Head teachers and management of school projects in Wajir East Sub-County.
- v. There is no significant relationship between monitoring and evaluation challenges faced by head teachers and management of school projects in Wajir East Sub-County.

1.7 Significance of the Study

The study findings will help 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 study may assist the Ministry of Education to come up with other mechanisms to enhance in-service training for head teachers in management of school projects. The study may be of great help to the Kenya Education Management Institute (KEMI) on determining whether the various courses offered are of any benefit to the head teachers to cope with challenges in human resource management. The Ministry of Education (MOE) and Teachers Service Commission (TSC) would also gain from the findings to identify the challenges that are beyond the head teachers and try to address them. 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 the study may also use this study as a reference document.

1.8 Scope of the Study

The study will be limited to challenges facing public primary school head teachers in the management of school projects in Wajir East Sub County. The study area will be in Wajir East Sub County located in Wajir County to the North eastern part of Kenya. The study will be carried out in the year 2015.

1.9 Limitation of the study

The study will be conducted in one Sub County (Wajir East). This may be limiting in that there are more Sub County's where if a study covered all them in Kenya better results and generalization could help. Head teachers might not open up to give the

information since they are the one involved in the management of the school projects. In this study only two types of tools were used for the collection of information from respondents. This was a limitation for if more tools could have been used, better results for generalizations could have been sought.

1.10 Delimitations of the Study

The information obtained from the head teachers questionnaire and that from senior teachers' interview supplemented each other and this formed a triangulation aspect for this study. The use of two different tools for the collection of data from different respondents also worked well as a form of triangulation.

1.11 Definitions of Terms

Enrollment refers to the process of initiating attendance to a school. The total number of students properly registered and/or attending classes at a school

Headship refers to position, office, or dignity of a head teacher in a primary school

Monitoring refers to the process that helps in improving performance and achieving results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects, institutions and programmes set up by governments and other organizations.

Multi-tasking refers to the apparent performance of the head teacher of handling more than one task, or activity, at the same time.

Project refers a collaborative enterprise which involves research or design that is carefully planned to achieve a particular aim. It can either be construction of classrooms offices

Staffing refers to the process of acquiring, deploying, and retaining teachers of sufficient quantity and quality to create positive impacts on the organization's effectiveness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

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.

2.2 General Overview of Challenges Facing Head Teachers

Ohba (2011) defines Primary education generally as stage between pre-school (also nursery school) and Secondary. He further attempts to make a distinction between different phases practiced in developing countries as follows: For most countries this means a single phase in the education stages following pre-school level. For most countries, however, Primary education consists of a combination of lower (junior) and upper (senior) levels. Kenya operates a single phase of Primary education, the 8-4-4 system that consists of eight years in primary, four years of Primary and four years of higher education. The first class or year of primary school is known as Standard 1, the final year as Standard 8 and primary school children are known as pupils. The school year at both primary and secondary levels, begins in January and ends in November. Students get 3 school vacations in April, August and December. Most primary schools are day schools with pupils living at home. Fewer schools at primary level are boarding schools compared to secondary schools. All public primary school pupils sit

for the Kenya Certificate of Primary Education examination at the end of the school year in Standard eight (Koech, 2009).

In January 2003, President Mwai Kibaki re-introduced free primary education which previously existed before the mid 80s when the government adopted cost sharing measures that led to a minor level of school fees charged by primary schools for text books, PTA, and extracurricular activities. Since 2003, education in public schools became free and compulsory (Kenya Constitution, Article 53, 2010). The introduction of Free Primary Education for all children in Kenya gave children in Kenya an opportunity to learn than before. This means that in Kenya today, it is compulsory for girls and boys between the ages of six and thirteen years of age to attend school. Primary school enrolment levels have risen from 5.9 million in 2002 to 7.5million children in 2006, with Net Enrolment Rates increasing from 77 percent in 2002 to 86 percent in 2006. The primary completion rate has also increased from 62 percent in 2002 to 77.6 percent in 2006 and more children are now transiting to secondary education (Kenya open data survey, 2007)

However, inadequate learning facilities have been identified as a common feature in many schools and can be impinge on effective access and participation in Primary education. It is further noted that schools with adequate facilities perform better in national examinations especially in core subjects such as mathematics, English and Sciences. Performance in national examination is not only a yard stick for measuring a success in schools but also for evaluating curriculum both at local and national levels. Other factors which contribute to success include the teachers' experience and competence, and syllabus coverage or completion. For instance, a Head teacher of a leading Primary school in Kenya noted that pupils fail in mathematics because they

do not cover their syllabus and are therefore unprepared for examination (Yara & Wanjohi, 2011). They further report that pupils in boarding schools cover syllabus in time and are exposed to remedial exercise because they are always in school compared to day schools which are characterized by absenteeism of both teachers and pupils which contributes to con-completion of the syllabus in a given year (Philiat & Wanjohi, 2011). Therefore suggestive those boarding schools pupils do better in national examination compared to their peers in day schools.

Dincer and Uysal (2010) indicate that a weak relationship between school resources and pupils achievement do exist. Another study identified teacher quality and pupil-teacher ratio as having positive and significant effects on pupil achievement once family background characteristics are controlled. Kamunde (2010) identifies challenges that continue to impinge on the quality of education provision; they include pedagogical and logistical challenges such as high pupil –teacher ratios, shortage of qualified teachers, poor and inadequate infrastructure, and other resource constraints. Consequently head teachers’ role is characterized by the messy fragmented and untidy realities in which Kenya schools operate. Kamunde further asserts that “many primary head teachers are therefore ‘balancing at the top of the grease pole’ and feel as if they are left to swim or sink.” No doubt head teachers or Head teachers are critical to the success of a school as a centre for learning. They are also critical to the successful implementation of reforms at the school level (Kamunde, 2010). However, their success is underpinned by their relationship with teachers, sound relationships and effective communication in schools (Lethoko et al., 2001). Lack of dialogue between the administration and pupils has been identified as a factor in indiscipline in Primary schools in Kenya (Kiprop, 2012). Therefore Head

teachers also have to pay special attention to relationship among teachers and among pupils because disharmonious relationships can negatively impact on the process of education and routines of teachers and pupils (Sungtong, 2007).

Mnyaka (2006) underscores the importance of effective leadership and governance, arguing that they are “vital in turning schools from a centre of violence and disruption to a place of safety and learning.” Such leadership is based on firmness, fairness and consistent discipline (Kiprop, 2012). Teachers and learners want to feel safe for any effective learning to take place and therefore a safe environment is critical to successful teaching and learning. It is also important for schools to have positive relationships with their communities. Parents can also make a significant contribution towards reducing school violence. Hernandez (1999) in Mnyaka (2006) observes that: Although the schools can be loci of the school crime and violence the origins of the problems driving such behaviour are not in schools but in the communities and families from which schools draw their learners.

It is important for Head teachers to enhance community relationships and create new opportunities that encourage community and parental involvement beyond the traditional parent-teacher conferences or associations. Beemark and Keys (2000) in Mnyaka (2006) suggest that: The Head teachers should spend time to know the broader community surrounding the school and the people who are respected in the community. The Head teachers must look for community strengths that might be contributing to problems. Kiprop (2012) underscores the importance of a broader cooperation between the Head teacher, staff, pupils and parents for effective

management of discipline, thereby highlighting the importance of community involvement in the affairs of the school.

2.3 Head Teachers Financial Management Challenges and Management of Projects in Primary 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 Primary Education (FDSE) policy aims at reducing the cost burden on parents through provision of state subsidy to schools for enrolled pupils (World Bank, 2007). Allocations to schools are based on the enrolled population of pupils. 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 county schools that are officially registered as either two or three streamed schools yet they actually have four streams.

With no proper planning and budgeting the school projects may not be accomplished. Head teachers' encounter various problems as they try to manage projects because they might have inadequate skills in financial management (Chepkonga, 2012). The head teachers' may not have undergone any training because they were promoted on academic merit. Some of the finance management skills include financial planning, financial reports and financial controls. Financial control is the monitoring of the actual performance and comparing to target performance while a financial report is financial statements of the transactions which are reported to the stakeholders (Kaguri, 2014).

2.4 Appropriate Management Skills by Head Teachers and Management of School Projects

The Head teacher is responsible for the overall management, control and maintenance of standards in the school as specified in the Education Act (1968). The head teachers' functions are varied within an educational setting. The key functional word that describes well the head teacher is that of a manager and a leader in educational dimensions. Earlier writers on management have struggled with two related but distinct questions: what is management and what do managers actually do? Okumbe (1999) separates managerial functions into three areas of planning, organizing, motivating, and controlling. Instructional leadership functions involve all the beliefs,

decisions, strategies, and tactics that head teachers use to generate instructional effectiveness in classrooms. Managers focus on „running a smooth ship, while instructional leaders focus on learning and instruction.

