

# **FACTORS INFLUENCING COMPLETION OF PARENTS ASSOCIATION PROJECTS IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUB-COUNTY, KENYA**

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## **ABSTRACT**

The conditions of schools are still wanting despite the intervention of Parent Association initiated projects. The purpose of the study was to investigate on factors influencing completion of Parent Associations projects in public secondary schools in Imenti south sub-county, Kenya. The study was guided by the following specific objectives; to determine the influence of project funding, school governance, stakeholders' participation and monitoring and evaluation on completion of Parent Associations projects in public secondary schools in Imenti south sub-county. The study was grounded on theory of constraint and social change theory. The study adopted a descriptive research design. The target population was 252 respondents inclusive of 63 principals, 63 deputy principals, 63 BOM members and 63 Parent Associations representatives in Imenti South Sub-County and a census was conducted. Primary data was obtained using self-administered questionnaire. The questionnaire was made up of both open ended and closed ended questions. The drop and pick method was preferred for questionnaire administration so as to give respondents enough time to give well thought out responses. Data was analyzed using Statistical Package for Social Sciences Version 25.0. Descriptive statistics were estimated for all the quantitative variables and content analysis used for qualitative data. Regression analysis was used to establish the relations between the independent and dependent variables. The results were presented in tables and figures.

The study found that school governance influenced the completion of parent association projects in public secondary school in Kenya to a very great extent. The study found that leadership style influenced completion of parent associations projects in public secondary school in Kenya to a very great extent. The study also found that stakeholders participation and monitoring and evaluation have a positive and significant influence on the completion of Parent Association projects in public secondary schools in Imenti South Sub-County. The study concluded that project funding had the greatest effect on completion of parent association projects in public secondary schools in Kenya, followed by stakeholders participation, then monitoring and evaluation while school governance had the least effect on completion of parent association projects in public secondary schools in Kenya. The study recommends that the government should encourage the school management to aim at diversifying their sources of funds by engaging in income generating activities. The study also recommends that the school management and the government should discourage the stakeholders from politicizing education matters in order to ensure that school projects are implemented without any political interference. The study suggests there is need to investigate other factor which influence completion of parent association; management support, contractors capacity, leadership strategies. The study suggest that there should be a deliberate attempt to conduct a similar study elsewhere in Kenya.

**Key Words:** *completion, parents association projects, public secondary schools, Imenti South Sub-county, Kenya*

## **INTRODUCTION**

School Parent Association projects require the involvement and participation of all the stakeholders in the education sector. This helps in identifying the strategies they wish to use to improve their quality of education. Participation is seen as developmental, educative, and integrative and as a means of protecting freedom. One of the key assumptions of participation is that, education stakeholders will be more supportive to the project and therefore, increase the likelihood of its success when involved in project decision-making process. It is also noted that, education stakeholders probably have a better knowledge about the needs of the students and school in particular (Ahmed, 2008).

In Germany, education sectors offer several advantages for carrying out Parent Association projects that will benefit the schools and students with the purpose of improving the school performance. Most if not all, school Parent Association projects go through a life cycle which varies with the size and complexity of the project. The Parent Association projects in Germany are affected by the financial capacity of the Parent Association funds which purely funds their projects. This affects the project's completion from the conception, feasibility, evaluation, authorization, implementation, completion, operation and termination (Moore, 2012).

In Russia, the completion of school projects requires the execution of planned activities which converts financial, human and physical resources into a product or service of value to the students, schools and all stakeholders involved. It should be noted that if the operational systems are not clear, then the completion will have a rocky path and the project might fail to realize the intended goal or purpose. The way in which the project is designed, has a significant impact on whether it will be successful to completion or not. Project completion is complex since it usually comprises of multiple variables which influence completion rate such as, financial resources, operational systems, the organizational culture and the leadership of the organization (Kelechukwu, 2011).

In Russia, developmental projects are designed, planned and implemented in tandem with the sequence displayed by the project cycle to enhance the completion rate. The log frame matrix is followed and used as the specific planning tool used to design, appraise, manage, monitor and evaluate the passage of a project through the project life cycle from policy framework to final evaluation and finally completion. The log frame adopted presents the objectives-related activities, corresponding assumptions and pre-conditions of the project design of different hierarchical level matrix format. Projects are often initiated in the context of a turbulent, unpredictable and dynamic environment. Many school projects therefore, in Russia, have been

able to reduce challenges, constraints and risks in the course of their execution through completion (Pbrabakar, 2008).

In Africa, schools' projects are influenced by a multiple factors which are both external and internal. These include; poor project management, inadequate opportunities for potential beneficiaries to participate in project identification and design, poor linkages between project activities and project purpose, as well as insufficient attention to external environment during project design. It has also been recognized that schools' projects are likely to succeed when account is taken on socio-economic context in which they operate (Kharmes, 2013).

In South Africa, despite the significant input of human and financial resources in school project, many fall short of expectation. Schools projects failed to meet the priority needs of students and other education stakeholders, reason being, costs escalated, stated outputs were not achieved or if achieved were not sustained, projects progressive dates slipped by or adverse outcomes were not anticipated. The Parent Association shoulders the responsibility of the success or failure of their projects on school. However, the principal must ensure that, the multi-faceted problems facing the established Parent Association projects in secondary school do not hinder the efficient service delivery towards producing quality outputs (Kikwasi, 2012).

