

**INFLUENCE OF STAKEHOLDER PARTICIPATION ON SUCCESSFUL
COMPLETION OF SECONDARY SCHOOL PROJECTS IN
MANDERA COUNTY**

BY

MUHIDIN ABDIKADIR HUSSEIN

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS
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REQUIREMENTS FOR MASTERS OF SCIENCE IN
PROJECT PLANNING AND MANAGEMENT**

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

Signature: Date:

Muhidin Abdikadir Hussein

SHRD/PGP/200/13

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

Signature: Date:

Prof. Peter I. Omboto

Signature: Date:

Prof. Richard O. Musebe

DEDICATION

I dedicate this project to my parents and friends for their continuous support.

ACKNOWLEDGEMENT

I would like to acknowledge everyone who contributed to the success of this project. I would like to give special thanks to my supervisors Prof. Peter I. Omboto and Prof. Richard O. Musebe for their patience and kind guidance throughout the research project.

ABSTRACT

Education is a basic human right recognized by any government as fundamental for human development both at individual and national level. Despite consistent efforts made by Kenya government to improve the education sector in the country, cases of unsuccessful secondary public schools' projects in Mandera County have led to episodes of student unrest such as strikes, violent protests and poor performance due to inadequate facilities. Most secondary school projects either stall or do not perform according to plan. There have been cases of wrangles amongst stakeholders involved in the undertaking of such projects. This study sought to investigate the extent of stakeholder participation in the different phases of project life cycle and its influence on successful completion of secondary school projects in the county. Specifically, the study analyzed the influence of stakeholder participation in the initiation, planning, implementation and review phases. The study adopted a descriptive survey design. The target population was 1028 stakeholders that included; head teachers, deputy head teachers, teachers, parents, education officers, government officials and board of governors. The study employed stratified random sampling technique to select 206 respondents from the target population. The study made use of primary data that was collected by use of semi structured questionnaires and an interview guide. Descriptive and inferential statistics were used to analyze the data. Relevant frequency, percentage, mean, standard deviation and regressed values were then presented in table form. The extent of successful completion of secondary school projects was minimal with 47 percent of the respondents ranking the projects undertaken as only partially meeting the project objectives. Results from the study indicates that 81 percent of the respondents were of the opinion that, to improve success rate of secondary school projects in Mandera County, mechanisms should be put in place to ensure increased stakeholder participation in the different phases of secondary school projects in the County. The mean score of project initiation, implementation, participation, and review phases were 1.94, 1.65, 1.88 and 2.62 out of a maximum of 5 respectively indicating that there was minimal stakeholder participation in secondary school projects. The regression model predicts that stakeholder participation in the project initiation, implementation, participation, and review phases leads to a .582, .574, .569 and .547 increase in projects success respectfully. In conclusion, the researcher found that there was minimal stakeholder participation in the different phases of the project lifecycle that led to the unsuccessful completion of secondary school projects in Mandera. It is therefore recommended that managers of secondary school projects to ensure there is proper strategies and mechanisms in place for the inclusion of stakeholders in the different phases of project life cycle to enhance proper stakeholder participation

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ABBREVIATIONS

CDF:	Community Development Projects
DESP:	District Education Strategic Planning
GOK:	Government of Kenya
KCPE:	Kenya Certificate of Primary School Education
KeNHA:	Kenya National Highway Authority
NGOs:	Non-Governmental Organizations
PPP:	Public-private partnerships
SPSS:	Statistical Package for Social Sciences
TSC:	Teacher Service Commission
USA:	United States of America

OPERATIONAL DEFINITION OF TERMS

- Influence:** Refers to an alteration formed in an individual or thing by another (Hornby, 2010).
- Internal efficiency:** Is an indicator of the school system's capacity to utilise resources for the intended purpose within the project minimum wastage (Ndabazinhle, 2004).
- Participation:** This is the involvement of stakeholders and beneficiaries in the various levels of a programme or project through material contributions and consultation.
- Project implementation:** It is the stage in the project cycle where all the planned activities are put into action.
- Project Initiation:** It is the initial stage in the project cycle where project ideas and further investigation thereof is undertaken.
- Project Planning:** It is the second stage in the project cycle, whereby the project scope and approach to be taken to deliver desired outcomes are defined.
- Project Review:** It is the stage during which the project outcomes are assessed to ascertain whether set goals and objectives were achieved.
- School Based Project:** This is a planned set of interrelated tasks in a school that should be implemented and completed within defined cost and time frameworks.

Stakeholder Participation: It is the process by which an association involves participants who will be affected by the decisions it makes, some of which may be able to influence the implementation of its decisions.

Stakeholders: members of a community whose interests are in line with the objectives of the project at hand and as such are affected by the outcomes.

CHAPTER ONE

INTRODUCTION

1.1 Overview

The perceptions, attitudes, knowledge and beliefs of stakeholder may affect the success of a project. Stakeholder participation is ensuring projects' responsiveness to community interests and values. Sharing information about proposed projects with members of concerned communities and gathering their input is important (Rosary & Jay, 2015). The resolution of conflicts which occur amongst different stakeholder is also equally important (Beierle & Cayford, 2002). Stakeholder participation is an essential requirement for development projects. Despite the rising awareness of the need for stakeholder involvement, the implications of minimal participation are not well understood. In addition to the lack of a universal standard for project management, in practice, stakeholder participation is often regarded as inappropriate in the making of what are considered to be minor decisions and emergency situations (Shields, 2007).

1.2 Background of the Study

The origin of stakeholder participation can be traced to Western countries. Cohen and Palmer (2004) defined public participation as a definite form of power among the citizens of a country. Since 1970's, public participation has been greatly advocated in developed countries, where it is regarded as an instrument of enriching lives, responding to peoples' needs and improving the urban environment (Adan, 2012). In the 1980s, developed countries incorporated public participation in the formation of architecture and cities. According to Chileshe and Haupt (2007), every government decision should be reviewed by multiple stakeholder, especially those directly affected before the implementation of projects. Additionally, public participation has become an essential aspect of democracy in Kenya, whereby citizens ought to be awarded the

right and obligation to be a part of activities that have consequence on their lives (Constitution of Kenya, 2010).

Developed countries have developed and adopted different structures such as advisory committees, exhibitions, surveys and public hearings, among others to meet public participation requirements (Marchewka, 2006). Stakeholder participation can therefore contribute to project improvement, collaborative governance and restored development (Ben-Israel, 2007).

Education is a basic human right, recognized by the Kenyan government as fundamental for the realization of individual and national development (Harriet, Anin & Asuo, 2013). School facilities include learning spaces and facilities such as: classrooms and teaching aids, libraries, laboratories and laboratory materials, and toilets. School facilities aid in the smooth running of the teaching and learning processes. The planning and design of education-based projects provides an opportunity to improve academic outcomes, for example through crafting programs which improve learning environments and enable effective teaching and learning (Macharia, 2019).

Consistent efforts have been made to improve the standards of the education sector. For example, projects aimed at improving access, equity, quality and relevance. Such interventions are made at different levels. For example, to enhance access, the government introduced free primary education and subsidised secondary education. Moreover, Education Commissions have been set up when necessary to review the delivery of education projects (Tao & Tam, 2013). Interventions such as the review of education curricula, amendment of the education policy, among others, have been implemented to ensure that education remains relevant without overloading the

learners. Public-private partnerships (PPP) in the education sector have also been used as a tool to encourage increased stakeholder participation in the education sector. In addition, the Ministry of Education receives a large portion of the annual government expenditure. Regardless of the efforts made, the education sector continues to be plagued by challenges (Adan, 2012).

Since independence, the government of Kenya has highlighted education as a means of achieving socioeconomic empowerment for citizens (Republic of Kenya, 2005). Evidence of government's investment in the sector has been witnessed by the increase in budgetary allocation which rose from Kenya Shillings (KShs) 73.48 million in 1963 to Kshs. 149.4 billion in 2011/12 (Republic of Kenya, 2011). The introduction of free primary education in 2003, and subsidised secondary education in 2008 resulted in higher rates of enrolment thus putting a lot of strain on the learning curve (Katana, 2011). Major challenges included: scarcity of textbooks and inadequate facilities to cater for the increase in number of enrolled pupils from six million in 2002 to eight million (Kigen, 2012). Therefore, facilities such as classrooms, laboratories, libraries, dormitories, among others, needed to be expanded in order to cater for the student population.