Although the role of the Head teacher as instructional leader is very vital in developing an effective school, head teachers cannot be effective instructional leaders if they are not good managers. Fullan (1991) argues that, the head teacher’s job is to ensure that essential things get done, not to do it all by themselves. In principle, many head teachers would agree, however, in practice the administration, management or leadership do vary and many head teachers appear to be victims of the moment. They are constantly pulled into every day’s events in the school life i.e. answering calls, meeting parents, resolving disputes, attending meetings, while at the same time being implementer or overseer of major educational practices. It is a paradox in headship that one Head teacher recently quipped that, “it should not fall to my lot to be school property surveyor, building inspector, water and electricity meter reader, store stocker, toilet un blocker and general factotum”(personal communication, 2010). The head teacher therefore, has the overall responsibility for the leadership and management of the school. As the leading professional in the school, the head teacher should ensure the school is well managed and organized, providing leadership and direction. In order to support teachers and other staff, they should ensure there are appropriate policies and procedures in place, and ensure resources are used effectively and efficiently and good relationships are fostered within the whole school community. From the foregoing, it is clear that head teachers are increasingly under pressure to deliver on school performance due to parents being knowledgeable, ever changing government policies, and strong teachers unions.

2.5 Stake Holder Involvement and Management of Projects in Primary Schools

The rapid expansion of pupil 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 (Bray (1996); Gori, 2014). These include staff and pupils, parents, members of the PTA and many other members of the community. Literature available indicates that funding to schools is done through voted funds, fund raisings, stakeholders' (community) contributions, funds for non-governmental schools, and school fees (Levacic, 2000); Ross & Levacic, 1999). On the other hand, Zajda (2006) and Bjork (2006) have indicated that in the decentralization of education, communities play an important role in terms of management and funding of schools.

Behrman, Deolalikar and Soon (2003) hold that involving the community through decentralized management of resources policy has been advocated mainly in the hope of improving management efficiency and learning outputs, although it has also been driven by financial constraints in some countries.

Based on the notion of good practice, Arunatilake and Jayawardena (2009) argue that with decentralized management of education, formula-based education funding received renewed interest in the 1990s and it has continued to date in the developing countries. De Grauwe (2005) found out that that with community involvement, the capacity of communities to exercise pressure on schools and their managers also play a key role in the demand for efficient management of schools for better performance.

However, De Grauwe further noted that the opposite is the case especially where majority of community members are illiterate or not well informed on the role of the policy on community involvement on education matters. 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.

2.6 Project Control Constraints and Management of school projects

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) 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 time consuming, too little control is very risky (Pinto, 2007). If project control is not implemented correctly, the cost to the business should be clarified in terms of errors, fixes, and additional audit fees.

2.7 Monitoring and Evaluation of Projects and Management of Projects in Primary Schools

Monitoring and evaluation (M&E) of projects 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). Monitoring and Evaluation is an important instrument for the management of school projects and employs quantitative and qualitative measurement tools (Pinto, 2007). 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. Based on these premise, it is important that project managers and teams participate actively in the Monitoring and Evaluation 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 (McShane & Travaglione, 2007).

2.8 Management of School Projects

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. On the other hand 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 (Kerzner, 2003). This fact can 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).

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.

School management is a complex process that requires committed and visionary leadership (Bush, 2007; Turner, 1999). A school Head teacher is charged with the

responsibility of managing school physical facilities, staff personnel, school finance, the curriculum, pupils and school community relations (Kelechukwu, 2011). As such, the school Head teacher acts as a project manager. Project management processes are normally divided into initiating, planning, executing, controlling and closing processes (Prabhakar, 2008). Within the education setting, to these processes are added some more, so that, as Olembo (1992) and Okumbe (1998) noted, the complex work of Head teachers is categorized into the following areas: planning, staffing, organizing and controlling, co-ordination, influencing and motivating, consulting and communicating and evaluating.

Many studies have been conducted on project management in organizational settings. The major problem addressed by this study is that of lack of adequate training for Head teachers to effectively carry out these managerial functions. According to Sindhvad, (2009) school Head teachers by virtue of their position are responsible for control and coordination of instructional programmes within the school setting. For this to succeed, proper training in project management and/or management-related courses is of great importance. If we look at a Head teacher as a project manager, one expected to plan, implement, manage, maintain and evaluate the entire education system – physical facilities, human resource, pupils, financial inputs and the curriculum – then we see the need for adequate preparation of school heads in project management. Yet as noted by Odhiambo (2005), most teachers are promoted to head schools without initial training in school management. Writing about school Head teachers in Kenya, Odhiambo further argues that the lack of effective preparation due to commitments by school heads leave them with little time to do much for areas where they are not fully trained.

Effective execution of school management tasks requires that Head teachers be adequately trained. However Primary school Head teachers in Kenya are appointed from serving teachers (Okumbe, 1998). As Olembo (1992) and Okumbe (1998) noted, little orientation is given as to the nature of the work they are supposed to do as education programme managers. Hence, this may be the reason why most schools in our country have stalled projects, dilapidated structures, and register poor academic performance. It is not an easy task to measure the effectiveness of project management in a school setting. This, according to Okumbe (1998), is mainly because different schools have different financial capabilities, and resource distribution in different schools varies. Project management has long been considered as an academic field for planning-oriented techniques and, in many respects, an application of engineering science and optimization theory. Much research has also been devoted to the search for the generic factors of project success. Project management has, however, in the last decade received wider interest from other academic disciplines, including the field of education. The benefits of project management in education include:

- i. Project management tools are required in education when implementing large scale projects as well as creating a single educational program
- ii. Educational staff are continuously involved in educational projects
- iii. Project management have been recognized as being an effective tool for teaching
- iv. Project based learning might increase students' autonomy, self-directed learning, skills, problem solving ability etc. as well as their interest in learning both in the school and in the future.

- v. Project based learning might help to better development of Project management tools, techniques and programs.

According to the Global Accreditation Center for Project Management education programs, in 2009 “U.S. News and World Report had ranked project management as the third most valued skill by employers, behind only leadership/negotiation skills and business analysis” (Project Management Institute, 2013). The demand is increasing for project management as a core competency in various fields such as Information Technology, engineering, business, health care, education, construction and manufacturing. Academe responded by offering several programs and degrees in project management designed to prepare prospective project managers with the knowledge and tools that can allow them to succeed in all phases of project management.

The Strengthening of Primary Education (SPRED) project in Kenya was to improve access for all Kenyan children to the full cycle of primary education and to raise the quality of teaching and learning in the key subject areas of Mathematics, Science and English. SPRED was approved in March 1991, commenced in January 1992 and was completed in March 1996, following a 3-months extension. A successor project, SPRED TWO, is under implementation. Among the immediate objectives (purposes) in the original project framework was to institutionalize more firmly, nationwide, the primary level in-service training based on Teacher Advisory Centres (TACs) by upgrading training, resources and professional administrative support. School management has run a long race over the past years all over the world. Each public Primary school in Kenya is responsible to a Sub County education office (DEO), School Management board, and a parent-teacher association (PTA). The DEO, the

most local ministry office, is a conduit of information from each school on enrollments, staffing needs, material needs, school conditions and academic information to the County Director's Office (CDO) which then transmits it to the central ministry (World Bank, 2007). According to Musera et.al,(2012), Primary school heads are appointed by the Ministry of Education (MoE) through the Teachers Service Commission (TSC). The head teacher of every Primary school is a member and a secretary of the Management board. The school head is recognized by the government as the accounting officer. He is directly accountable to the DEO and to the School Management board, and he is also supposed to report to the PTA (especially on the use of its resources). Each Primary school also has a PTA. PTAs were created by a Presidential Directive in 1980 and consequently have little real authority because they were not created by a legislation of parliament. PTA members are volunteers who through various means attempt to assess the quality of education offered in the school and express their opinions about that education. They also support the school's program by raising funds to supplement Primary school budgets and making decisions about the expenditures of these funds.

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

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. 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.

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

2.9 Theoretical Framework

This study will be guided by Theory of Planning. In this theory, the term Last Planner refers to the hierarchical chain of planners, where the last planner acts at the interface to execution (Ballard, 1999). Thus, this method concentrates on the detailed planning just before execution, rather than the whole planning process. The method of Last Planner distinguishes planned tasks according to “Can”, “Should” and “Will” modalities. The tasks pushed from the higher planning levels belong to the “Should” category. In look ahead planning (with a time horizon of 3-4 weeks), the prerequisites of upcoming assignments are actively made ready, in other words, they are transferred to the “Can” category. According to Ballard (1999) it is instrumental in ensuring that all the prerequisites are available for the assignments. In conventional project management, the plan pushes tasks to execution; only the “Should” category is recognized. Another principle is to maintain a buffer of tasks, which are sound for each crew. Thus, if the assigned task turns out to be impossible to carry out, the crew can switch to another task. This principle is instrumental in avoiding lost production (due to starving or suboptimal conditions). Theoretically interpreted, look ahead planning aims at alignment of plan and situation. “Should” represents the tasks in the plan, and “Can” represents those tasks that realistically will be possible to start in the situation. Thus, look ahead planning subscribes to the view of human action as situated - a foundational assumption of managing-as organizing, while also acknowledging the significance of plans for action - as advocated by managing-as-planning (Ballard, 1999).