In Ghana, almost any person or organization with an interest in a school project is recognized as a stakeholder. Each school project attracts its own unique set of stakeholders. The type and interest of a stakeholder are of great interest to the project manager since they enable him to use these to the greatest benefit of the project. It is therefore, important that he carries out a stakeholder analysis to list, classify and assess the influence of the stakeholders.

The view point of every stakeholder should be considered. This ensures that the effect of the stakeholders and leadership on how to complete schools project is analyzed (Hamid, 2012). In Kenya, secondary schools projects have seemed to create the impression that nothing can work without money. Kamau (2015) in his study noted that some do not have developmental meetings with all the stakeholders in order to avoid paying the allowances. As a result of not having inclusive developmental committee meetings, project activities stagnate and completion rate is very low due to lack of ownership of the schools projects. The rationale of addressing ownership of the schools projects is to enhance and achieve sustainable school development. Secondary schools projects should identify and understand the different roles and entitlements between students and teachers in the school (Ndungu, 2014).

In Imenti South sub-county, schools have been undertaking projects ranging from buying modern school buses, building modern classrooms, building modern equipped science laboratories, building improved washrooms for boys and girls, constructing a water reservoir and well equipped libraries among other projects. School politics have manifested themselves in schools developmental committees due to differences in opinions and attitudes. In addition, the project's completion rate has been challenged where some have dragged themselves in a single

project while others have completed multiple projects at once. The relationships to the project and its completion in Imenti South can vary from very supportive to antagonistic, but this is based on the field of influences which have been considered and managed (Kamotho, 2014).

## **STATEMENT OF THE PROBLEM**

Secondary schools are intended to transform the education well-being of the students leading to access of knowledge at lower costs through the parents association. In addition, it is hoped that, the projects in secondary schools, would incorporate all the education stakeholders participation in decision making processes; promote good governance, transparency and accountability. According to Transparency International (2014), doubts have been raised as to whether the funds set for Parent Association projects in public secondary schools have met stated objectives. In Imenti South Sub-County, secondary schools Parent Association projects have stalled and therefore, are not helping the students achieve their objectives. The questions being asked here are: Why is it that the secondary school Parent Association projects like buying of school buses, building of modern equipped science laboratories and modern equipped libraries as well as other school projects taking years to be completed? What is the relevancy of these initiated projects in the school to the students if the project will not be completed? The foregoing has resulted in inevitable cost over-runs, time over-run, idling resources, and also inconveniences to the targeted beneficiaries of such projects (Kikwasi, 2012). This is so due to the fact that, incomplete and/or unsuccessfully completed construction projects such as classrooms, dining halls, libraries, laboratories which cannot be used by, say, students and teachers. Projects which have stalled or are unsuccessfully completed will negatively affect students, teachers and the education fraternity at large, both at the secondary school concerned and beyond. It is against this background, that this study sought to examine the factors influencing completion of projects in public secondary schools in Imenti South Sub-County.

## **PURPOSE OF THE STUDY**

The purpose of the study was to investigate on factors influencing completion of Parent Association projects in public secondary schools in Imenti South Sub-County, Kenya

## **OBJECTIVES OF THE STUDY**

1. To determine the influence of project funding on completion of Parent Association projects in public secondary schools in Imenti South Sub-County.
2. To determine the influence of school governance on completion of Parent Association projects in public secondary schools in Imenti South Sub-County.
3. To assess the influence of stakeholders participation on completion of Parent Association projects in public secondary schools in Imenti South Sub-County.

4. To establish the influence of monitoring and evaluation on completion of Parent Association projects in public secondary schools in Imenti South Sub-County.

## **LITERATURE REVIEW**

### **Completion of Parent Association School Projects**

Completion of parent association projects is about, the success of the project management process and the success of project itself. Davies (2012) distinguishes between project management success (usually measured against time, cost and quality) and project success (measured against the objectives of the project). He further, distinguishes success criteria as the measures against which success or failure of a project is measured while success factors are the inputs that lead either directly or indirectly to the success of the project.

Ashley et al. (2011), defined project success as results better than expected or normally observed regarding cost, schedule, quality, safety and participant satisfaction. Their study pioneered an investigation of the factors which were most influential in successfully completing parent association projects. In Africa, the challenge of timely project delivery can take multiple dimensions depending on the projects environment. The major delay occurs during project implementation phase. Hence, factors such as monthly payment difficulties, poor contractor management, material procurement, poor technical performances and escalation of material prices contributed during construction of groundwater projects in developing countries.

In Ghana, Frimpong al (2010), identified five factors as the major causes of delays to projects. These include; monthly payment difficulties to contractors, poor contract management, material procurement difficulties, poor technical performance and material price escalations. Poor professional management, fluctuation of prices, rising cost of materials and poor site management have also been identified as factors causing a delay in project completion time. To forestall the challenge of timely project delivery, Meredith and Mantel (2011) recommends that, project time management is a key priority for the contractors and that, the appointment of a registered project manager for each contract should be a mandatory condition of tender.