The large monetary investments directed towards the education sector have not eradicated project failure. The poor quality of projects in the education sector are characterized by time and cost overrun, poor structural quality, failure to meet the objectives and stalling. Instances of unsuccessful projects in most public secondary schools have been characterised by inadequate learning facilities hence poor educator and learner performance. Grievances expressed during periods of student unrest reveal the frustrating effect of stalled projects (Katana, 2011).

To some extent, projects aimed at improving the education sector are affected by interruptions of school programs owing to students' unrest, under performance of teachers (due to lack of motivation) and dismal performance by students in national examinations. Government funded projects in Kenyan schools include: the disbursement of bursaries to the vulnerable, construction of classrooms and facilities such as dining halls and laboratories, free secondary education, among others. They are usually implemented in the midst of multiple challenges and there are cases whereby proposed projects do not go beyond the paperwork phase (Missiani, 2013; Kigen, 2012).

1.2.1 Public funded projects in Kenya

The rate of project failure, otherwise defined as stalled public funded projects in Kenya is very high. According to the Parliamentary Committee on Trade and Industry (2018), the government needs to allocate approximately Ksh. 11 billion to ensure the completion of stalled projects. Further to that, the President of Kenya issued a decree against the commencement of new projects in an effort to curb waste of funds through stalled projects (GoK, 2018). Some of the causal factors of stalling include: the lack of adequate funds, misappropriation of funds and corruption (Mutua, 2013).

According to the Kenya National Audit Office (2013) the Mandera County Government does not have correct procedural documentation required of public projects. In addition, there is gross misallocation of funds hence non-compliance with the 2013 Auditor General report which instructs adherence to the procedures stipulated in the Public Procurement and Disposal Act, 2005 and related 2006 regulations when procuring goods and services.

Education ranks among the most important social services which Kenya is obliged to provide to its citizens as it is regarded as a constitutional right. Transparency International (TI) (2018) reported levels of corruption in Kenya's education sector threaten education rights such as equal access to education, access to quality education and retention. Moreover, most of the public schools in Kenya do not meet set goals and objectives (Ngware, Onsomu & Muthaka, 2007).

1.2.2 Education-based projects in Mandera County

Nyakundi and Ngugi (2014) described education projects in Kenya as complex and dynamic in nature. The complexity of the projects spans the entire project life cycle whereas the dynamic nature of the project is comprised of numerous interconnected activities within a project.

Compared to other parts of the country, the state of the education sector in arid parts of Kenya has remained relatively backward. The lagging behind has been characterised by lower access to participation, poor performance and low completion rates. Domestic pastoralism is the main economic activity in these areas and the challenges facing the education aged in this arid area has attracted varied action to remedy the situation. The national interventions in the sector have been a replica of the general intervention strategies implemented in other parts of the country which have different socio-economic and geographic realities thus rendering them inadequate to correct and/or improve context-specific challenges peculiar to the region. The government has over the past ten years adopted policies specifically constituted to mitigate education sector challenges in deprived counties. One of these strategies is to improve access to education by improving the education system (Noor & John, 2014).

According to County Education Office (2014) public school's teachers need to have graduated and be employed by TSC. It is also expected that the teachers should have a minimum academic requirement of diploma level qualifications. However, in Mandera there is a shortage of teachers, largely owing to security issues which have led many teachers to request transfers to other counties. The education facilities in the county are far below standard guidelines provided by the Ministry of Education. In addition, there are fewer girls' schools in Mandera County.

1.3 Statement of the Problem

Poor quality projects are characterized by time and cost overrun, failure to meet objectives and stalling. Instances of unsuccessful projects in majority of the public secondary schools have resulted in cases of inadequate learning facilities hence poor performance and cases of student unrest (Katana, 2011).

Characteristics of stalled school projects in Mandera include incomplete classrooms, cost overrun and poor management of resources. According to Nyandika and Ngugi (2014) challenges relating to participation in the implementation of school projects lead to poor management of resources. The challenges include lack of transparency and accountability, which then lead to stalling of projects and cost overrun.

According to Abdikadir (2015), 40% of all the school-based projects implemented in Mandera County have stalled as a result of funds mismanagement and cost overrun. According to Mandera County (2015), most secondary school projects either stalled or are not performing to their anticipated standards. Another challenge is persistent wrangles among some stakeholders during the implementation of the projects. Some projects are condemned by experts and some schools lack essential facilities such as laboratories, dormitories, water supply. Despite government's development of

strategies aimed at addressing management needs in schools, success in most of these institutions has been elusive (Kigen, 2012).

Empirical studies that have been conducted on education-based projects shows that little has been done on stakeholders' participation in successful completion of secondary school projects in Kenya. It is against this background that this study sought to investigate on the influence of stakeholders' participation on the successful completion of secondary school projects in Mandera County.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate the influence of stakeholders' participation on successful completion of secondary school projects in Mandera County, Kenya.

1.4.2 Specific Objectives

The specific objectives of this study were: To;

- i. Examine the influence of stakeholder participation in the project initiation phase on successful completion of secondary school projects in Mandera County.
- ii. Determine the influence of stakeholder participation in the project planning phase on successful completion of secondary school projects in Mandera County.
- iii. Establish the influence of stakeholder participation in project implementation phase on successful completion of secondary school projects in Mandera County.
- iv. Evaluate the level of influence of stakeholder participation in the project review phase on successful completion of secondary school projects in Mandera County.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the influence of stakeholder participation in project initiation on successful completion of secondary school projects?
- ii. What is the influence of stakeholder participation in project planning on successful completion of secondary school projects?
- iii. What is the influence of stakeholder participation in project implementation on successful completion of secondary school projects?
- iv. What is the influence of stakeholder participation in project review on successful completion of secondary school projects?

1.6 Significance of the Study

The findings of the study contribute to existing research by giving insight and evidence-based knowledge regarding stakeholder participation in secondary school projects and how this involvement influences the successful completion of secondary school projects. The study contributes to the body of knowledge on the effect of stakeholders' participation on successful completion of school-based projects.

The study provides information on how stakeholder participation influences the successful completion of secondary school projects to the management of public schools and project managers in Kenya. To the government of Kenya and policy makers, the study provides information about the role which stakeholder's play in promoting successful completion of the said projects. Such information is vital for policy formulation and devising strategies aimed at promoting best practices in stakeholder participation and improving the success rate of school projects in Mandera County.

1.7 Scope of the Study

The study was limited to four independent variables: stakeholder participation in the initiation, planning, implementation, and review phases of the project. The study focused mainly on the following stakeholders: Deputy head teachers, teachers, parents, members of the board of governors, education officials and contractors involved in public schools' projects in Mandera County.

1.8 Limitations of the Study

The respondents, particularly, members of the board of governors were unwilling to grant the researcher the permission to carry out research because they considered information related to the different phases of undertaking school-based projects as highly confidential. It appears that they also felt as though they were being investigated. However, the researcher informed the respondents that the study was meant for academic purposes only and produced a letter of support from Moi University.

The researcher experienced some challenges during data collection. A number of the targeted stakeholders failed to provide required information owing to fear of victimization or negative attitudes towards the study. However, the researcher explained the motivation and objectives of the study, and assured them of confidentiality of information provided in an effort to win their confidence.

1.9 Assumptions of the Study

It was assumed that the participants would be sincere in their responses to questions posed to them during data collection. To motivate their honesty, their anonymity and confidentiality was preserved. The researcher assumed that participants were willing to provide correct information when collecting data. It was also assumed that findings would be useful to counties other than Mandera County.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature which discusses the influence of stakeholder participation on successful completion of secondary school projects. The chapter begins with an overview of project success (which is used as the measure for successful completion of secondary school projects in Mandera county), followed by components of stakeholder participation, theoretical review, empirical studies and conceptual framework.

2.2 Project Success

Project success in the traditional sense was determined by time, quality and cost such that a project was considered successful if it was completed within the prescribed duration, within the allocated budget and meets set quality objectives (Bourne & Walker, 2004a; Jepsen & Eskerod, 2008). In recent years, many researchers have expressed the view that factors other than the measurement of time, budget and quality should be considered when assessing project success.