2.10 Conceptual Framework

In view of the above literature review, a summary of the key factors at play can be conceptualized. These factors at interplay are dependent and independent variables as well as the intervening variables. Figure 1 shows the conceptual framework developed for this study. Management of school projects has been a challenge in primary schools in Wajir East Sub County. The Primary schools heads therefore have no alternative but to embrace the modern project management tools and techniques. This study considered those areas that have been challenging in the implementation of infrastructural projects in public primary schools in Wajir East Sub County.

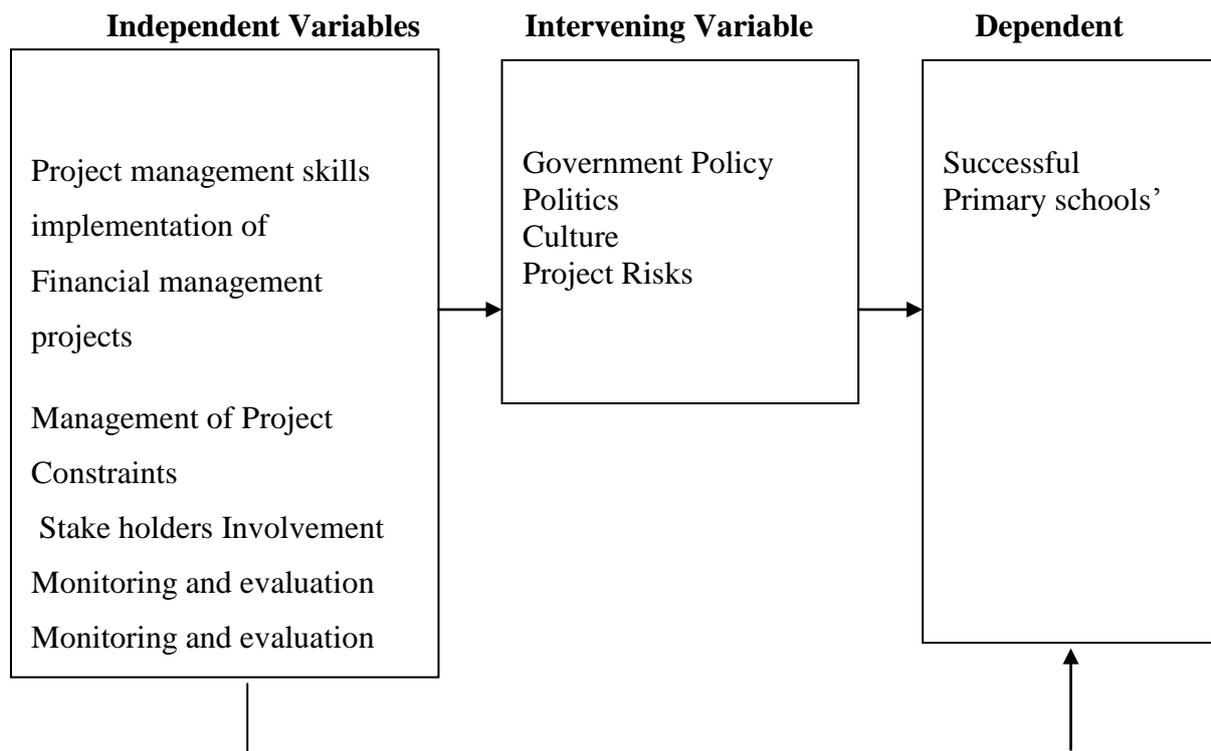


Figure 1. Challenges facing public primary school head teachers in the management of school projects.

2.11 Summary of Literature Review

This literature has discussions on major aspects of project implementation from different parts of the world. The literature includes both empirical and secondary sources. The chapter opened with information and discussion on general overview to project management from different parts of the world followed by project management, diverse roles of school head teachers, discipline of project management, project management cycle, project control constraints, financial management and projects in schools, stakeholders' involvement, project management teams and monitoring and evaluation. The literature was drawn from different parts of the world and Kenya and it was compiled using different methods. On the hand it was from both secondary and empirical sources. There was also a discussion of the theories that informed this research and finally a summary of the variables that were used in this study (conceptual framework). Gaps identified included that Head teachers' training on project management was lacking in the reviewed literature and that while regular funding of school projects was done in other countries like USA, UK, it was lacking in Wajir East Sub County. These were the phenomena that this research was out to fill.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter contains the methodology that was used in this study. It explored the location of the study area, research design used in the study, the target population, sampling and sample size, methods of data collection, and validity and reliability of the study. The chapter has also a discussion on ethical considerations, how piloting was done and the methods that were used in data analysis.

3.2 Research Design

The research design that was adopted in conducting this study was survey research design. It was deemed appropriate because it involved collection of data in order to answer questions on the current status of the subjects of the study. Kothari (2003) recommends survey research design allows the researcher to describe record, analyze and report conditions that exist or existed. It will also allow the researcher to generate both numerical and descriptive data that was used in measuring relationships between variables at a single area within a short period of time (Gall, Gall & Borg, 2003)

3.3 Location of the Study

Wajir East Sub-County is in Wajir County in the former North Eastern Province of Kenya. It is the largest sub-county in Wajir county with a population of 661,941(55% male and 45% female) and covering an area of 55,840.6 km². This represents a population density of 12 people per square km with four major subdivisions: the constituencies namely: Wajir North, Wajir South, Wajir East and Wajir West. It is

further subdivided into fourteen administrative divisions called county wards. (see Appendix 7).

3.4 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 comprised of 56 public Primary schools, 56 head teachers and 56 senior teachers in Wajir East Sub County that constituted the target population.

3.5 Sample Size and Sampling Procedure

Bryman (2004) notes that sampling is necessary as it helps research move faster and reduces research costs. In this study, census sampling was used to select all the fifty six (56) public primary schools and 56 head teachers in Wajir East Sub County due to the small number of the schools (Bryman 2004). The researcher also used simple random sampling to selected 10% (6 senior teachers) from the 56 primary schools for interviewing while 30% was used to arrive at 17 schools out of the 56 from where a check list of stalled projects was drawn and used for evaluation as shown in Table 1 (Kombo & Tromp , 2006). Head teachers were given a comprehensive questionnaire that touched all the five variables. The senior teachers were interviewed to in-depth information and supplement what the head teachers questionnaire may not have covered.

Table 1*Samples for the study*

Schools	Head teachers (100%)	n (senior teachers) (10% of 56)	n (sample schools) (30 % of 56)
56	56	6	17

3.6 Research Instruments

Research tools for use in this study were designed by the researcher with the help of the supervisors. According to Bryman (2004), the selection of tools for use for a particular topic and purpose is essential. The data for study was generated from primary data so as to address the overall objective of the study and research questions. The data was generated primarily through a Likert scaled questionnaire where the Head teachers were respondents (see Appendix 2). The advantage with this tool is that within a short duration of time, the researcher administered to a large group of respondents (Kasomo, 2006). Questionnaires were also generally preferred for this study because they ensured a wide range of respondents' perception. The researcher also used a face to face interview through structured questions (see Appendix 3) to enrich the responses and fill in the information gaps. This applied to 6 senior teachers. This tool according to Gay, Mills and Airasian (2006) is used to even small numbers of respondent provided they are key informants. A check list was also used to identify the stalled projects for this study. Appendix 4 has interview questions for head teachers related to stalled projects.

3.7 Pilot Study

According to Sekeran (2003) a pilot test is necessary for testing the reliability of data collection instruments. Pilot study is thus conducted to test weaknesses in design and

instrumentation to provide proxy data for selection of a sample. The pilot study was done by selecting 10% of the sampled schools. This translated to 6 schools where the head teachers were given questionnaires to react to the five aspects under study. The researcher used Statistical Package for Social Sciences (SPSS) software to check the reliability of the items used in the questionnaire. A Cronbach's alpha index of .78 was determined for all the items. Since this was more than .70, the items were considered reliable for use in the final data collection.

3.8 Validity and Reliability

Validity and reliability of tools for use is essential in research and the two have to be ascertained if accurate information from respondents is to be obtained (Gay, et al., 2006; Gall, et al, 2003). In order to ascertain validity, the researcher presented the research tool (questionnaire) to the supervisor and experts in the field of educational management, to tell whether the questions items were valid (Gall, et al, 2003). Validity of structured interview items was ascertained through face validity. Like questionnaire items, this happened with the assistance of supervisors and departmental experts who through their consultation were able to tell the suitability of the questions in preparation for data collection.

Checking of reliability of questionnaire items was done using Chronbach's Alpha index. At piloting stage, the reliability of questions was found to be .78 while at final (real) study was found to be .804. According to Gay, et al. (2006) and Gall, et al, (2003), the use of Chronbach's alpha index through the assistance of SPSS is a more accurate method of ascertaining reliability. For structured questions, reliability was ascertained at two different stages. On one hand it was done by highly restructuring interview schedule questions at designing stage (Strauss & Corbin, 1998). On the

other hand it was done at interviewing stage. At this level it was ascertained by the researcher interviewing the interviewees himself adhering to the same format and being consistent in asking same questions to different respondents (Gori, 2012).