### **Project Funding and Completion Of Parent Association Projects**

In his study, Sambasivan and Soon (2007) noted that the requisite to implement projects is financial aspect whether from the government sources or from donor funding. In tandem therefore, the author insists that there should be critical monitoring of the implementation schedules with the objective of countering any form of delay. One of the most crucial causes of delay in Malaysian construction sector is inadequate client's finance.

Khalied and Amr (2009) postulated that projects require vast initial capital outlay and are usually developed so as to be operated over a relatively long duration. A study on parents association



development projects in Tanzania by Kikwasi (2012) revealed that inadequate budgets for parent association projects played a significant part in delayed completion of the aforesaid projects. The scholar inferred that the Tanzanian construction industry was negatively affected by funding problems due to delayed project completion.

When studying assessment of parent association development projects, Gwaya et al. (2014), noted that, project financing was one of the key client's obligations. It is asserted that, delays and cost overruns in public sector investments can raise the capital-output ratio in the sector and elsewhere thus bringing down the efficacy of the investment. Infrastructure is further posited to include the requisite capital for economic services, and also central to enhancing economic activity. It is averred that, when Kenya's organizations fail to mobilize adequate funds to finance their projects, they will continue to depend on external sources in accessing funds to undertake expansion. It is further posited that, some government projects such as plants require massive capital outlay. In this light, poor management of the process is bound to occasion huge financial loss in penalties and revenue to the owner.

A study conducted by Charles (2009) on project completion in Kenya, established that inadequate funds on their own are a major factor hindering the completion of projects. Secondary schools need access to finances to enable them to develop, implement and complete their projects. Historically, secondary schools have been relying on single sources of funds which is the development expenditure funds from the government to implement and complete their projects. However, over time, their capacity to build up internal sources such as harambee's became eroded, partly by government policies and partly by poor performance resulting from mismanagement of harambee funds.

Gachungi (2013) noted that public secondary schools increasingly rely on national government support for finances and from their limited levy from student's fees. Although, given out for recurrent and development expenditure, these funds are usually not repaid. Public secondary schools have become trapped in a dependency parasitic relationship with national government which seriously weakened their ability to develop sustainable activities. This dependency has also weakened management strategies to solicit funds for developmental strategies in schools. Viable public secondary schools today suffer from this dependency in a number of ways where many private schools still view public secondary schools as inherently not creditworthy even to obtain credit to finance their projects. Many public secondary schools are weighed down by the presence of their income statements and accumulated pending bills dating back many years (Wangui, 2013).

A study by Magondu (2011) noted that Kenyan public secondary schools have not catered for the needs of their students. However, public secondary schools are compounded by governance and financial constraints. These issues have tainted the image of public secondary schools and other public sectors which have projects that have been lagging behind for years. Up to the mid-2013, a fundamental character of the Kenyan public secondary schools movement was its close

association with the state to the point of developing a dependent relationship. This was partly due to historical evolution of this organization in the country.

Kamalludeen (2012) found that, in Uganda, there are cases where learning institutions could obtain funds free of interest from the bank through a memorandum of understanding with the government. These practices put the government in greater financial strains as they incurred large debts by way of interest on the loans. He concludes that, it would appear that the crucial factor in the financial difficulties of the government is mismanagement of funds available rather than the inability of the organization to raise money from elsewhere. The Swedish public sector faces a similar problem especially as the number of the organizations belonging to the government is diminishing, owing to the relative decline of the services from other sectors of the economy. The financial problem of the Uganda government is tied up with the general low levels of per-capital income of their citizens.

According to Gordon et al. (2010), most of Parent Association developments projects are politically influenced and this influences their completion. Expenditure items are normally divided according to the various activities undertaken within each school. Secondary schools have been accused of incurring expenditures in ways that bear little relationship to their ability to raise the standard of schools and fail to result in improved or expanded service delivery which is influenced by organization politics.

Bozzo (2010) noted in his study that the process which public secondary schools acquire funds to implement and complete their projects is political through lobbying from government and other stakeholders in order to mobilize resources. This helps to build local accountability for actual resource use, since those who have participated can be expected to demand to know what actually happened to the money. Schools also requires as a condition from government for part of the transfer to produce abstracts of accounts for auditing. Schools budgetary control is the process by which schools performance is evaluated and adjusted to help ensure the realization of pre-determined targets.

A study by Pandey (2009) found that the funding of schools project is done through budgetary proceses which is has been characterized by politics within the schools administration. This is funding is facilitated by monthly, quarterly or other short interval reports from each school head and this is internal politics influences the funding of such projects. These reports should indicate how closely actual performance matches budgetary projections and it should evaluate deviations and their causes as a basis for developing corrective action programs. This process is therefore, depended on the prompt recording of financial transactions and the maintenance of up-to-date accounts. The treasury in collaboration with the departmental heads is required to report and explain to the appropriate standing committee any variances.

Ramanathan (2011) did a study and found that there are factors which are beyond schools principals and leader's which includes increase in cost or funding may fall unexpectedly.