According to Kezner (1995) project success is based on a number of parameters, including: time taken for the project to be completed, the cost of the project in comparison to the allocated budget, performance satisfactory to the stakeholders and the project must meet the changes agreed upon by the associated stakeholders. In addition, the parameters must be within the previously existing organizational workflow and culture. To achieve project success, one has to consider the factors associated with a project's operational performance. These factors include: the external environment, human factors and procedures associated with the project, and they affect the budget performance and stakeholder satisfaction (Ling et al, 2014).

Chan & Chan (2004) assert that the criteria for measuring project success and developing project objectives in the construction industry is subjective. Construction projects comprise of many different stakeholders such as individuals, communities, groups, organizations, institutions and companies, among others that have varied and dynamic influence on the project. As a result of the complex and dynamic nature of stakeholder interests, project managers face challenges in ensuring effective stakeholder management. In order to ensure project success, the influence of factors such as stakeholder expectations and interests and effective methods of stakeholder identification on the project lifecycle needs to be considered extensively by project managers. Essentially, a project manager must effectively maximize positive and minimize negative influence (Bourne & Walker 2005b).

2.2.1 Internal efficiency

Efficient utilization of resources is an issue of concern in developing countries whose educational systems are mostly inefficient in their use of resources, such that they do not achieve their educational objectives (Easton, et. al., 2003). Nafukho (2000) noted that given the meagre resources allocated to the education sector, there is need for educational institutions to be internally efficient at coping with the available resources.

2.2.2 Time

According to Holland et.al (1999), the timeline of project may be difficult to adhere to but it is crucial for stakeholders to ensure that projects are completed within scheduled time frames. Timely decision making and management of all stakeholders involved in the project life cycle are very important factors which influence success rates (Rosario, 2000). The project manager should ensure that planned milestones are achieved within prescribed timelines and budget plans.

2.2.3 Cost efficiency

In a construction project, stakeholders' perception is crucial. If negative and thus dissatisfied, the undertaking of the project will also be negatively affected, which may result in cost overruns and exceeding prescribed duration due to conflicts and controversies (Olander 2004; Lemon et al 2002).

2.2.4 Stakeholder satisfaction

The use of time, quality and cost were for a long time the standard for measuring project success (Duggal, 2011). However, these factors do not consider other indicators not based on efficiency, for example, stakeholder satisfaction. According to Bredillet and Turner, (2009) a project delivered within set time frames and budgetary plans may not necessarily be considered a success by the stakeholders.

In an analysis of stakeholder perception of project success, Davis (2014) found that, the perceptions of different project stakeholders varied, particularly in terms of the factors they considered as influential to project success. The study revealed multiple differing views on project success as expressed by senior project management, the beneficiary stakeholder groups and core team of the project.

This study examined cost, time, stakeholder satisfaction and internal efficiency as the key indicators of project success.

2.3 Stakeholder Participation

Projects must take into consideration outside parties that have vested interest in the performance of the project, and whose actions can negatively or positively influence project success. There are usually different types of stakeholders associated with a particular project, who usually have their own objectives. Project managers should,

therefore, be aware of all the stakeholders and their objectives (Bredillet & Turner, 2009).

According to Duggal (2011) the participation of stakeholders in a project leads to better decision making, effectiveness, and inspires sense of ownership by the community through capacity building and empowerment. Through their participation in project lifecycle, the stakeholders are in a better position to identify, design, implement and review projects to suit their needs in the long term.

2.3.1 Stakeholder Identification and analysis

The identification of individuals and groups affected or likely to be affected either directly or indirectly by the project or those who may have an interest in the project is the first step towards successful stakeholder engagement (Lin-lin et al., 2014). According to Cohen and Palmer (2004), it is also important to identify individuals and groups who, because of their vulnerable status, may be negatively affected by the project. Additionally, it is imperative to identify how different stakeholders may be affected by the project and ascertain the extent of the actual or perceived impacts of the project. Adan, (2012) points out that, to acquire knowledge about perceived impacts, further communication and reassurance may be required.

Stakeholders' support in the construction industry is very important, as lack of stakeholder support may result in the failure of the project as determined by one study conducted in the United States in the 1960s (Li et al., 2013). To determine the appropriate level of communication for the project under consideration, high levels of detail are required in the stakeholder identification and analysis processes (Manowong & Ogunlana, 2006). According to Schilling (2000), in most cases a systematic approach works well when identifying affected stakeholders, starting with outlining the project's

geographic scope of influence. Through analysis, the project manager should consider all related facilities in addition to the primary project site. Such related facilities may include unplanned but expected developments, transport routes, among others. The analysis is then used to establish the project's area of influence, determine those that might be affected by the project and the ways in which the project is expected to affect them. The analysis reveals the individuals and groups most directly affected by the project and the sources of impact such as those emanating from use of the land at the project site and as socio-economic effects of the project, just to mention a few (Tabish & Jha, 2012).

For the duration of the project, identified stakeholders are continuously updated with information on the corresponding the nature of the project, its accompanying environmental and social impacts, as well as the level of public interest (Creighton, 2012). Ongoing engagement is expected to develop channels of communication and the adoption of appropriate community engagement practices strengthens ongoing interests and concerns about the project through information disclosed and obtaining feedback on the effectiveness of the implementation of the mitigation measures in the affected community (Khazaei, Elliot & Joppe, 2015).

2.3.2 Project Lifecycle

A project progresses through various phases of development: every project has a beginning, a middle phase and an end which when taken together define the progression of a project, otherwise defined as the project lifecycle. The project lifecycle is made up of various phases, each with its own purpose and characteristics. The lifecycle of a project is determined by the type and context of a project, but in general, most projects have the same life cycle.

Activities are undertaken during different stages of the project lifecycle, with the aim of achieving the project objectives. This study assessed the influence of stakeholder participation based on a project lifecycle with four phases: project initiating phase, project planning phase, project implementation phase and the review phase.



Figure 1.1: Project lifecycle

2.3.2.1 Project Initiation Phase

The project initiation phase comprises of the definition of the overall project parameters, that is, the project objective is identified. This phase of the project provides justification for undertaking the project and the development of the project deliverables. The stakeholders involved in the project should also be identified at this stage. This phase is vital as the problem analysis and feasibility study are carried out. The work groups and deliverables are identified in this phase as well. Idea generation concerning a school project may be driven by internal or external factors. Activities in the project initiation phase include developing the project charter; an outline of sponsor expectations from the project and assigning the project manager. The charter is vital as it identifies the major stakeholders involved and defines the major constraints. The project initiation phase also provides an in-depth description of what exactly the project is expected to deliver. At this phase of project development, the focus is on what and why (Morrow, 2006).

The project initiation phase connects decisions to existing strategies and determines the overall framework within which the project will subsequently evolve. resource, time,

and effort are utilized to define needs, explore opportunities, analyze the project environment, cultivate partnerships and design alternatives (Williams, 2008).

This phase defines the rules of interaction among the stakeholders during the course of project development, along with defining and determining the scope and nature of the project. If carried out correctly this phase allows the stakeholders to increase project ownership (Japanese Ministry of Education, 2009). Involving stakeholders in the initiation phase should add up to the identification of design weaknesses and the construction of more effective implementation tactics (Canadian International Development Agency, 2011). However, moreover, if this phase is not performed well, the project success will be probably compromised in meeting the community expectations (Nijkamp and Tanis, 2002).

2.3.2.2 Project planning

The second phase is referred to as the project planning phase. This phase outlines the project in terms of the entirety of the project, how it should be done, what is to be done and all the elements associated with these activities such as order and cost from the beginning to the end. (Project Management Institute, 2013).

The project planning phase comprises the development of a framework for ease of acquisition of resources, infrastructure and accountability from the stakeholders. The phase involves identifying and developing the documentation for the project (which includes the work plan and preparation of the budget) and identification of the resource requirements. This phase also involves conducting the financial and risk assessment. The main activities of the planning phase include: identifying the activities to be carried out during the undertaking of the project, preparation of project documentation including the work plan and the project schedule, and finally estimation of the costs of

labour, equipment and material required for the project which inform the budgetary guidelines for the projects.