3.9 Data Collection Procedure

The researcher got approval from the university supervisors, and then got approval from Maasai Mara University. Thereafter permit was sought from the ministry of higher education to conduct research. After obtaining the approval and permit, the researcher informed all the head teachers, board of management and teachers on the intended research activity on their respective schools. The researcher physically visited all the sampled schools. He administered the questionnaires personally. The researcher covered an average of three (3) schools a day and this took four weeks to visit all the sampled schools.

3.10 Data Analysis Techniques

The data obtained from the questionnaires and the interviews was coded, reduced and analyzed using the following methods. Data collected by check list using Checklist Analysis Strategy. Analysis of data collected quantitatively was done by carrying out Pearson's correlation analysis. According to Bryman (2004) and Gay, Mills and Airasian (2006) the use of Pearson r is a suitable method for establishing relationships. This was facilitated by the aid of Statistical Package for Social Sciences (SPSS). The hypotheses were tested at an alpha level of .05, df of 54 (56-2) while p value, r value and r critical (see Appendix 6) were used for the establishment of relationships among variables that were used in this study. Qualitatively collected data through interviews was analyzed using Focus by Question Analysis Strategy by

comparing questions as answered by different respondents (Strauss & Corbin, 1998). On the other hand qualitatively collected data was analyzed and presented in percentages. According to Jones (2007) and Bryman (2012), qualitative data can be analyzed and presented using percentages and numbers to show the number of interviewees that were involved in the different phenomena.

3.11 Ethical Considerations

The researcher followed the three principles of ethics which include respect, beneficence and justice. Bell (1999) has warned that, “care has to be taken to consult, to establish guidelines and to make no promises that cannot be fulfilled...but remember that research takes longer than you think it will” (p.45). As Bryman (2004) and Gall, Gall and Borg (2003) note, the following ethical considerations were adhered in this research. They include plagiarism, para-plagiarism, informed consent, harm to participants, and invasion of privacy, anonymity, conflict of interest, confidentiality and deception. Taking it from Busher (2003), the researcher in this study was ultimately responsible in carrying out research as ethically as possible to minimize the intrusion to other peoples’ working and social lives that social and education research implies. In this regard, the researcher found some of these ethical issues worth considering and indeed they were applied at all stages of this study. For example plagiarism and para-plagiarism were adhered to in this study by citing and referencing of information from different authors; informed consent, confidentiality and harm to participants were taken care of during the process of data collection by getting permission to collect data from both the University (Supervisors) and ministry of education authorities in Kenya. At school level, that is to say, in Wajir East Sub County education boards were informed of the purpose of the study before

information was sought from the respondents thus conforming to the principle of voluntary and informed consent. Honesty, integrity and confidentiality were highly maintained throughout the study. Numbers were used instead of schools and teachers names.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

In this chapter the research results were interpreted and discussed. The data presented here were collected to establish the challenges faced by head teachers in the management of school projects. The data were collected from 56 head teachers from the 56 schools that were purposefully sampled in Wajir East district using questionnaires. The other set of data analyzed in this chapter was collected from 6 senior teachers through interviews. An analysis of the state of projects from the 17 schools was also done.

4.2 Return Rate

Information on gender of head teachers, senior teachers and percentages helped to compute the return rates. Out of the respondents who were involved, 56 or 100% returned questionnaires. Out of the returned questionnaires from respondents, 90 or 82% were from men while 20 or 18% were from women. Out of the 6 senior teachers who were interviewed, 5 were men or 99% while 1 or 1% was a woman.

4.3 Data Analysis, Presentation and Interpretation of Results

4.3.1 Brief Description of Data and Data Analysis Methods

In this study, a checklist that was developed (see Appendix 5) on whether there existed stalled projects or not and was done in 17 sampled primary schools in Wajir East Sub County. This survey found and categorized stalled projects into six. Upon establishing that there were stalled projects, the head teachers' were asked to give

reasons for the stalled projects that were aligned with the study variables with the guidance of questions on stalled projects as shown in Appendix 4.

An analysis of the stalled projects in relation to the five variables was done. Secondly, the Interviewing of 6 senior teachers was also done using 12 structured questions and data collected was analyzed using focus by question analysis strategy. Reliability of interviews was ensured by highly structuring of the interview with the same format and sequence of words and questions for each interviewee. Lastly, questionnaires with Likert scale items were administered to 56 head teachers to answer questions which were measuring different variables to check whether there was a relationship between the challenges faced by head teachers and the management of school projects in Wajir East sub-county. The data collected through questionnaires were scored, coded and analysis done using Pearson r with the assistance of SPSS. Reliability of questionnaire items was checked and found to be .804 (see Table 2). Study variables, means, standard deviations, df and r critical for use are shown in Table 3. The means and SD were generated from the responses given by head teachers through a questionnaire in a Likert scale (see Appendix 2). The means and the standard deviations for each independent variable out of the respondents are the ones that were compared with that of the dependent variable through computation to produce results that were interpreted for each hypothesis.

Table 2

Reliability Statistics

Chronbach's Alpha	Index	Number of Items	N	%
804	32	56		100

Results from Pearson’s correlation and focus by question analysis strategy were presented using Tables.

Table 3
Study Variables’ Means and Standard Deviations

Variables	Mean (M)	SD
Financial management	1.62	.367
Appropriate project management skills	1.83	.318
Stake holders involvement	1.77	.738
Implementation constraints	1.58	.476
Monitoring and evaluation	1.64	.415
Management of school projects	1.66	.288

* $p < .05$, $df = 54$, $\alpha = 0.05$, critical $r = .279$ (see Appendix 6)

4.3.2 A Check List of Stalled Projects and Evaluation in Relation to Independent Variables one to Five

First and foremost, this study was to ascertain whether there were stalled projects in public primary schools in Wajir East sub-County. It was established that there were stalled projects in the 17 sampled primary schools. Among the stalled projects were: classrooms, toilets, wells, kitchen, stores and dormitories. A checklist as shown in appendix 5 was used to generate Table 2. Out of the 17 schools, 5 had stalled classrooms, 1 had stalled toilets, 5 had stalled wells, 1 had stalled kitchen, 4 had stalled stores, 2 had stalled dormitories. Table 4 has a summary of the stalled projects from a sample of 17 public primary schools in Wajir East sub-County.

The highest number of years the projects had stalled was 6 while the lowest was 4 years. This analysis was based on the information from the head teachers.

Table 4

Sample Schools' Projects that have Stalled for more than Four Years in Wajir East Sub County

Project	Sample schools (30 % Of 56)	School	Years stalled
Classrooms	4	A	5
		B	4
		C	5
		D	6
Toilets	1	E	5
Wells	5	F	6
		G	5
		H	6
		J	5
		K	6
Kitchen	1	L	5
Stores	4	M	4
		N	5
		P	4
Dormitory	2	Q	4
		R	4
Total	17		

According to the head teachers most projects were designed to take 1- 3 years to completion. In this case those that had taken more than 3 years were taken to have stalled. Those that had classrooms stalling at varied years were four schools and were visited. The researcher wanted to establish the cause of stalling of school projects from the head teachers. Appendix 4 has a summary of the questions to head teachers on stalled projects.

The head teacher at school A had this to say:

"...the government does not give enough funds to finance our projects"

The head teacher in school B indicated that:

"The government promises to send funds but at the time of sending it sends less and late. We use the funds that we receive but the projects need more therefore we have to wait until additional funds are send"

The head teacher in school C indicated that:

"...the government sends funds in bits"

Lastly the head teacher in school D argued that:

“... while the funds for projects came late we received and used it for the immediate needy schools projects that could have emerged as we waited for funds to finance the original projects”

Asked whether other than finances there were other factors that hindered timely completion of the projects, most head teachers said finances were paramount. Asked whether they had difficulties in managing the said projects in the schools, 10 out of 17 indicated that they have managerial difficulties but this was not a big deal since there were guidelines from the ministry of education on project management.

One school had stalled toilets for 5 years (see Table 2). When the head teacher was asked to give reasons why the toilet project had stalled for five years, the head teacher indicated that, the funds given to finance the project was not enough. Asked to tell whether the head teacher involved the community for extra funding in cases where projects were stalling the head teacher indicated that:

“The major problem was financing from the government. However, stakeholder involvement could help but no stakeholder involvement at that moment. On management, I would say that all the head teachers including myself are capable of managing projects.”

There were six schools that had wells as stalled projects at varied number of years (see Table 2). In this category, schools F, H and K had wells stalled for 6 years, while schools G and J had wells stalled for 5 years. Asked to tell why the projects were stalled in relation to the 5 study variables, the following answers were given by different head teachers from different schools. Head teachers from schools F, J and K came out clear that financing of projects was a major hindrance and that it was the cause of stalling of projects. Head teacher from school K emphasized:

“The government should give enough money to finance projects if we were to improve performance in projects and project management. My school and many other schools train and this make learning difficult.”