Inflationary trends, abolition of a revenue source control and costs by ministry of education, natural catastrophes, droughts and diseases are some of the factors affecting the ability of schools management on completion of projects. If a school board member learns that its original budget estimates are no longer tenable, it has to revise them and come up with a supplementary budget. It is important to remember that the budget is only as good as the project manager using it.

If the manager ignores the budget, then it serves no useful purpose in improving the completion rate of secondary schools development projects. It was found by Basel, Williams and Klak (2011) that for public schools projects to succeed there is need to have political goodwill and support. They noted that school leaders identified the interference of board members and other stakeholders in education sector as a major hindrance to projects implementation. Where public schools are involved in sensitive issues, such as land disputes, local leaders can threaten school with demolition.

### **School Governance and Completion of Parent Association Projects**

According to study by Mwenda (2014), the governance of secondary schools is headed by the principal who is the school administrator and an educational leader that promotes the success of all students by facilitating the development, participation, implementation and stewardship of a vision of learning that is shared and supported by the school community. The principal as a school leader plays a central role on development projects completion rate. This is due to a fact that, principals set high expectations and standards for the projects undertaken by the school.

In the study of Mulory (2013) on projects completion in secondary schools, it was established that effective principals create an environment that fosters the success of projects. This is through having a physical presence in the community as well as a consistent track record of service, accountability to its residents and the management of employees. This ensures that, the community benefits from the programs initiated. The government projects need well versed management teams in order to establish partnering relationship which will help in developing and implementing projects strategy that clearly defines the social mission of the project. It is important that, the management clearly and consistently communicates the mission and services provided by the organization specifically to cater for the unique needs of the projects.

A study by Jonminerich (2008) found that governance plays a vital role in the decision making to ensure efficacy and success of the development projects in an organization. The study recommended that, the governance should be supportive in order to guide subordinates and treat everyone equally without any discrimination and appreciate every one's involvement in the schools projects. This therefore reviews that, it is the responsibility of the leader to build strong relationships within the whole organization both vertically and horizontally for the success and completion of the projects.

Loren and Matthew (2008) did a study on project management and found out that many failures in the development projects occur due to poor governance styles. This study recommended that, leaders should involve everyone in the project implementation and project management process because; it is positively related with overall performance and completion rate of the projects. It was also noted that, the commitment of the leader helps to enhance completion rate of all projects initiated within an organization. Most importantly, leaders' objectives should be integrated within the project goals and objectives to be championed. Governance should have a clear mental approach about the need of change and organization's capabilities.

A study done by Chatman, (2010) found that, organization's development projects completion depends upon the strategies used by the governance of the organization. This study argues that, governance style that management adopts should be able to assimilate the projects strategy in order to enrich the capability of the organization to complete the projects within the required timelines and meet the needs of the organization. Governance influence the whole decision making process and decision making is the core of the strategic management process. It facilitates the whole process starting from conceptual framework for strategy formulation to the evaluation. Project completion will fully depend upon efficient decision making and the governance is expected to influence three areas of organization which include; the project vision, the strategies and the objectives of the undertaken project (Bernd, 2007).

A study by Jon (2008) posited that the most important element of governance in projects completion is to provide a road map. This road map should be clear and focused. It is the duty of governance to relate the project strategy process with the needs of the organization. It should develop a culture where all projects started have to be finished by providing a clear set of values for the organization. Values demonstrate the behavior of the organization and lead the organization towards right direction. Once the leader understand the importance of project, the implementation to completion becomes easy.

Green (2005) conducted a study in Singapore learning institutions and found that governance helps to remove barriers so that projects can be started and completed efficiently because ,projects performance, depends upon governance. According to Norton (2010), before a project is implemented, it is the work of leaders to identify the need for change by proper and careful scanning of environment in which organization exist and ensure everything that may hinder completion is noted and measures taken in place. Environment scanning or situational analysis is the starting point of a whole project process. In the project management, after changing the understanding of people about change, leaders try to find different suitable ways to translate the project idea into realistic goals and objectives.

According to a study done by Fairholm (2011), governance plays a vital role in the completion of organizational projects. It is considered as a link that relates the project management process. Maccoby (2009) argues that during project implementation, governance gives strategic thinking by establishing a culture in which everyone knows what to do and what are the values of the

organization in the project at hand. The study by Maccoby (2009), concluded that, it is only governance that inspire and motivate the people to ensure they develop strategies which ensures that organization projects are started and completed within a given timeline.

In their study, Kirk and Nolan (2010) found that governance has failed in project completion and this has led to weak projects governance, technical areas of development, and poor governance that cannot be entrusted with completion of projects. Complementary experience in training, governance development, human resource management and organizational change in developing countries ought also to be a prerequisite.

### **Stakeholders Participation and Completion of Parent Association Projects**

According to Mulwa (2013) completion of Parent Association projects fails due to poor stakeholders' participation. The success of a schools project completion will be measured by support accorded by the stakeholders. The duty of the stakeholders is to oversee, guide and direct the schools in terms of human resource. The stakeholders of secondary schools comprises of the community and other public organisations and the same stakeholders team with the primary responsibility of ensuring implementation of the projects. This study also found that specific stakeholders practices have been found to improve corporate performance of organisations ; - three dimensional strategy comprise exploration of new horizons, selectivity and drive, making wisdom contagious by empowering independence, interaction and communication among employees, focussing on group performance rather than individual performance, external processes which include benchmarking, systems for feedback both from suppliers and customers and continuous innovation based on internal and external evaluation.