The primary purpose of the planning phase is to provide a guide on the exact steps, timelines and cost the project required to achieve its objectives (Williams, 2008). According to Duncan (1994), effective planning requires a clear understanding of the expected outcome of the project. Consideration of stakeholder satisfaction is an important factor of consideration in this phase (Project Management

Institute, 2013). It should also account for unforeseen circumstances that may affect the outcome of the project such as risk and flexibility to adapt to change in order to achieve desired outcomes (Larson and Gary, 2011).

The project scope statement, therefore, becomes the basis for future project decisions by defining how the scope will be managed throughout the project implementation phase (Project Management Institute (2013).

2.3.2.3 Project implementation

The project implementation phase involves the execution of prescribed plans, processes and procedures, primarily focusing on meeting set deliverables (Project Management Institute, 2013). During the implementation phase, communication is just as important as maintaining control in order to ensure that necessary adjustments are made on a needs-basis, subject to continuous assessment of the project in relation to the original plan. This is the most time-consuming phase of the project. This phase relies heavily on the plans developed in the planning phase. However, during this phase there may be changes made to the plans developed in the previous phase such as variations made to activities to be carried out, resources required as well as setting up new milestones

(Meridith, 2009). According to JICA (2009), the project implementation phase is the phase in which stakeholders mostly participate in projects.

2.3.2.4 Project review

Project review occurs throughout the project life cycle. It involves putting measures in place and monitoring different aspects of the projects. Activities associated with project review include: the monitoring of overall project status, monitoring of financial and human resources, monitoring for quality, and ensuring that the project is running in accordance with the prescribed budget and schedule (Tearfund, 2009). Monitoring of the project is there to ensure that identified issues especially during the project implementation phase are addressed with the adequate corrective action to prevent them from becoming unmanageable (Boddy, 2003).

According to DFID, (2010) the involvement and training of stakeholders in the review phase can result in more accurate data being collected from the project. A truly participatory monitoring and evaluation process will therefore lead to both the stakeholder empowerment and their ownership of projects (Harper and Jones, 2009)

2.4 Theoretical Framework

Over the years, a number of stakeholder theories have been developed. The study is based on the stakeholder theory (Dr. F. Edward Freeman), which is characterized as a stakeholder research tradition rather than a single theory. The stakeholder theory in general, attempts to offer insight into the motivations that potentially influence the decisions made by management in their interactions with stakeholders. The stakeholder approach advocates for the use of active management as a tool to develop business strategies. The main areas requiring active management are identified as: relationships, development of shared interests and the business environment.

Stakeholder theory defines stakeholders as any group or individual that is affected by or can influence the achievements or objectives of a project, either positively or negatively. In the 1990s the theory was further developed to the current status in which Freeman's contribution constituted a base for the development of the theory that is linked to Donaldson and Preston (1995). They offer a central thesis related to stakeholder theory by positing that the theory is fundamentally normative in nature as well as descriptive and instrumental in a minimal capacity, as stakeholders are considered intrinsically valuable and identified based on interest. This assertion agrees with Freeman's contribution which suggests that managers must formulate and implement project processes which satisfy all, not only those groups which have a stake in the project (Freeman 1984). This theory is further supported by Friedman (2006) who states that organizations should be viewed as a collection of stakeholders and classifies the management of the interests, views and needs of the stakeholder very highly among organizational priorities.

The stakeholder theory identifies the groups that make up the stakeholders of a project and facilitates the description and recommendation of methods that the management can prioritize to inspire the interests of stakeholders. The Stakeholder theory which is primarily a management instrument, addresses morals and values associated with project management. The theory suggests that project managers need to ensure that all stakeholders are satisfied with the project implementation process and that the interests of stakeholders and their relationships are well taken care of to ensure the long-term success of the project (Freeman, 1984).

2.5 Empirical Studies

There are numerous studies conducted on stakeholders' participation and involvement in various types of projects both globally and locally.

Arunas (2009) examined the level of stakeholder participation in the implementation of open methods of cooperation in social protection and social inclusion in Lithuania. The study found that the selection of stakeholders in a process that was not transparent, the minimal involvement of stakeholders and the exclusion of stakeholders from vulnerable groups resulted in project failure.

Heravi, Coffey, and Trigunarsyah (2015) examined the level of stakeholder involvement during the project's planning process in Australia. The study employed a questionnaire on a sample of 200 companies in the residential building sector. The study found that the stakeholders of the project had control of the network of resources and stakeholders within a project. Additionally, the stakeholder provides the needed resources of the project regularly. The study recommended the inclusion of key stakeholders in the management plan of the organization as they often influence the position and survival of an organization. The study also recommended the improvement of stakeholder involvement in the project planning process.

Chandra, et. al., (2011) assessed the role of stakeholders on project success in East Java, Indonesia. The study employed structural equation modelling (SEM) for the analysis of data collected from 204 respondents using questionnaires. The project showed that there was a correlation project success and the studies identified independent variables which comprised of the engagement, the psychological empowerment and the impact of stakeholders' participation. The study measured project success using the performance in terms of cost and quality, customer satisfaction, and profitability. The study found that stakeholders such as associated consultants in construction management and design, contractors and subcontractors, suppliers, the community and owners influence on project success.

Harriet, Anin and Asuo (2013) conducted a study investigating the level of stakeholder participation in the district education strategic planning (DESP) towards the quality of basic education in Salaga town, Ghana. The study adopted a qualitative approach with a survey strategy and found that there was low level of stakeholder involvement and knowledge of the DESP development process. The study also found that most decisions were not implemented, poorly implemented or resulted in poor results due to the lack of consideration of the grievances and interests of key stakeholders. According to a study by Chinyio and Olomolaiye (2010), the influence of stakeholders on the outcome of a project increased with increase in interest and power. The study considered stakeholder power as the ability of the stakeholders to influence the project.

Mungatu and Mulyungi (2017) examined stakeholder involvement in the project cycle management and its influence on project outcome in Rwanda. The project employed descriptive statistics and found that stakeholder involvement in project implementation resulted in the most influence on project outcome. The study revealed that project outcome is also to a large extent dependent on the skills and funds allocated to the project. In addition, the study found that, the involvement of stakeholders in the decision making process was important as they understood the need and benefits necessary from the implementation of the project.

Nyandika and Ngugi (2014) conducted a study on the influence of stakeholder participation on the performance of road projects in Kenya National Highways Authority (KeNHA). The study made use of a descriptive research design. The population for this study was KeNHA top management, prequalified contractors as well as prequalified consultants. It was established that: feasibility studies and the hosting of conferences and seminars (to raise awareness and improve beneficiary involvement) greatly and positively influenced the performance of road projects. Top management

support was also considered critical in overseeing good will or commitment, funding approvals, approval of projects and participation; all which were found to influence project performance positively. The study also found that donor support, adequate financial resources, provision of resources on time and availability of human resource influence road projects' performance positively.

Nyaguthi and Oyugi (2013) conducted a study to establish how community participation influences the successful implementation of Constituency Development Fund Projects in Mwea Constituency, Kenya. They employed a descriptive research design based on descriptive statistics of primary and secondary in their analysis. They found that, most Mwea residents do not participate in the management of Community Development Fund projects, thus leading to failure in the implementation of the projects. The study also established that community members, whether influential or not, should be involved in all phases (identification, implementation, monitoring and evaluation) of the Community Development Fund projects in order to boost success.

Golicha (2014) assessed stakeholders' participation in the formulation phase, with a specific focus on non-governmental organizations (NGOs) which support secondary education projects in Garrisa County. According to the study, participation in these projects entails empowerment. The study found that everybody had the right to voice opinions relating to decision making processes concerning their lives. The study considered participation to be an important instrument in the promotion of normative or ideological development goals such as equity, democracy and social justice. The research established that the level of stakeholder participation in most of the key stages (formulation, design and implementation) was not adequate.

2.6 Research Gap

There are various studies which look at the influence of stakeholders' participation on project success, both globally and locally. Globally, Lin-lin et al. (2014) conducted a study on understanding project stakeholders' perceptions of public participation in China's development projects; Arunas (2009) examined the level of stakeholder participation in the implementation of open methods of cooperation in social protection and social inclusion in Lithuania; Chandra, et.al. (2011) assessed the role of stakeholders in influencing project success in East Java, Indonesia; and Harriet, Anin and Asuo (2013) conducted a study on the impact of stakeholder participation levels in District Education Strategic Planning towards quality basic education in Salaga town, Ghana. Locally, Mania (2013) studied the influence of stakeholders' participation on the success of the economic stimulus programme in Nauru County, Kenya; Nyaguthi and Oyugi (2013) examined the influence of community participation on successful Implementation of Constituency Development Fund Projects in Kenya; and Nyandika and Ngugi (2014) conducted a study on the influence of stakeholders' participation on the performance of road projects at Kenya National Highways Authority.