The head teacher from school F said that there are constraints and argued that:

“The staffing of projects portrays a picture that we are not capable but actually most head teachers are. If we are given enough finances we can do wonders. But we do strain. The community does not support by giving donations to our schools.”

School E had stalled toilets for 5 years (see Table 4). The head teacher simply indicated that he did not have enough funds to complete the toilets for classes that had been constructed 300 metres away from the other buildings. School L had a kitchen as the only stalled project for 5 years. The head teacher from that school indicated that the project was stopped because the right measurements were not given as by the ministry. Those that had stores as stalled projects were 4 with M four years, N five years, and P four years (see Table 4). While the two head teachers from schools M and P indicated that financial difficulties and lack of cooperation from the community in terms of giving extra funds. The head teacher from school N indicated that:

“...my stores were completed six months ago but we are waiting for quality and standards officers to give an okay before we start using them”

Asked whether that was a condition before the use of the stores, head teacher had this to say:

“...government sponsored projects should be opened officially by governments representatives”

Lastly, two schools had dormitories as stalling projects for 4 years each. Both head teachers from schools Q and R indicated that finances were not enough to complete projects.

In summary, it is clear from this analysis that most school projects were stalling because of lack of finance, finances given to schools are not enough or finances received late from the ministry of education. Out of the 17 schools with stalled projects, all head teachers indicated that finances played a significant role in the stalling of projects. One head teacher gave monitoring and evaluation of projects while 4 gave the community (stakeholders) as a blame for stalling of projects. One head teacher blamed management while another head teacher blamed constraints in terms of management of projects.

4.3.3 Financial Management Challenges and Management of Primary School Projects in Wajir East sub-County

To test whether there was a relationship between financial management challenges by head teachers and management of school projects, hypothesis 1 was tested.

Hypothesis 1:

There is no significant relationship between Financial Management Challenges faced by Head teachers and Management of School projects in Wajir East Sub-County.

To test this relationship, a Pearson product-moment correlation analysis was done to determine the relationship between financial management (M=1.62, S.D=.367) and Management of school projects (M=1.66, S.D =.288) as indicated in Table 2. With 54 degrees of freedom (df) the critical $r = .279$ at an alpha level of 0.05. The analysis produced an r of .411 which was greater than .279 (see Table 5). The results displayed in Table 5 indicate that there is a positive correlation between financial

management challenges faced by head teachers and management of school projects in Wajir East sub-county. The two variables were moderately correlated ($r(54) = .411, p < .05$).

From the results of the analysis done to test Hypothesis 1 (see Table 5), it was found that there is a significant relationship between financial management challenges faced by head teachers and management of school projects in Wajir East sub-county. With a Pearson's correlation value of .411, it means that the relationship was moderate but significant. This means that the more the financial management challenges faced by head teachers, the more the challenges to the management of school projects in Wajir East sub-county. The results also indicated that the r -critical (.279) was less than the Pearson's correlation r (.411) that was used to determine the rejection or retention of the null hypothesis in this study.

Table 5
Pearson's Correlation Analysis between Financial Management Challenges faced by Head Teachers and Management of School projects in Wajir East Sub-County

Variable		Financial Management Skills	Management of School Projects
Financial Management Skills	Pearson correlation	1	.411*
	Sig. (2- tailed)		.002
	n	56	56
Management of school Projects	Pearson correlation	.411*	1
	Sig. (2- tailed)	.002	
	n	110	110

$p < .05$ (2-tailed); $df = 54$; $\alpha = 0.05$, critical $r = .279$ (see Appendix 6)

This means that the null hypothesis was rejected, thus “there is a significant relationship between financial management challenges faced by head teachers and management of school projects in Wajir east sub-county”.

After testing the hypothesis, the researcher also analyzed data that was collected from the interview schedule form senior teachers for triangulation purposes. Six senior teachers were interviewed based on structured interview Questions 1, 2, 3 and 4. The items sought to determine the financial aspects in relation to funding of projects in Wajir East sub-county. These questions (see Appendix 3) were designed to obtain relevant information from senior teachers in relation to funding of projects. In answering question one (see Appendix 3), out of the 6 sampled interviewees, 5 (83%) indicated that primary schools in Wajir East sub-county had difficulties in funding of projects while 1 (17%) indicated that there were no financial problems (see Table 6). On borrowing to finance school projects, (question 3), all the respondents (6 (100%)) indicated that primary schools borrowed however, at varying degrees. Asked to tell whether funds given by the government were fully utilized in primary schools in Wajir East sub-county, 4 (67%) said no while 2 (33%) said yes (see table 7). One of the interviewees who said that the funds were not fully utilized argued that:

“Although the funds from the government came late to schools, most of the head teachers did not direct the money to right projects. They instead use the money in other projects the money was not meant for while others ended in their personal pockets thus making the projects to stall” (Interviewee no.2).

On the same note, in another school while accepting that funds from the government were not properly utilized upon indicating that the funds were not enough, interviewee number 5 went ahead and echoed that:

“The head teachers did not only enrich themselves with funds from the government but have no idea on how the money is spent on projects in their schools”

Tables 6 and 7 have details from respondents concerning financial management aspect. From interview results as displayed in Tables 6 and 7, it can be interpreted that

primary schools have difficulties in funding projects and that funds given to schools are not properly utilized.

Table 6

Utilization of Funds by Primary Schools in Wajir East Sub-County.

Funds	% responses from 6 sampled Senior Teachers
Has Difficulties	5 (83%)
No Difficulties	1 (17%)
Total	6 (100%)

Table 7

Funding of Primary Schools in Wajir East Sub-County.

School funding	% responses from 6 sampled Senior Teachers
Not fully utilized	4 (67%)
Fully utilized	2 (33%)
Total	6 (100%)

This contributes not only to poor management of projects but also to a larger extent the stalling of many projects.

To determine whether there is a significant relationship between Financial Management Challenges and Management of Primary School Projects, Hypotheses 1 was tested.

4.3.4 Appropriate Management Skills by Head Teachers and

Management of Primary School Projects in Wajir East sub-County

To test whether there was a relationship between appropriate management skills by head teachers and management of school projects, hypothesis 2 was tested

Hypothesis 2

There is no significant relationship between Appropriate Management Skills by Head Teachers' and Management of School projects in Wajir East Sub-County.

Hypothesis 2 was testing whether the head teachers had the right management skills for managing projects. A Pearson product-moment correlation was done to determine the relationship between appropriate management Skills by head teachers ($M = 1.83$, $SD=.318$) and management of primary school projects ($M = 1.66$, $SD = .288$) as shown in Table 2. The analysis gave an r of .956 which was greater than .279 (see Table 2). With a degree of freedom of 54, the critical $r = .279$ at an alpha level of 0.05. The results shown in Table 8 indicate that there is a positive and significant correlation between appropriate management Skills by head teachers and management of primary school projects in Wajir East sub-county. The two variables were very strongly correlated ($r(54) = .946$, $p < .05$).

With a Pearson's correlation of .946 in this analysis, it means that the relationship was very strong meaning that appropriate management skills by head teachers was an essential element in the management of primary school projects in Wajir East sub-county. The null Hypothesis was also rejected because the r -critical (.279) was less than the observed r -value of .946. In other words "there is a significant relationship between appropriate management skills by head teachers and management of primary school projects in Wajir East sub-county'.

To get in-depth information regarding appropriate management skills necessary for management of projects in public primary schools in Wajir East Sub County, the researcher interviewed senior teachers who formed a sample for this study.

Table 8
Pearson's Correlation Analysis between Appropriate Management Skills by Head Teachers and Management of School Projects in Wajir East Sub-County.

Variable		Appropriate project Management	Management of school Projects
Financial Management Skills	Pearson correlation	1	.946*
	Sig. (2- tailed)		.000
Management of school Projects	n	110	110
	Pearson correlation	.946*	1
	Sig. (2- tailed)	.000	
	n	110	110

$p < .05$ (2-tailed); $df = 54$; $\alpha = 0.05$, critical $r = .279$ (see Appendix 6)

Structured question 7 and 8 (see Appendix 3) were used to ask senior teachers whether their head teachers were trained or required specialized skills on how to manage projects. In response to question 7, all the 6 (100%) indicated that head teachers were not trained. On specialized skills, 4 (67%) indicated that they did not have any skill on project management while 2 (33%) indicated that they were taken into seminars on how to manage (See Table 9).

The respondents further had this to say: Interviewee one said that:-

“My head teacher and several others struggle to manage the projects. However most of them get support from the ministry of education through seminars and refresher courses. But it is clear that the refresher courses do not help much.”

