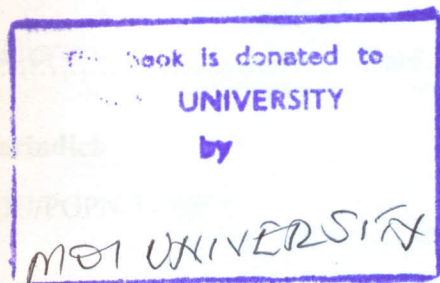


**AN ASSESSMENT OF PROJECT IMPLEMENTATION IN PUBLIC  
SECONDARY SCHOOLS: A CASE OF MARAKWET DISTRICT,  
KEIYO MARAKWET COUNTY, KENYA**



**BY**

**MARINDICH C. LOICE**

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF PHILOSOPHY IN EDUCATION PLANNING**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY  
STUDIES, MOI UNIVERSITY**

**NOVEMBER, 2012**



## ABSTRACT

The purpose of this study was to assess project implementation and its bearing on project completion in public secondary schools in Marakwet district with a view of highlighting existing problems in the system. The objectives of the study were: to establish the relationship between project initiation strategies and project completion; to evaluate the relationship between project planning practices and effective project implementation; to determine the effect of project execution mechanisms on project completion; and to identify the challenges that hinder effective project implementation in schools. The research design adopted was descriptive survey strategy which was used for planning and execution of the study. Stratified, Simple Random and Purposive sampling techniques were used in choosing the sample. The target population was the District Educational Officer, the head teachers, the deputy head teachers and all schools in Marakwet district. The research instruments were questionnaires and an interview schedule. Pearson's moment coefficient of reliability ( $r$ ) was computed to test reliability of the research instruments while validity was determined by consulting supervisors and experts in the department. Data was analyzed both quantitatively and qualitatively with the aid of Statistical Package for Social Science (SPSS) and the results presented using charts, tables and graphs. The study findings revealed that project implementation practices have a significant effect on project completion. It further revealed the challenges encountered in the implementation process. From the findings it was concluded that projects in schools are not successfully completed (on time, within cost and quality) due to challenges encountered during initiation, planning, and execution. The study has recommended training, awareness creation, policy formulation and enhanced participation. Findings from this study are expected to benefit educational planners in formulating and recommending practical, effective and efficient approaches of enhancing project implementation in schools to ensure that projects in schools are delivered on time, within cost and are of the desired quality.