The aforementioned studies were limited to institutions, regions and project types dissimilar from the case under study therefore their findings can neither be generalized nor applied to secondary school projects in Mandera County. Despite the high number of stalling school projects and the increasing cost overrun, there is no empirical evidence showing how stakeholders' participation influence the successful completion of secondary school projects. This study therefore sought to fill this research gap by investigating the influence of stakeholders' participation on the successful completion of secondary school projects in Mandera County.

2.7 Conceptual Framework

A conceptual framework showing the relationship between the variables is shown in figure 2.1 below. The independent variables in the study were stakeholder participation in the different phases of a project: initiation phase, planning phase, implementation phase, and review phase.

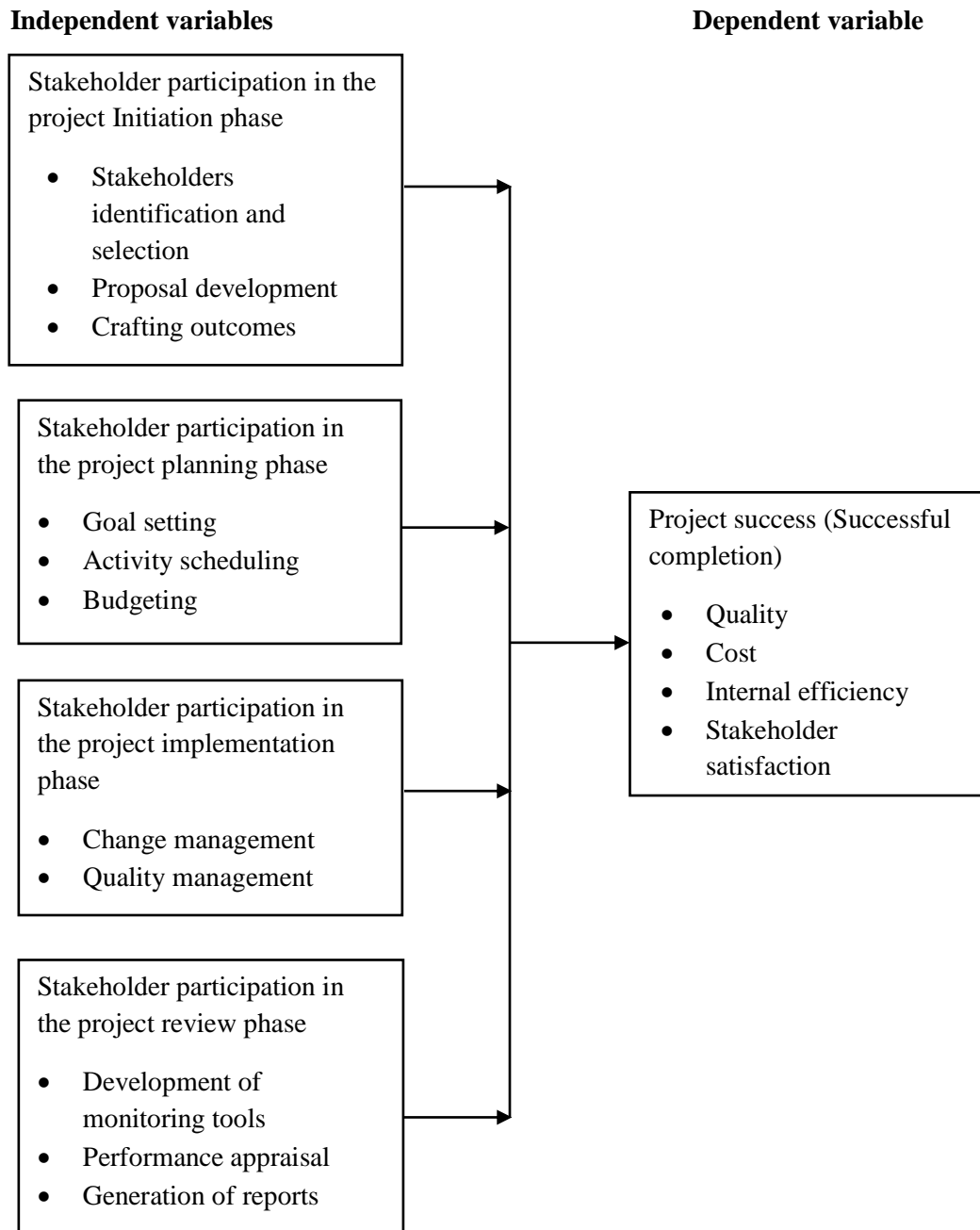


Figure 2.1: Conceptual Framework

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter discusses the research design, defines the population and research sample, outlines adopted sampling techniques, indicates the data collection instruments and describes the data collection and data analysis processes adopted for the study.

3.2 Research Design

The research design is the presentation of the strategy or structure of investigations which aim to get answers to various research questions. According to Cooper and Schindler (2006), a research design is a conceptual structure within which research is conducted. The study adopted a descriptive survey design style. Descriptive survey designs allow for information gathering, summarising, presentation of data, and interpreting it for the purpose of clarity (Creswell, 2006).

The researcher used descriptive survey design with both qualitative and quantitative characteristics. The researcher opted for descriptive survey research design as the study was aimed at collecting information based on participants' attitudes and opinions in relation to the influence of stakeholder participation on the sustainability of secondary school projects in Mandera County.

3.3 Location of the Study

The study was conducted in Mandera County which is one of the 47 counties in Kenya situated in the North-Eastern region of the country. It is located 1,100km away from the capital city of Nairobi by road. Mandera County has six (6) electoral constituencies, namely: Mandera South, Mandera West, Mandera East, Mandera North, Banish and

Lafey constituencies. It is an arid region and its main economic activity is nomadic pastoralism.

3.4 Population

Kothari (2004) defines the target population as all the members of the real set of people, events or objects to which the researcher wishes to generate the findings. The target population of this study were; teachers, parents, education officers, board of governors and contractors. There are 42 public secondary schools in Mandera County with 462 teachers, 84 principals and deputy principals, 252 board members, 20 education officers, 42 contractors and 168 parents (Mandera County). Since it is challenging to engage entire parents in Mandera County, the researcher substituted them with PTA representatives. The unit of analysis in this study was schools and the unit of observation comprised of, teachers, parents, education officers, the board of governors and contractors. The target population amounted to 1028 stakeholders.

Table 3.1: Target Population

Category	Target Population
Teachers	462
School principals & Deputy Principals	84
Board of Governors	252
Education officers	20
Contractors	42
Parents	168
Total	1028

3.5 Sampling Procedures and Sample Size

According to Ngechu (2004), the segment of the population selected to represent the population as a whole in research is referred to as a sample. The study applied stratified random sampling to select 20% of the target population. In the determination of sample size Greener (2008) stated that for small populations that are less than 100 ($N < 100$), there is no need for sampling and surveys should be sent to the whole population, for a

population size where N ranges from 100 to 500 ($100 < N < 500$), a 50% of the whole population should be selected as a sample, for population size where N is between 500 and 1,500 ($500 < N < 1500$), 20% should be sampled. One of the advantages of stratified random sampling is that it produces estimates of overall population parameters that have a greater precision and makes sure that a more representative sample is obtained from a relatively homogenous population. The aim of stratification is to reduce standard error by providing some control over variance (Cooper & Schindler, 2006). The sample size of this study was therefore 206 respondents.

Table 3.2: Sample Size

Category	Target Population	Sample Size
Teachers	462	92
Principals and Deputy principals	84	17
Board of Governors	252	50
Education officers	20	4
Contractors	42	8
Parents	168	34
Total	1028	206

3.6 Instrumentation

The study made use of semi-structured questionnaires and interview guides to collect primary data. In cases where respondents are easily accessible and willing to contribute, researchers opt for Questionnaires as the method for data collection. Cooper & Schindler (2006) observed that the questionnaire design defines the problem and the specific study objectives.