Maina (2013) found that stakeholders in a project have activities which include managing, planning, organizing, and coordinating the project. Success of any project completion will be based on actions of top stakeholders. He also recommended that members, when electing office bearers, including board members should ensure that they elect trustworthy persons. Success and hence performance depends on the calibre of the officials that they elect. Corporate governance seeks to find appropriate mechanisms for governing relationships for constituent groups with the company so as to generate a long term value. It also seeks to reduce conflict of interests among the stakeholders by making sure that right people make the decisions. Corporate governance is to create and implement internal organisation of the school and define more closely and represent more pressing interests to which the stakeholders should respond and goals towards which they should strive. Therefore, it implies that corporate power is exercised in the best interest of the society.

Samuel and Tom (2010) argue that the focus of stakeholders is on the systems by which organisations are directed and controlled. Corporate governance especially board members in a secondary school is the process by which organisations are directed, controlled and held accountable. Corporate governance is at the heart of project completion success and it can have a

significant influence on the country's development. Effective corporate governance will ensure long-term strategic objectives and plans are established and that proper stakeholders' structure is in place to achieve those objectives while at the same time making sure that the structure functions to maintain the company's integrity, reputation and accountability to its relevant constituencies. The right systems of checks and balances should be on the basis of merit or any corporate governance system.

According to Ibrahim (2012), a good stakeholder's governance system is one that respect and follow the due process of organizational policies and procedures. It should have checks and balances, and there must be segregation of duties. Good stakeholder's governance does not favor concentration of functions on one individual, it encourages cut off points where each employee respects the limits of his or her authority in the organization. As far as organizational governance is concerned, finance and administration are two separate functions, and separation must come into play, else there is no separation or segregation of duties, one person is executing or strongly influencing the functions of human resource and of administration.

### **Monitoring and Evaluation and Completion of Parent Association Projects**

Kohli and Chitkara (2012) argues that project monitoring and evaluation planning should be done after the planning phase but before the design phase of a project or intervention. Despite this difference in opinion however, almost all scholars agree that the plan should include information on how a project should be assessed. The M&E plan outlines and influences project performance. From the studies reviewed, it has been noted that a M&E plan generally outlines the underlying assumptions on which the achievement of project goals depend, the anticipated relationships between activities, outputs, and outcomes- the logical framework. Other contents of a M&E plan are well-defined conceptual measures and definitions, along with baseline data needed; the monitoring schedule; a list of data sources to be used; and cost estimates for the monitoring and evaluation activities.

Nyonje et al. (2012) suggested that most plans in M&E should include a list of the partnerships and collaborations that will help achieve the desired results; and a plan for the dissemination and utilization of the information gained. This demonstrates that planning for monitoring and evaluation takes care of all aspects that need to be in place so that there is early detection of progress or lack thereof. Nyonje et al. (2012) also argued that there are important considerations for a M&E plan that categorizes these considerations into resources and how much money and time will be needed to conduct the activities.

Brignall and Modell (2010) established that organizations lack the internal capacity to carry out the proposed monitoring and evaluation activities; including analysis of data collected, other considerations made such as feasibility and whether the proposed timeline is realistic for conducting the proposed activities. Ethics - What are the ethical considerations and challenges involved with implementing the proposed activities, and is there a plan in place for addressing

those considerations? Has a protocol been submitted for review to a research ethics committee? With these considerations, it can be said that M&E planning is complete in terms of coverage for the purposes of giving an oversight on project direction during implementation.

Preskill (2014) suggested that M&E serving the very necessary purpose of accountability, for reasons mentioned in the foregoing, it is also meant to promote the learning organization. This would be at the level of M&E, and comes about when results are presented. The assumption is that organizations would become more open and self-reflective when faced with evaluative information, but it is not necessarily the case, as operationalizing learning is not easy, given the complex array of protocols and management culture, which must be, negotiated. It has been shown that whilst it is implicit that M&E should lead to learning and reflection, this may not be the case, because the way organizations integrate information may be complex, and not as causal as suggested in classic M&E.

As observed by Kennerly and Neely (2013), utilizing evaluation in organizations is, however, not easy, and is influenced by several factors: contextual (political), technical (methodological) and bureaucratic (psychological). These factors overlap, but what is clear is that unless “all the elements are lined up, organisational learning is difficult. Schwartz and Mayne (2010) assess this grouping in terms of how M&E contributes to learning and reflection, and notes that in this mode M&E is seen as one tool that supports management by improving the quality of information provided for decision-making. Whilst most of the research has focused on NGOs, there is growing interest in seeing how M&E helps to build learning organisations in other organizations.

There is much potential for evaluation to lead to organisational learning, and not just accountability, which has been illustrated by Gray (2009). The point made is that M&E intent is very important, as it could lead to different outcomes – the interest of this study. It should be remembered that M&E has assumed different identities, due to context, and depending on this, it may be used for accountability, promoting a behaviour or practice, or learning, as demonstrated in a series on the subject (Bamberger, 2008).