Table 9
Specialized Skills on Project Management for Primary School Head Teachers in Wajir East Sub-County

Specialized Skills	% responses from 6 sampled Senior Teachers
Not Trained	4 (67%)
Trained through seminar	2 (33%)
Total	6 (100%)

On the other hand interviewee number 3 noted that all projects had stalled because of poor management from those concerned. Interviewee 4 argued that if the head teachers could be trained on how to manage resources then it could be important for management of projects

4.3.5 Stakeholders Involvement and Management of Primary School Projects in Wajir East sub-County

To test whether there was a relationship between stake holders' involvement challenges faced by head teachers and management of school projects, hypothesis 3 was tested

Hypothesis 3:

There is no significant relationship between Stake Holders Involvement Challenges faced by School Head teachers and Management of School projects in Wajir East Sub-County.

A Pearson product-moment correlation was computed analysis carried out to determine the relationship between stake holders involvement (M = 1.77, SD = .738) and management of primary school projects in Wajir East sub-County (M=1.66,

SD=.288) as shown in Table 2. Given 54 degrees of freedom, the critical $r = .279$ at an alpha level of 0.05. The analysis produced an r of .362 which was greater than .279 (see Table 10). The results displayed in Table 10 indicate that there is a significant positive correlation between the two variables ($r(54) = .362, p < .05$).

Results in Table 10 indicate that there is a significant relationship between stakeholders' involvement challenges faced by school head teachers and management of school projects in Wajir east sub-county. With a correlation of .362 it means that there was a weak positive relationship between stakeholders' involvement challenges faced by school head teachers and management of school projects in Wajir east sub-county. This means that the involvement of stakeholders in education has an effect on project management.

Table 10
Pearson's Correlation Analysis between Stakeholders Involvement Challenges faced by School Head Teachers and Management of School Projects in Wajir East Sub-County.

Variable		Stakeholders Involvement	Management of School Projects
Stakeholders involvement	Pearson correlation	1	.362*
	Sig. (2- tailed)		.006
	n	54	54
Management of school Projects	Pearson correlation	.362*	1
	Sig. (2- tailed)	.006	
	n	54	54

$p < .05$ (2-tailed); $df = 54$; $\alpha = 0.05$, critical $r = .279$ (see Appendix 6)

With a Pearson's correlation coefficient of .362 greater than an r-critical of .279 in this result, it warranted the rejection of the null hypothesis which could now read as "there is no significant relationship between stakeholders' involvement challenges

faced by school head teachers and management of school projects in Wajir East Sub-County”.

After testing the hypothesis 3 on stakeholders’ involvement in the management of projects in public primary schools in Wajir East Sub County, the researcher further interviewed six senior teachers for more information about the variable. This helped the researcher to compare what the head teachers and the senior responded. To do this, structured questions 5 and 6 (see Appendix 3) were used to collect information on whether stake holders were involved in funding projects and whether as a community they were involved in management. For question 6, different groups were given as funders to the projects that include among others the government, sponsors, donors and NGOs. On the challenges faced by the community as stakeholders, several varied answers were given that include: illiteracy and lack of funds as the major challenges. Asked whether the community had a hand in sponsoring some of the projects in schools, interviewee 1 and 3 indicated that community members were not involved at all.

Interviewee number 2 said that:

“Unlike other communities in Kenya, Wajir East Sub County residents get direct funding from the government because of remoteness and wandering type of life which makes it impossible for community members to own and fund schools that belong to that locality”.

On this phenomenon interviewee number 4 posed with a question that:

“How can community members be involved when the government is supposed to fund?”

Interviewees’ number 5 and 6 concurred with 1 and 3 on lack of stakeholder involvement but went further to explain that majority of the stakeholders especially

parents were illiterate and could understand the government's policy on community involvement.

4.3.6 Project Management Constraints and Management of Primary School Projects in Wajir East sub-County

To test whether there was a relationship between project management constraints faced by head teachers and management of school projects, hypothesis 4 was tested.

Hypothesis 4:

There is no significant relationship between Project Management Constraints faced by Head Teachers and Management of School projects in Wajir East Sub-County.

To establish whether there was a significant relationship, a Pearson product-moment correlation analysis was done to find out the relationship between project management constraints ($M = 1.58$, $SD = .476$) and management of primary school projects in Wajir East sub-County ($M=1.66$, $SD=.288$) as shown in Table 2. With 54 degrees of freedom, critical r was .279 at an alpha level of .05. The analysis resulted in an r value of .724 which was greater than .279 (see Table 11). Results of the computation (see Table 11) indicated that there was a significant and positive correlation between the two variables ($r(54) = .724, p < .05$).

This result showed that there is a significant positive relationship between project management constraints and management of primary school projects in Wajir east sub-county. With observed r of .724, it means that the relationship was strong according to the rule of thumb (Muijs, 2004).

Table 11

Pearson's Correlation Analysis between Project Management Constraints faced by Head Teachers and Management of School projects in Wajir East Sub-County.

Variable		Implementation Constraints	Management of school projects
Implementation Constraints	Pearson correlation	1	.724*
	Sig. (2- tailed)		.000
Management of school Projects	n	54	54
	Pearson correlation	.724*	1
Implementation Constraints	Sig. (2- tailed)	.000	
	n	54	54

$p < .05$ (2-tailed); $df=54$; $\alpha = 0.05$, critical $r = .279$ (see Appendix 6)

This means that head teachers have constraints in managing projects in their schools. This means that Hypothesis 4 was rejected. With rejection, the null hypothesis reads, “there is a significant relationship between project management constraints faced by head teachers and management of school projects in Wajir East Sub-County”.

After testing hypothesis 4 on project management constraints faced by head teachers in the management of projects in public primary schools in Wajir East Sub County, the researcher further interviewed six senior teachers for more information about the variable. Structured Question 9 was used on the other hand to get information whether schools had problems in the implementation of projects. Out 6 interviewees, 5 (83%) indicated yes, while 1(17%) indicated no. Among those who indicated that head teachers had constraints in managing the projects in primary schools one (interviewee no 3) said that the constraints were as a result of lack of knowledge on the part of the managers.

Interviewee no 6 said that the management constraints were due to head teachers having a lot of work to do

4.3.7. Monitoring and Evaluation Challenges Faced by Head Teachers and Management of School projects in Wajir East Sub-County.

To test whether there was a relationship between monitoring and evaluation challenges faced by head teachers and management of school projects, hypothesis 5 was tested.

Hypothesis 5:

There is no Significant Relationship between Monitoring and Evaluation Challenges faced by Head Teachers and Management of School Projects in Wajir East Sub-County.

To establish whether there was a relationship, a Pearson product-moment correlation was computed to assess the relationship between monitoring and evaluation challenges faced by head teachers ($M = 1.64$, $SD = .415$) and management of school projects in Wajir east sub-county ($M=1.66$, $SD=.288$) as shown in Table 2. With 54 degrees of freedom, critical $r = .279$ at an alpha level of 0.05. The analysis produced an r of .679 which was greater than .279 (see Table 12). Results of the computation (see Table 12) indicated that there was a strong positive correlation between the two variables ($r(54) = .679$, $p < .05$). This shows that there is a positive significant relationship which means that the monitoring and evaluation challenges faced by head teachers affect the management of school projects in Wajir east sub-county. With an r -critical less than observed r in this analysis, it meant that the null Hypothesis was rejected and it could now read as “there is a significant relationship between

monitoring and evaluation challenges faced by head teachers and management of school projects in Wajir east sub-county”.

Table 12

Pearson’s Correlation Analysis between Monitoring and Evaluation and Management of School projects in Wajir East Sub-County

Variable		Monitoring and Evaluation	Management of School projects
Monitoring and Evaluation	Pearson correlation	1	.679*
	Sig. (2- tailed)		.000
	n	54	54
Management of school Projects	Pearson correlation	.679*	1
	Sig. (2- tailed)	.000	
	n	54	54

$p < .05$ (2-tailed); $df = 54$; $\alpha = 0.05$, critical $r = .279$ (see Appendix 6)

After testing hypothesis 5 on monitoring and evaluation challenges faced by head teachers in the management of projects in public primary schools in Wajir East Sub County, the researcher used structured question 12 to tell from senior teachers whether monitoring, evaluation and feedback prevailed among the head teachers in regard to projects in Wajir East sub county primary schools (see Appendix 3). When asked to tell whether head teachers monitored, evaluated and got feedback on the projects in their schools, 3 (50%) indicated yes, 2 (33%) said No while 1 (17%) did not have an idea. Table 13 has results for this analysis. From this result, it is revealed that monitoring and evaluation of projects is done by most heads.

Table 13

Monitoring and Evaluation and Management of School projects in Wajir East Sub-County.