The researcher used questionnaires which contained of both the open ended and closed ended questions. According to Orodho (2005), open ended questions provide the respondents with an opportunity to express their feelings and attitude in relation to the research questions. The researcher used questionnaires to collect data from the teachers, parents, principals and deputy principals. Interview guides were mainly used to collect

data from education officers, board of governors, and contractors. The validity of the instrument and the nature of the data required to measure the objectives of the study informed, to a great extent, the instruments utilized within the study; the questionnaire and the key informant interview guide.

Data was collected using questionnaires for parents, teachers, principals and deputy principals and interview guides for the key informants. The key informants in this case were the board of governors, Education officers and the contractors. The teachers, deputy principals and head teacher questionnaire had six sections; section A, B, C, D, E and F. Section A was used to gather data on the personal details of the respondents. Section B elicited data on stakeholder participation in the initiation phase. Section C generated data on stakeholder participation in the project planning phase. Section D gathered data on stakeholder participation in the implementation phase. Section E elicited data on influence of stakeholder participation in the review stage. Section F collected information on the influence of stakeholder participation on successful completion of secondary school projects in Mandera county.

Parent questionnaires were divided into six sections. Section A was used to gather data on the personal details of the respondents. Section B elicited data on stakeholder participation in the initiation phase. Section C generated data on stakeholder participation in the project planning phase. Section D gathered data on stakeholder participation in the implementation phase. Section E elicited data on influence of stakeholder participation in the review stage. Section F collected information on the influence of stakeholder participation on completion of secondary school projects in Mandera county.

3.6.1 Validity of the Instrument

Validity can be understood as determining whether there is a correlation between the results from data and the objectives of the study (Orodho, 2007). Validity can be understood from two different perspectives, that is, content and face validity. Face validity relates to the questions relayed to the respondents and their probability of being misunderstood, and the simplest and most efficient way to determine this is through pre-testing (Ngechu, 2004). In accordance with this, the researcher undertook a pilot test. The content validity looks at the social construct noting that key informants can be essential to ensuring content validity (Orodho, 2007).

3.6.2 Reliability of the Instruments

Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subject. The measure of internal consistency was used to determine questionnaire reliability specifically using the Cronbach's Alpha measure. The measure ranges from zero to one (0 -1) with one being the most consistent and reliable (Bryman, 2006). Coefficient values of 0.6-0.7 are a generally accepted to designate acceptable reliability while 0.8 or higher indicate good reliability.

A pilot study was conducted in an effort to ensure the reliability of the research instrument. The questionnaire was randomly administered to 21 respondents (10% of the sample size) in Wajir County. The pilot sampled did not participate in the consequent study. The head teacher, deputy head teachers and teacher questionnaire yielded a reliability coefficient of 0.71, whereas the reliability coefficient of parents' questionnaire was 0.83.

3.7 Data Collection Procedures

The researcher applied for and was granted a research permit from the National Council of Science and Technology Council. The questionnaires and interview guides were administered with the help of two research assistants. The research assistants underwent a one-day training to familiarize them with the data collection instrument and to make them aware of the ethical considerations associated with collection of data for academic purposes. The questionnaires and interview guide were delivered to the respondents and their responses were recorded by the research assistants. The data collection exercise took approximately two weeks.

3.8 Ethical Considerations

The researcher observed respondents' consent, voluntary participation, confidentiality and anonymity, which are key elements of research ethics as highlighted by Creswell (2009). The two research assistants associated with the data collection exercise underwent a one-day training session to familiarize them with the ethics associated with the collection of data for academic purposes. The researcher also sought clearance by acquiring letters from associated authorities: The Directorate of Research Publications and Postgraduate studies and the University. In addition, the researcher attached a personal letter of introduction to each questionnaire.

3.9 Data Analysis

The collected data was organized, edited, coded and then entered into a computer. The entries were checked for errors and then analysed using the Statistical Package for Social Science (SPSS). The analysed data was summarized and described using frequencies, percentages, mean and standard deviation.

A multivariate regression analysis was used to determine the relationship between the dependent and independent variables.

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

Where:

Y – Project Success (successful completion)

β_0 – *Constant term*

$\beta_1, \beta_2, \beta_3, \beta_4$ – Beta coefficients

X_1 – Stakeholder participation in the initiation phase of the project

X_2 – Stakeholder participation in the planning phase of the project

X_3 – Stakeholder participation in the implementation phase of the project

X_4 – Stakeholder participation in the review phase of the project

The study used a 95% confidence interval, for an independent variable to have a significant effect on the dependent variable, the p-value should be below the significant level (0.05). ANOVA was used to compare the categorical responses between the dependent and independent group.

Table 3.4: Summary of Data Analysis

Research Question	Variable	Indicator	Measure of indicator	Measure of scale	Data collection tool
What is the influence of stakeholder participation in project initiation on successful completion of secondary school projects?	Independent Stakeholder participation in project initiation	<ul style="list-style-type: none"> • Identification and selection • Proposal development • Crafting outcome 	<ul style="list-style-type: none"> • Process of Stakeholder identification and selection • Involvement of stakeholders in proposal development • Involvement of stakeholders in the crafting of expected outcome 	Ordinal	Questionnaire Interview guide
What is the influence of stakeholder participation in project planning on successful completion of secondary school projects?	Independent Stakeholder participation in project planning	<ul style="list-style-type: none"> • Goal setting • Activity scheduling • Budgeting 	<ul style="list-style-type: none"> • Stakeholder involvement in scheduling of activities • Stakeholder involvement in resource planning • Stakeholder involvement in planning meetings 	Ordinal	Questionnaire Interview guide
What is the influence of stakeholder participation in project implementation on successful completion of secondary school projects?	Independent Stakeholder participation in project implementation	<ul style="list-style-type: none"> • Change management • Quality management 	<ul style="list-style-type: none"> • Stakeholder involvement in change management • Stakeholder involvement in Risk control operations • Stakeholder involvement in quality management • Stakeholder involvement in day to day project activities 	Ordinal	Questionnaire Interview guide
What is the influence of stakeholder participation in project review on successful completion of secondary school projects?	Independent Stakeholder participation in project review	<ul style="list-style-type: none"> • Monitoring tools • Performance measurement • Reports generation 	<ul style="list-style-type: none"> • Stakeholder involvement in report generation • Stakeholder involvement in project appraisal • Stakeholder involvement in development and implementation of performance monitoring and evaluation system 	Ordinal	Questionnaire Interview guide

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the analysis of data and interpretation of the findings as per the purpose and objectives of the study. The main objective of this study was to investigate the influence of stakeholder participation on successful completion of secondary school projects in Mandera County, Kenya.

The study sought to provide answers to the following four research questions:

- i. What is the influence of stakeholder participation in project initiation on successful completion of secondary school projects?
- ii. What is the influence of stakeholder participation in project planning on successful completion of secondary school projects?
- iii. What is the influence of stakeholder participation in project implementation on successful completion of secondary school projects?
- iv. What is the influence of stakeholder participation in project review on successful completion of secondary school projects?

4.2 Response Rate

Out of 206 respondents, 183 responses were obtained, which implies a response rate of 88.83% as shown in Table 4.1 below.

Table 4.1: Response Rate

Category	Sample Size	Response rate
Teachers	92	87
School Deputy head teachers	17	15
Board of Governors	50	39
Education officers	4	4
Contractors	8	8
Parents	34	30
Total	206	183

The 183 responses were obtained from questionnaires and interview guides administered to: 87 teachers, 15 deputies, 39 members of the board of governors, 4 education officers, 8 contractors and 30 parents. As indicated by Kothari (2004) a 50% or more response rate is enough for analysis, which shows that 88.83% response was good for making conclusions and inferences about the target population.

4.3 Characteristics of the respondents

It is important to present the characteristics of the respondents, as the characteristics of the sample provide evidence of the similarities or differences between the characteristics of the sample selected and the population (Field, 2005).

The respondents whose characteristics were considered comprised of deputy, teachers and parents. The characteristics of the respondents described were: gender, age bracket and highest level of education. Deputy and teachers were asked to indicate for how long they had worked in their respective institutions.