## **THEORETICAL REVIEW**

### **Theory of Constraints**

The theory of constraints (TOC) can be used to demonstrate how managers can effectively manage organizations based on the assumption of system thinking and constraint management (Kohli & Gupta, 2010). TOC-based management philosophy focuses on change at three levels; mind-set of the organization, measures that drive the organization, and methods employed within the organization (Gupta & Boyd, 2008). Needs and constraints in a multi-party working situation which is necessary for construction projects bring complications in project management (Lau & Kong, 2006) and therefore for effective project management, constraints have to be managed.

According to Jacob and McClelland (2001), most projects are difficult to manage because they involve uncertainty, and involve three different and opposing commitments i.e. due date, budget, and content. Triple constraints criteria (time, scope and cost) in project management have been accepted as a measure of project success. Venture supervisors see triple limitations as key to a venture's prerequisites and achievement. Streamlining these three elements learn extend quality and auspicious finish. Everyone of the three limitations of tasks scope (a measure of value), cost and time have their individual impacts on ventures' execution yet since these components have some relationship, one imperative bears an impact on the other two, in the long run influencing ventures expectations to a more prominent degree (Hamid et al., 2012).

This study was based on the triple constraint theory where most of adopted monitoring practices from organizational perspectives may work well or fail hence leading to delays if this theory is not well embraced. Delays in project completion are a common problem in the construction industry not only with an immeasurable cost to society but also with debilitating effects on the contracting parties (Ondari & Gekara, 2013). Other factors which measure project performance include cost and quality requirements (Nwachukwu & Emoh, 2011).

### **Social Change Theory**

The social change theory is associated with among others Julius Nyerere and Paulo Freire a Brazilian scholar. Most development practitioners are influenced by the work of Paulo (1973), that was developed in the context of his work with communities battling against poverty and social inequalities (Frere, 1992). For Freire, Community Mobilization involves the processes of dialogue and critical thinking by marginalized people, facilitated by an external change agent, and generating a reflection– action cycle that ‘empowers’ vulnerable communities through interventions such as projects (Rifkin & Primrose, 2001). Small-scale local activism swells over time, coalescing into larger scale groups with shared identities, goals and strategies that ultimately serve as agents of change, with the capacity of transforming society. In practice the social change theory, aims at enhancing empowerment through participation of vulnerable groups enhancing prudent planning and coordination, surveillance and capacity building as opposed to the top down approach, previously practiced in implementation of project, something that negatively affected project sustainability. It is important that due diligence in a project set up is adhered to regarding carrying out of M&E practices, whether in planning and coordination , capacity building, data demand and use or even in research and surveillance and that this should be done ethically with a view of mitigating likely adversity that may accrue if is omitted.

Further M&E reports should meet the requisite ethical standards to be accommodated. The theory of social change is advocated for combining theory and action to create social change through the requisite capacity building initiatives as well as engagement in appropriate planning and coordination. Involvement of communities in community projects is not an arbitrary occurrence but is anchored on anticipated gains for the target communities. In Kenya currently,



there has been a propensity to involve target groups in project work right from initiation, formulation, implementation, M&E up to project closure (Vaughan, 2010).

This approach is in stark contrast to what was hitherto practiced before 1980s when the government was solely responsible for initiating and implementing development to the people unlike the position taken by leading social change theorists such as Paulo (1973) who advocated that it was necessary to empower people to participate in their own development. Further Frere work “pedagogy of the oppressed” provided a basis or discussion on empowerment. Zimmerman et al. (1993) also highlighted the need for interventions to facilitate empowerment such interventions would entail capacity development, involvement in planning and coordination as well as an active role in matters surveillance. The focus of empowerment Zimmerman et al. (1993) observed is an understanding and a strengthening process through which individual take charge of their lives. This empowerment should facilitate the individual’s involvement in M&E during the lifetime of the project.

The social change theory as opposed to advocating for bottom up approach should have advocated for a mixed mode since a bottom up approach might lead to conflict and inadequate appreciation of complex issues particularly by those at the grassroots. Lahey (2010) contended that M&E system should be seen as something that helps a project or organizations know when plans are not working and when circumstances have changed giving management the requisite information it needs to make decisions about the project, organization or about changes that are necessary to strategy or planning.

## **RESEARCH METHODOLOGY**

### **Research Design**

The study adopted a descriptive survey research design which is concerned with describing the characteristics of a particular individual, or groups (Kothari, 2009). This method was suitable since it allowed flexible data collection and the respondents will not be manipulated. Kombo and Tromp (2009) illustrate a research design as the assessment of the general research goal, the literature and adopted research methods. According to Mugenda and Mugenda (2003), a descriptive research design is a type of design that is used when one wants to get current information on the status of a person or object.

### **Target Population**

Population is a total collection of elements about which inference is made to all possible cases which are of interest in the study (Sekaran & Bougie 2010). The study involved all the management staff of secondary schools; parents’ representatives and BOM members. These are the teams that are responsible for ensuring that Parent Association projects are completed in time

and uses minimum resources without compromising the quality of projects. The study targeted 63 public secondary schools in Imenti South Sub-County.