Monitoring and Evaluation	% responses from 6 Sampled Senior Teachers
Takes Place	3 (50%)
Did not Take Place	2 (33%)
Not Sure	1(17%)
Total	6 (100%)

4.4 Discussions

The study findings on the following variables: Financial management, project management skills, management of project constraints, stake holders Involvement and monitoring and evaluation and related factors facing head teachers in Wajir East Sub-County were found to affect the performance in managing projects. The researcher also found out from this study that implementation of projects emerged as a factor for below bar performance in managing projects. It was also established that head teachers lacked the necessary skills and training on project management and implementation strategies and this in the overall affected the management of projects in Wajir East Sub-County County. This study was essential in that the study variables were found to have a link with the head teachers' inability to manage projects in their schools. In other words it can be inferred that for head teachers to be able to manage projects well, all the variables studied should be seen to contribute positively towards this course. That is to say: finances should be readily available to finance projects, stake holders involved, head teachers trained and monitoring and evaluation of

projects done well. Efficiency on how head teachers manage projects was found to have a relationship with the performance in project management.

The results from studies by Levacic (1997) on knowledge on management of projects were in agreement that management of resources is an important phenomenon that has direct links performance and that the manager's role in project management has a link to resulting educational outputs. Funds for use in Wajir East Sub County primary schools were not availed by the community and the government. This scenario had been explored by Bray (1996) and Gori (2014) whose studies on funding using the community found out that community funding had no regularity. However, information from head teachers, senior teachers and a check list of stalled projects indicated that availing the resources for projects in Wajir East Sub County primary schools had challenges. This concurs with Kariuki (1995) and Koech (1999) who found out those resources for use were essential in organizations. The existing literature shows that there is a link between availing of funds for use in schools by the community and project management. This result concurred with Chepkonga (2015) who found out that those communities that avail more resources to schools make schools get extra resources for use as opposed to those that do not.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter has a summary of the study, the main objectives of the study were identified along with the methods used and their tools and how analysis and findings were arrived at. The conclusion of this study is another section discussed in this chapter under which the whole study is summarized. Lastly, there are sections on recommendations and further research that emerged from the findings of this study with some of them coming from answers given by senior teachers out of the interviews when answering the structured questions.

5.2 Summary of the Study Findings

The purpose of this study was to investigate and understand the challenges that head teachers in primary schools face in their management of school projects in Wajir East sub-county. The study was guided by the following objectives: To find out the financial management challenges faced by school head teachers in managing school projects in Wajir East sub-county; to determine whether school head teachers in Wajir East sub-county: to assess appropriate project management skills to enable them effectively manage school projects; to examine the challenges associated with stakeholder involvement in the management of school projects in Wajir East sub-county; and to determine the challenges school heads in Wajir East sub-county face during monitoring and evaluation of school projects. To investigate these, the parameters and ingredients for the investigation were put in place in chapter one while the relevant information related to the topic/problem under investigation in form of

literature review was done in chapter two. Chapter three which is the plank of this study gave direction on the methodology adapted for use in finding a solution to the problem. In chapter four the analysis of quantitatively and qualitatively collected data from head teachers and senior teachers respectively was done using Pearson's correlation coefficient and focus by question analyses strategies.

The checklist used to ascertain whether there were stalled projects was done in the 17 sampled schools. It was revealed that there were six categories of stalled projects. These were classrooms, dormitories, toilets, wells, kitchen and stores. Projects had stalled in varied years in different schools. The checklist was accompanied by getting information from the head teachers why the projects had stalled. It featured prominently that management of financial difficulties was the major cause for the stalling of the projects. On the other hand the stakeholders/ community did not give any support to the projects. To a lesser extent the head teachers revealed that they had management constraints. It was revealed head teachers struggle to manage the projects. However most of them got support from the ministry of education through seminars and refresher courses. But it was clear that the refresher courses did not help much. It was also noted that the said six types of projects had stalled because of poor management from those concerned. Lastly, from the head teachers it was revealed that monitoring and evaluation of project had an insignificant role as a challenge in management of projects in public primary schools in Wajir

The findings of from data from interviews on the other hand revealed that: primary schools have difficulties in funding projects and that funds given to schools are not enough; head teachers lacked specialized skills on project management; On the challenges faced by the community as stake holders, several varied answers were

given that include: illiteracy and lack of funds as the major challenges; that head teachers had problems in implementation of projects in their schools; and that monitoring and evaluation of projects is done by most head teachers. The analyzed results from data collected by questionnaires revealed that: There was a relationship between financial management challenges facing school heads in the management of school projects in Wajir East sub-county; There was a relationship between appropriate project management skills and management of school projects in Wajir East sub-county; There was a relationship between stakeholders' involvement challenges facing school heads and management of school projects in Wajir East sub-county; There was a relationship between management of the project constraints on the successful implementation of the school projects in Wajir East sub-county; and that there was a relationship between monitoring and evaluation challenges facing school head teachers and management of school projects in Wajir East sub-county.

Finally in chapter five, discussion and implications of the findings were given, summary and conclusion for the study was done and recommendations and direction for further research were given.

5.3 Conclusions

To investigate the challenges facing public primary school head teachers in the management of school projects in Wajir East Sub-County, questionnaires and interviews on head teachers and senior teachers respectively were used to collect data for analysis. The study found out that indeed head teachers had challenges in managing projects in their schools. The findings of the study revealed that there was a relationship between the management of projects by head teachers in Wajir east sub-county and the five study variables that were investigated. All the five variables' that

were used to test relationships with management of projects by head teachers were found to have positive correlations however, with varying degrees (see Tables 3, 6, 8, 9 and 10).

Financial management challenges facing school heads affected the performance in managing projects just as the lack of skill and training on project management by the head teachers. It also emerged that implementation of projects was a factor for below bar performance in managing projects. Head teachers were found to lack the necessary skill and training on project management and implementation strategies and this in the overall affected the management of projects in primary schools in Wajir East sub-county. This study is significant in that the variables studied were found to have a link with the head teachers' inability to manage projects in their schools. In other words the implication is that for head teachers to be able to manage projects well, all the variables studied should be seen to contribute positively towards this course. That is to say: finances should be readily available to finance projects, stake holders involved, head teachers trained and monitoring and evaluation of projects done well.

5.4 Recommendations

As Bush and Middlewood (1997) noted, there is a link between management of resources in schools and performance. They found out that achievements are dependent of certain factors. Project management challenges were the theme of this study. Out of the findings, the following recommendations were made: First and foremost, 6 items were used to get information from the head teachers in regard to financial management challenges (see Appendix 2). Out of the analysis, the null hypothesis one was rejected meaning that there was a relationship between financial management challenges and management of projects and that: head teachers had no

enough funds to projects; had financial difficulties in your schools; they strained in getting funds to run projects; and that they borrowed to finance projects. Out of the analysis of the data from interviewed senior teachers it also emerged that primary schools in Wajir East Sub County have difficulties in funding. Based on this, it was recommended that there should be a reliable method of funding of projects for primary schools in Wajir East Sub County. This should be done like the first formula of funding to schools (Abu-Duhou, 1999). Secondly, when items 7-13 were given to the head teachers to get information whether they had the required management skills to manage the projects, the findings emerged that they were not (see Section 4.3.4). On the other hand, the senior teachers concurred with the head teachers on this phenomenon. Out of this, it was recommended that all head teachers should be given compulsory training on project management in order for them to be able to manage the projects in their schools well. This should be among others be a criteria for appointment of head teachers. Thirdly, the findings (see Section 4.3.4) show that the community as a stake holder did not play a significant role in the management of projects in Wajir East Sub County primary schools. It was therefore recommended that regular community educational meetings to help the community understand the importance of their involvement in managing primary school projects that were within their community.

5.5 Suggestions for Further Research

Effective project management is dependent on many factors. This study embarked on only five variables on management of projects. There is need for more researches on other factors in relation to project management in Wajir east sub-county. It is therefore suggested that the following areas considered for further research.

First, there is need to research whether non teaching professionals but experts in project management can manage educational projects in primary schools. This will be able to get some information whether other than head teachers, other people can be deployed in schools to manage the projects for the primary schools. Secondly, it emerged from the findings (see Section 4.3.3) that funding of projects was done by the government and that the funding came late and was bound to be misappropriated by head teachers. Based on this finding, it was recommended that there is need to research on whether other bodies other than the ministry of education can be involved in financing projects and once projects are completed they are handed to the schools as the ministry of education pays the said bodies at the completion stage. This will remove the head teachers from doing the management of projects as they are left to concentrate in the management of matters related to teaching.

Thirdly, from the findings (see Section 4.3.4) it came out clear that the head teachers lacked management skills on projects. Out of this finding, there is need to carry out research on whether teachers need special training on project management for better management of resources for project management and management of projects. In this study it emerged that head teachers lack training on project management. Lastly, there is need to research on whether by involving the Wajir community where the public primary schools are located through Parent Teacher Associations (PTA) and School Management Boards (BOM) in the management of projects in this decentralization era can improve the efficiency in the management of projects in Wajir East Sub-County.

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APPENDIX 1 : LETTER OF INTRODUCTION

Rashid Abey Yussuf
Maasai Mara University
School of Education
CIEM Department
Po Box 861-20500
NAROK

To The Head teacher -----

Dear Sir/ Madam,

RE: COLLECTION OF DATA

I am a Post Graduate student in the Department of Curriculum Instruction and Educational Management, School of Education, Maasai Mara University. I am carrying out a study on

“An Evaluation of the Challenges Facing Public Primary School Head teachers in the Management of School Project: A case of Wajir East Sub County, Kenya.”