According to Bakda (2006), the head teacher is the leader in a school, the pivot around which many aspects of the school, such as: academic work, administrative tasks, discipline and internal efficiency revolve. Teachers are key players in determining the quality of instruction as they facilitated teaching and learning processes. They also perform administrative work assigned to them by school heads. They therefore play a key role in ensuring that school systems are efficient (Mkumbo, 2012). Years of service

at the duty stations under study of the, deputies and teachers were considered as indicated in Table 4.2 below.

Table 4.2: Duration of deputy and teachers at their current station

		Frequency	Percent
Duration Of At The Institution	Less than 2 years	6	5.9
	2-4 year	25	24.5
	4-7 years	18	17.6
	Over 7 years	45	44.2
	Not working permanently at the institution	8	7.8
	Total	102	100.0

From the findings, 7.8% of the teachers and deputy principals indicated that they were not working in specific schools, 44.2% indicated that they had been working at their institutions for over 7 years, 24.5% indicated having served between 2 and 4 years, 17.6% had been there for between 4 and 7 years and 5.9% indicated having been stationed at their schools for less than 2 years. Most of the teachers, principals and deputy principals who were permanently employed at their institutions had been working in their institution for more than 7 years. The durations are important to consider, as information to do with the different stages of the project lifecycle should be provided by those who have been in the institutions for a reasonable period of time.

Data on the, deputy principals and teacher's highest level of education was also sought.

The summary of the findings is presented in the table 4.3 below.

Table 4.3: Highest level of education of deputy principals and teachers

		Frequency	Percent
Level of education	Postgraduate	13	12.7
	Bachelors	39	38.2
	Diploma	18	17.6
	Certificate	7	6.9
	No formal training	25	24.5
	Total	102	100.0

75% of the deputy principals and teachers that responded to the study had formal training. This implies that the majority of the respondents were educated, thus understood the questions and were in a position to offer informative responses to meet study objectives. A majority (38%) hold bachelor's degrees, 12.7% indicated that they had postgraduate degrees, 17.6% indicated that they had diplomas and 6.9% indicated that they had certificates. The findings also showed that 25% of the, deputy principals and teachers had no formal training.

4.4 Project Initiation Phase

The first objective of the study was to find out the influence of stakeholder participation on successful completion of secondary school projects in Mandera County. Information on stakeholder participation was sought from deputy principals, teachers, board of governors and parents since they are directly affected by the outcome of the education project. According to Wango (2009) the responsibilities of a head teacher include: overall planning, organizing, directing, controlling, staffing, coordinating, motivating and actualizing the educational goals and objectives of a school while parents and teachers are key stakeholders in the realization of the school's objectives. The study also sought information from education officers and contractors involved in the project initiation phase.

The required data was generated from questionnaires and information from key-informant interviews. The extent of stakeholder participation in the project initiation phase on successful completion of secondary school projects in Mandera County was measured using a 5-point Likert scale rating of Not at all (1), Minimal extent (2), Moderate Extent (3), Great extent (4) and Very Great extent (5). The scores (mean and standard deviation) were calculated out of a maximum of 5. The results are summarised in Table 4.4 below

Table 4.4: Stakeholder participation in the initiation phase of the project

Statement N = 132	Mean	Std. Deviation
Stakeholder identification and recruitment	1.86	.958
Stakeholder involvement in the crafting of expected outcome	2.19	.974
Stakeholder contribution through problem analysis	2.07	.934
Improving decision making through stakeholder participation	3.06	.789
Stakeholder participation enhances project support	3.08	.758
Stakeholder participation in proposal development	1.77	.890

The results in table 4.4 shows that there is minimal stakeholder identification and recruitment, with a mean score of 1.86 (SD = 0.958) out of a maximum of 5. The extent of stakeholder involvement in the crafting of expected outcomes was also minimal extent during the initiation phase of the project, with a mean of 2.19 (SD = 0.974) out of a maximum of 5. The extent to which stakeholder participation illustrates stakeholder contribution through problem analysis is minimal, with a mean of 2.07 (SD =0.934) out of a maximum of 5. The extent to which decision making improves stakeholder participation is moderate with a mean of 3.06 (SD = 0.789) out of a maximum of 5. The extent to which stakeholder participation enhanced project support was moderate with a mean of 3.08 (SD = 0.758) out of a maximum of 5. Li et.al (2013) found that lack of stakeholder support especially in construction projects may result in project failure. The extent of stakeholder participation in proposal development in the initiation phase of education projects in Mandera county was almost non-existent.

The key informants pointed out that stakeholder participation in the initiation phase of the project was very minimal since some of the decisions, especially those relating to proposal development and crafting expected outcomes, were mostly done by the

officials and determined by the board of governors, with little or no involvement of other stakeholders.

4.5 Project Planning Phase

The second objective of the study was to determine the influence of stakeholder participation in the project planning phase on successful completion of secondary school projects in Mandera County. Responses that were used to determine the stakeholder participation was elicited from parents, teachers and deputy principals. The extent of influence of stakeholder participation in the project planning phase on successful completion of secondary school projects in Mandera County was measured using a 5-point Likert scale rating of Not at all (1), Minimal extent (2), Moderate Extent (3), Great extent (4) and Very Great extent (5). The scores (mean and standard deviation) were calculated out of a maximum of 5, the results are summarised in Table 4.5 below

Table 4.5: Stakeholder participation in the planning phase of the project

Statement	Mean	Std. Deviation
N = 132		
The extent to which stakeholders participate in the project planning meetings	1.65	.899
The extent to which stakeholders participate in budgeting for the project	1.83	.858
The extent to which stakeholders participate in preparing project documentation	2.43	.875
The extent to which stakeholders participate in resource planning	3.33	.715
The extent to which stakeholders participate in the analysis of expected results	3.25	.989
The extent to which stakeholders participate in risk analysis	1.23	.537

The results in table 4.4 shows that there is minimal, an almost non-existent extent to which stakeholders participate in project planning meetings, with a mean score of 1.65 (SD = 0.899) out of a maximum of 5. The minimal extent to which stakeholders participate in budget planning during the planning phase of the project is represented by a mean of 1.83 (SD = 0.858) out of a maximum of 5. Most of the respondents indicated that project budgets are made available to the stakeholders after they have been developed. However, the stakeholders are not involved in the development of the budget.

The extent of influence of stakeholder participation in preparing project documentation is minimal, with a mean of 2.43 (SD = 0.875) out of a maximum of 5. The extent to which stakeholders participate in resource planning is moderate, with a mean of 3.33 (SD = 0.715) out of a maximum of 5. The extent to which stakeholders participate in goal setting is moderate, with a mean of 3.25 (SD = 0.989) out of a maximum of 5. The extent of stakeholder participation in the scheduling of activities in the planning phase of education projects in Mandera county was very minimal (almost non-existent), with a mean of 1.23 (SD = 0.537) out of a maximum of 5.

The key informants pointed out that the participation of stakeholders in the planning phase of the project was minimal to moderate. The stakeholders where in some cases provided with documents associated with the planning phase of the project after the planning has occurred.

4.6 Project Implementation Phase

The third objective of the study was to establish the influence of stakeholder participation in project implementation on success of secondary school projects in Mandera County. Respondents opinions on stakeholder participation in the

implementation phase of the project was analysed in order to determine the extent of influence of stakeholder participation in the implementation phase on successful completion of secondary school projects.

The data was obtained from responses from deputy head teachers, teacher questionnaire and the parents' questionnaire. The extent of stakeholder participation during the implementation phase of the project lifecycle was measured using a 5-point Likert scale rating of Not at all (1), Minimal extent (2), Moderate Extent (3), Great extent (4) and Very Great extent (5). The scores mean and standard deviation were calculated out of a maximum of 5. The responses are as shown in Table 4.6 below

Table 4.6: Stakeholder participation in the implementation phase of the project

Statement N = 132	Mean	Std. Deviation
Extent to which stakeholders participate in risk control operations of the project	1.33	.614
Extent to which stakeholders participate in coordinating people and resources	1.93	.858
Extent to which stakeholders participate in change management	2.35	.838
Extent to which stakeholders participate in the implementation of the work plan and budget	1.92	.870
Extent to which stakeholders participate in quality management	3.30	.749
Extent to which stakeholders participate in keeping records of account on the project	1.40	.809
Extent to which stakeholders' grievances and conflicts are appropriately managed during the implementation of secondary school projects	2.61	.826

The results in Table 4.6 shows that extent to which stakeholders participate in risk control operations of the project was minimal. A number of them stated that there was no participation of stakeholders in the risk control operations of the project. The respondents' views on the extent to which stakeholders participate in: (1) coordinating people and resources, (2) the implementation of the work plan and budget and (3) in keeping records of account on the project were similar, as indicated by the mean and

standard deviation scores of: 1.33 (SD = 0.614), 1.93 (SD = 0.858), 1.97 (SD = 0.77) and 1.40 (SD = 0.809) respectively, out of a maximum of 5.