### **Sample Size and Sampling Procedure**

The simple random technique was used in selecting the sample for this study. A simple random is a subset of respondents chosen from a large population (Orodho & Kombo, 2002). Each respondent was chosen randomly such that each has the same probability of being chosen. Simple random sampling allows one to draw externally valid conclusions about the entire population based on the sample. Its advantages are that it is free of classification error and it requires minimum advance knowledge of the population. The study included all the targeted respondents in sample. Therefore, the sample size for the study was 252 respondents. The study adopted a census sample design in all the levels since the target population is manageable and the respondents are within systems that they can be accessed easily. According to Kothari (2009), census is a complete enumeration of all items in the population. It was presumed that in a census inquiry, all the respondents were covered and there was no element of chance which was left and the highest accuracy was obtained especially when the population is small as it was evident in this study hence, the sample size which was used was 252 respondents.

### **Research Instruments**

Data was collected through questionnaires. The questionnaires had both open ended and closed ended questions. The questions were simple and logical. It contained simple but straight forward directions for the respondents so that they don't experience any difficulty in answering the questions. The method was best suited since it was cost effective without compromising on the quality, it equally provided adequate time to give well thought out answers, convenient in reaching respondents, and the results can be more dependable and reliable as supported by Saunders (2007).

### **Data Collection Procedures**

The drop and pick method was used to collect data after booking appointment with the school principals. This method was useful in administering the questionnaires to the sampled population since it ensured that respondents were reached without any external influences (Neville2007). The questionnaires were dropped and picked since, data collection should not interfere with the respondents duties and this ensured they fill in the questionnaire at their convenient time provided within given timeline.

## **Method of Data Analysis and Presentation**

Data was analyzed using Statistical Package for Social Sciences (SPSS Version 25.0). All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. After data cleaning which entailed checking for errors in entry, descriptive statistics such as frequencies, percentages, mean score and standard deviation were estimated for all the quantitative variables and information presented in form of tables. The qualitative data from the open ended questions were analyzed using conceptual content analysis and presented in prose.

Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. The multiple regression model was chosen because it was useful in establishing the relative importance of independent variables to the dependent variable (Creswell & Creswell, 2017). Multiple regressions were used because it was the procedure that uses two or more independent variables to predict a dependent variable. This was done at a 5% significance level. Since there were four independent variables in this study the multiple regression model generally assumed the following equation;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where: Y= Completion of Parent Association projects in public secondary schools;  $\beta_0$ =constant;  $\beta_1, \beta_2, \beta_3, \beta_4$  and  $\beta_5$ = regression coefficients;  $X_1$ = Project funding;  $X_2$ = School governance;  $X_3$ = Stakeholders participation;  $X_4$ = Monitoring and evaluation;  $\varepsilon$ =Error Term

## **RESEARCH RESULTS**

The purpose of the study was to investigate on factors influencing completion of Parent Associations projects in public secondary schools in imenti south sub-county, Kenya. The study was guided by the following specific objectives; to determine the influence of project funding, school governance, stakeholders' participation and monitoring and evaluation on completion of Parent Associations projects in public secondary schools in imenti south sub-county. The summary of findings is as presented in subsequent sections:

### **Project Funding and Completion of Parent Association Projects**

The study sought to determine the influence of project funding on completion of Parent Association projects in public secondary schools in Imenti South Sub County. The study found that availability of funds influenced the completion of parent association projects in public secondary school in Kenya to a very great extent. The study also found that adequacy of funds, approval process and training of staff influenced the completion of parent association projects in public secondary school in Kenya to a great extent.

### **School Governance and Completion of Parent Association Projects**

The study aimed to determine the influence of school governance on completion of parent association projects in public secondary schools in Imenti South Sub- County. The study found that leadership style influenced completion of parent associations projects in public secondary school in Kenya to a very great extent. Personality, experience of school principal, academic qualification and technical expertise influence the completion of Parent Associations projects in public secondary school in Kenya to a great extent.

### **Stakeholders Participation and Completion of Parent Association Projects**

The study sought to assess the influence of stakeholders participation on completion of Parent Association projects in public secondary schools in Imenti South Sub- County. The study found that support of stakeholders influence completion of parent associations projects in public secondary school in Kenya to a very great extent. The study also found that education level of stakeholder, innovativeness of stakeholders, level of commitment and external processes of stakeholders influence completion of parent associations projects in public secondary school in Kenya to a great extent.

### **Monitoring and Evaluation and Completion of Parent Association Projects**

The study aimed to establish the influence of monitoring and evaluation on completion of Parent Association projects in public secondary schools in Imenti South Sub- County. The study found that personality of the leaders and cost estimates influence completion of parent association projects in public secondary schools in Kenya to a very great extent. The study also found that use of modern technology, availability of times and reliability of data sources influence completion of parent association projects in public secondary schools in Kenya to a great extent.

## **REGRESSION ANALYSIS**

In addition, the researcher conducted a regression analysis so as to test relationship among variables on completion of Parent Association projects in Kenya. The researcher applied the statistical package for social sciences to code, enter and compute the measurements of the regressions for the study. Table 1, 2 and 3 displays the results.