I am requesting you to participate by completing the questionnaire as honest as possible and responding to the interview questions. The information you give will be used for the purpose of the research only while your identity will be kept confidential.

Your response will be highly appreciated.

Thank you in advance,

Yours faithfully,

Rashid Abey.

APPENDIX 2: QUESTIONNAIRE FOR HEADTEACHERS

Project management in Wajir East Sub County is a worrying phenomenon in this region. You are kindly asked to give your answers to the following questions in relation to this problem. Your name is not necessary. Answers for this questionnaire are sought for the purposes of a compilation of a med study by the researcher at Maasai Mara University. Your answers will be treated confidentially.

A: BACKGROUND INFORMATION

For items 1-3 please tick (✓) where appropriate in the boxes provided.

- | | | | |
|----|--|-----|----------------------------------|
| 1. | What is your gender? | | 2. What category is your school? |
| a. | Male | [] | a. Day |
| b. | Female | [] | b. Boarding |
| | | | c. Day and boarding |
| 3. | How long have you been a Head teacher? | | |
| a. | Below 5 years | [] | |
| b. | 5 - 10 years | [] | |
| c. | 11- 15 years | [] | |
| d. | 56 – 20 years | [] | |
| e. | Over 20 years | [] | |

PART B: QUESTIONNAIRE

For items 1-33 please tick (✓) against numbers 1-4, where:-
 1 =Strongly Disagree, 2=Disagree, 3 =Agree, 4=Strongly Agree.

S/ NO.	ITEM	1	2	3	4
1.	I have enough funds to run my projects				
2.	I encounter financial difficulties in your school				
3.	I strain in getting funds to run my project				
4.	I borrow to finance my school projects				
5.	I have no problems in getting finances for my school projects				
6.	I negotiate for project resources				
7.	I lead the project management team				
8.	I direct all the activities of the project				
9.	I communicate the details of the project to the stake holders				
10.	I write project proposals				
11.	I present project reports to the stakeholders				
12.	My school has undertaken projects in the past five years				
13.	I have been trained as project manager				
14.	The community is involved in funding the projects in the school				
15.	Well-wishers help in funding the school projects				
16.	Parents are involved in funding the school projects				
17.	NGOs are involved in funding my school projects?				
18.	My school has stalled projects				
19.	My school has financial difficulties in project management.				
20.	My school has no enough classes because of stalled class rooms				
21.	Pupils in this school suffer because of stalled projects				
22.	Stalled projects in this school affect performance				
23.	I have the skills for monitoring and evaluating the projects				
24.	Monitoring and evaluating of projects is done by the government				

25.	Monitoring and evaluation of my school projects is done by the community				
26.	Monitoring and evaluation of my school projects is done by parents				
27.	Monitoring and evaluation of my school projects is done by NGOs				
28.	I am able to identify the performance indicators of my school projects				
29.	I can perform well in Data collection of my school projects				
30.	I am able to do data analysis for my school projects				
31.	I can do monitoring and evaluation feedback and reporting on my school projects				
32.	I am able to evaluate my school projects at the end of it.				

APPENDIX 3: INTERVIEW SCHEDULE FOR SENIOR TEACHERS

1. Does this school experience financial difficulties in funding projects?

2. Where do you normally get funds to finance your projects?

3. Does this school borrow to finance the school projects?

4. Is the government projects fund fully utilized in this school?

5. Who are stakeholders involved in funding of projects in this school?

6. What are some of the challenges that your community face in project management as a stakeholder?

7. Are Head teachers trained on how to manage projects?

8. Do you think your Head teacher require specialized skills to manage projects?

9. Do you have stalled projects in this school?

10. What are some of the effects of incomplete projects?

11. Who are involved in monitoring and evaluation of projects in your school?

12. Is your head teacher able to do monitoring and evaluation, feedback and reporting?

APPENDIX 4: QUESTIONS TO HEADTEACHER ON STALLED PROJECTS

- 1) Why do you have stalled school projects?
- 2) Are the other factors that hindered timely completion of the projects in your school?
- 3) Do you have project management difficulties as a head teacher?
- 4) Do you involve the community for extra funding in your school?
- 5) Do you experience problems in monitoring and evaluating projects?

APPENDIX 5: CHECKLIST FOR STALLED PROJECTS IN 17 PUBLIC PRIMARY

SCHOOLS IN WAJIR EAST SUB COUNTY

Project	Stalled (✓)	Not Stalled (x)	Number of Schools
Classrooms			
Toilets			
Wells			
Kitchen			
Stores			
Dormitory			
Total			

APPENDIX 6: CRITICAL VALUES FOR CORRELATION COEFFICIENT R

df /n	2-tailed testing			1-tailed testing		
	$\alpha = .1$	$\alpha = .05$	$\alpha = .01$	$\alpha = .1$	$\alpha = .05$	$\alpha = .01$
5	0.805	0.878	0.959	0.687	0.805	0.934
6	0.729	0.811	0.917	0.608	0.729	0.882
7	0.669	0.754	0.875	0.551	0.669	0.833
8	0.621	0.707	0.834	0.507	0.621	0.789
9	0.582	0.666	0.798	0.472	0.582	0.750
10	0.549	0.632	0.765	0.443	0.549	0.715
11	0.521	0.602	0.735	0.419	0.521	0.685
12	0.497	0.576	0.708	0.398	0.497	0.658
13	0.476	0.553	0.684	0.380	0.476	0.634
14	0.458	0.532	0.661	0.365	0.458	0.612
15	0.441	0.514	0.641	0.351	0.441	0.592
16	0.426	0.497	0.623	0.338	0.426	0.574
17	0.412	0.482	0.606	0.327	0.412	0.558
18	0.400	0.468	0.590	0.317	0.400	0.543
19	0.389	0.456	0.575	0.308	0.389	0.529
20	0.378	0.444	0.561	0.299	0.378	0.516
21	0.369	0.433	0.549	0.291	0.369	0.503
22	0.360	0.423	0.537	0.284	0.360	0.492
23	0.352	0.413	0.526	0.277	0.352	0.482
24	0.344	0.404	0.515	0.271	0.344	0.472
25	0.337	0.396	0.505	0.265	0.337	0.462
26	0.330	0.388	0.496	0.260	0.330	0.453
27	0.323	0.381	0.487	0.255	0.323	0.445
28	0.317	0.374	0.479	0.250	0.317	0.437
29	0.311	0.367	0.471	0.245	0.311	0.430
30	0.306	0.361	0.463	0.241	0.306	0.423
40	0.264	0.312	0.403	0.207	0.264	0.367

50	0.235	0.279	0.361	0.184	0.235	0.328
60	0.214	0.254	0.330	0.168	0.214	0.300
80	0.185	0.220	0.286	0.145	0.185	0.260
100	0.165	0.197	0.256	0.129	0.165	0.232
120	0.151	0.179	0.234	0.118	0.151	0.212
140	0.140	0.166	0.217	0.109	0.140	0.196
160	0.130	0.155	0.203	0.102	0.130	0.184
180	0.123	0.146	0.192	0.096	0.123	0.173
200	0.117	0.139	0.182	0.091	0.117	0.164
300	0.095	0.113	0.149	0.074	0.095	0.134
400	0.082	0.098	0.129	0.064	0.082	0.116
500	0.074	0.088	0.115	0.057	0.074	0.104

Note: $df = n-2$; n = sample size; α = alpha level

APPENDIX 7 : STUDY AREA MAP



APPENDIX 8: NACOSTI (RESEARCH AUTHORIZATION)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Uraki House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/22932/10744**

Date:

7th Oct, 2015

Rashid Abey Yussuf
Maasai Mara University
P.O. Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Evaluation of the challenges facing primary school headteachers in the management of projects: A case of Wajir East Sub county,*" I am pleased to inform you that you have been authorized to undertake research in **Wajir County** for the period ending **6th Oct, 2016**.

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

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

DR. STEPHEN K. KIBIRU, Ph.D.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

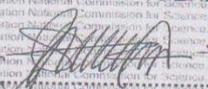
The County Commissioner
Wajir County.

The County Director of Education
Wajir County.

Permit No.: **NACOSTI/P/16/22932/10744**
Date of Issue: **7th Oct, 2016**
Fee Received: **Ksh 1000**

MR. RASHID ABEY YUSSUF
of MAASAI MARA UNIVERSITY, 0-70200
WAJIR, has been permitted to conduct
research in Wajir County
on the topic: "EVALUATION OF THE
CHALLENGES FACING PRIMARY SCHOOL
HEADTEACHERS IN THE MANAGEMENT
OF PROJECTS: A CASE OF WAJIR EAST
SUBCOUNTY
for the period ending:
6th Oct, 2016

Applicant's
Signature


National Director General
National Commission for Science,
Technology & Innovation