**Table 1: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.861	0.741	0.736	1.011

The adjusted  $R^2$  was found to be 0.736 inferring that 73.6% variations in completion of Parent Association projects in public secondary schools in Kenya were explained by project funding, school governance, stakeholders participation and monitoring and evaluation. Other factors that

were not factored in this study accounted for 26.4% variation in the completion of Parent Association projects in public secondary schools in Kenya.

**Table 2: ANOVA Results**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	612.34	4	153.085	147.590	.000
	Residual	213.67	206	1.037		
	Total	826.01	210			

In predicting the influence of project funding, school governance, stakeholders participation, monitoring and evaluation and completion of Parent Association projects in public secondary schools in Kenya, the regression model test was found to be significant since p-value was less than 0.05 and the calculated F (147.590) was larger than the critical value of F= 2.3719.

The overall model was significant in predicting the influence of project funding, school governance, stakeholders participation, monitoring and evaluation on completion of Parent Association projects in public secondary schools in Kenya.

**Table 3: Regression Coefficients**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	0.863	0.113		7.637	.000
Project Funding	0.841	0.397	0.726	2.118	.038
School Governance	0.618	0.243	0.531	2.543	.013
Stakeholders Participation	0.721	0.187	0.626	3.856	.000
Monitoring and Evaluation	0.667	0.303	0.546	2.201	.031

The established model for the study was:

$$Y = 0.863 + 0.841 X_1 + 0.618 X_2 + 0.721 X_3 + 0.667 X_4$$

The results reveal that completion of Parent Association projects in public secondary schools in Kenya will be 0.863 if all other factors are held constant. The study results also show that an increase in project funding will lead to a 0.841 increase completion of Parent Association projects in public secondary schools in Kenya if all other factors are held constant. Again, as shown by r=0.618, the study reveals that increase in school governance would lead to an increase in completion of Parent Association projects in public secondary schools in Kenya if all other factors are held constant. Further, the study showed that if there was a unit change in stakeholders participation, a 0.721 increase in completion of Parent Association projects in public secondary schools in Kenya would be realized if all other factors are held constant. Also, a unit change in monitoring and evaluation would lead to 0.667 increases in the completion of Parent Association projects in public secondary schools in Kenya if other factors were constant.

Finally, the study showed that all variables were significant since p-values were less than 0.05. Project funding had the greatest effect on completion of Parent Association projects in public secondary schools in Kenya, followed by stakeholders participation, then monitoring and evaluation while school governance had the least effect on completion of Parent Association projects in public secondary schools in Kenya.

## **CONCLUSION**

This study concludes that projects funding has a positive and significant influence on the completion of Parent Association projects in public secondary schools in Imenti South Sub County. The study concluded that, secondary schools need access to finances to enable them to develop, implement and complete their projects and that inadequate budgets have them relying on single sources of funds which is the development expenditure funds from the government to implement and complete their projects. The study concluded that school governance has a positive and significant influence on the completion of Parent Association projects in public secondary schools in Imenti South Sub County.

The study deduces that the most important element of governance in projects completion is to provide a road map which should be clear and focused. The study also concludes that it is the duty of governance to relate the project strategy process with the needs of the organization. It should develop a culture where all projects started have to be completed by providing a clear set of values for the organization.

The study concludes that stakeholders participation has a positive and significant influence on the completion of Parent Association projects in public secondary schools in Imenti South Sub County. The study deduces that a good stakeholder's governance system is one that respect and follow the due process of organizational policies and procedures. It should have checks and balances, and there must be segregation of duties. The study concludes that good stakeholder's governance does not favor concentration of functions on one individual, it encourages cut off points where each employee respects the limits of his or her authority in the organization.

The study concluded that monitoring and evaluation participation has a positive and significant influence on the completion of Parent Association projects in public secondary schools in Imenti South Sub County. The study concluded that planning for monitoring and evaluation takes care of all aspects that need to be in place so that there is early detection of progress or lack thereof.

## **RECOMMENDATIONS**

1. In regard to project funding, the study recommends that the government should encourage the school management to aim at diversifying their sources of funds by engaging in income generating activities. This will minimize the schools' dependency on government funds alone thus ensuring successful completion of school projects.



Additional finances for the operations of the schools could be done through agricultural projects, and other competitive endeavors like essay competition which are directly aimed at winning funds for the schools.

2. Concerning school governance, the school management and the government should discourage the stakeholders from politicizing education matters in order to ensure that school projects are implemented without any political interference. The education stakeholders also should ensure that they work as a team with the school community by embracing a participatory approach so that they are aware of the daily running of the school as well as understanding the objectives of the school project.
3. On stakeholders participation, the study also recommends that there is need to involve key stakeholders throughout the life cycle of the project who would give more option and proper assessment as the project progresses to completion. The study recommends that the school management should involve the parents in planning for school projects so that they will own the decisions and therefore, be able to give the support needed. The school management should further involve parents in the stages of project implementation, monitoring and evaluation.
4. Regarding monitoring and evaluation, the study recommends a strong internal monitoring and evaluation of projects should be put in place. This can only be achieved if members of B.O.M are equipped with necessary management tools. Therefore, the study recommends training and capacity building among this lot prior to and during the course of executing duty.

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