The extent to which stakeholders participate in change management and the extent to which stakeholder grievances and conflicts are appropriately managed during the implementation of secondary school projects were minimal with mean and standard deviation values of 2.35 (SD = 0.838) and 2.61 (SD = 0.826), respectively. According to the respondents, the level of stakeholder participation in the implementation phase of the project was minimal, with the extent to which stakeholders participate in quality management, in terms of, the procurement of materials and equipment being the highest ranked at a moderate rate with a 3.30 mean score and 0.749 standard deviation out of a maximum of 5. This was as a result of donations of materials and equipment by the stakeholders especially the parents who were to make contributions by the head teacher. This corresponds with a study conducted by Heravi (2015), which revealed that stakeholders make significant contributions to project resource flow.

4.7 Project Review Phase

The fourth objective of the study was to establish the influence of stakeholder participation in the project review phase on successful completion of secondary school projects in Mandera County. The data on the extent of stakeholder participation in the project review phase was obtained from responses to the head teacher, deputy head teacher, teacher questionnaire, and the parents' questionnaire. The questionnaires were designed to measure the extent of stakeholder participation during the review phase of the project lifecycle. This was measured using a 5-point Likert scale rating of Not at all (1), Minimal extent (2), Moderate Extent (3), Great extent (4) and Very Great extent (5). The scores mean and standard deviation were calculated out of a maximum of 5. The responses are as shown in Table 4.7.

Table 4.7: Stakeholder participation in the review phase of the project

Statement N= 132	Mean	Std. Deviation
Extent to which stakeholders participate in project appraisal	2.36	.967
To what extent do stakeholder participate in report generation	3.13	.785
To what extent do stakeholders participate in the review of achievements against set objectives	2.35	.874
To what extent do stakeholders check on project costs deviation	2.36	.876
To what extent do stakeholders participate in the Identification of corrective actions to address issues and risks properly	2.33	.736
To what extent do stakeholders participate in the development and implementation of a monitoring and evaluation system	2.38	.796

The, deputy, teachers and parents were of the view that the extent of stakeholder participation in the project review phase of the project was minimal. The results showed that the extent to which stakeholders participate in project appraisal was minimal with a mean of 2.36 (SD = 0.967). The extent to which stakeholder participated in report generation was ranked as moderate with a mean of 3.13 (SD = 0.785). The respondents were of the opinion that stakeholders participate minimally in the review of achievements against set objectives, with a mean of 2.35 (SD = 0.874). The extent to which stakeholders check on project costs deviation, the extent to which stakeholders participate in the identification of corrective actions to address issues and risks properly and the extent to which stakeholders participate in the development and implementation of a monitoring and evaluation system were all ranked as minimal, with a mean value of 2.36 (SD = 0.876), 2.33 (SD = 0.736) and 2.38 (SD = 0.796) respectively.

4.8 Successful Completion of Projects

The respondents were asked to rate various measures of successful completion of secondary school projects. This was measured using a 5-point Likert scale rating of Not at all (1), Minimal extent (2), Moderate Extent (3), Great extent (4) and Very Great

extent (5). The scores (mean and standard deviation) were calculated out of a maximum of 5. The responses shown in Table 4.8 below:

Table 4.8: Successful completion of secondary school Projects

Statement	Mean	Std. Deviation
N = 132		
To what extent are the stakeholders satisfied with the outcome of the project	2.36	.841
To what extent are projects delivered within budget	2.65	.891
To what extent are the allocated resources utilized within the education project	2.42	.865

Based on the above, the extent of stakeholder satisfaction on project outcome was minimal; the majority of the stakeholders were only minimally satisfied with the outcome of the project with a mean of 2.36 (SD = 0.841). The extent to which projects are delivered within budget was minimal, as evidence by a mean of 2.65 (SD = 0.891). The majority of projects were over budget thus requiring parents and other stakeholders to make contributions towards materials and equipment. The view of the respondents as to the extent of utilization of allocated resources was minimal, with a mean of 2.42 (SD = .865) out of a maximum of 5.

Deputy and teachers were asked to indicate whether projects undertaken in the last five years met their objectives. The results were as shown in Table 4.9 below:

Table 4.9: Projects undertaken in the last five years met their objectives

	Frequency	Percent
Yes	25	24.5
Projects Undertaken In The Last Five Years Met Their Objectives	NO	29.4
	PARTIALLY	46.1
Total	102	100.0

47% of the teachers and deputy indicated that completed projects in their schools, in the last five years, partially met their objectives. 30% indicated that they did not meet their objectives and 25% indicated that they met their objectives.

The deputy and teachers were also asked to indicate the estimated and actual delivery time for secondary school projects in their schools during the last five years. The results were as summarised in Table 4.10 below:

Table 4.10: Projects were delivered within the intended duration

		Frequency	Percent
Projects Were Delivered Within The Intended Duration	Yes	26	25.5
	NO	76	74.5
Total		102	100.0

The majority (74.5%) of the projects undertaken within the last 5 years were not delivered within the intended duration, while 25% of the projects undertaken were delivered within stipulated time frames.

The key informants were also required to list major challenges associated with stakeholder participation in the various phases of the project lifecycle. The key informants (board of governors, contractors and education officials) indicated that the state of education infrastructure in Mandera County was far below the standards of the Ministry of Education's guidelines therefore there is need for improvement (increased levels of success of secondary school projects) in the county. The key informants also highlighted that conflicts and lack of consensus amongst different stakeholders could lead to delays in project implementation.

Finally, the stakeholders were asked to indicate what they think needs to be done in order to improve the success rate of secondary school programs in Mandera County.

4.3 Multivariate Regression Analysis

A multivariate regression analysis will be used to determine the relationship between the dependent and independent variables.

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

Where:

Y – Project Success (successful completion)

β_0 – Constant term

$\beta_1, \beta_2, \beta_3, \beta_4$ – Beta coefficients

X_1 – Stakeholder participation in the initiation phase of the project

X_2 – Stakeholder participation in the planning phase of the project

X_3 – Stakeholder participation in the implementation phase of the project

X_4 – Stakeholder participation in the review phase of the project

ϵ – error term

Table 4.11: Model Coefficients

Model	Unstandardized Coefficients		
	B	Std. Error	Sig.
1 (Constant)	7.446	0.289	.000
Stakeholder participation in the initiation phase of the project	.582	.017	.003
Stakeholder participation in the planning phase of the project	.574	.017	.004
Stakeholder participation in the implementation phase of the project	.569	.017	.001
Stakeholder participation in the review phase of the project	.547	.024	.000

The research objective of the study was to determine the influence of stakeholder participation in the project initiation phase, planning phase, implementation phase and review phase on successful completion of secondary school projects in Mandera County. The influence was determined using regression analysis.

The model predicts, all things held constant, stakeholder participation in the project initiation phase leads to a .582 increase in project success. The results indicate that stakeholder participation in the project planning phase has a relationship with project success. The predictor variable is statistically significant since the p-value is less than the common alpha level of 0.05.

The model predicts, all things held constant, stakeholder participation in the project planning phase leads to a .574 increase in project success. The results indicate that stakeholder participation in the project planning phase has a relationship with project success. The predictor variable is statistically significant since the p-value is less than the common alpha level of 0.05.

The model predicts, all things held constant, stakeholder participation in the project implementation phase leads to a .569 increase in project success. The results indicate that stakeholder participation in the project implementation phase has a relationship with project success. The predictor variable is statistically significant since the p-value is less than the common alpha level of 0.05.

The model predicts, all things held constant, stakeholder participation in the project review phase leads to a .547 increase in project success. The results indicate that stakeholder participation in the project review phase has a relationship with project success. The predictor variable is statistically significant since the p-value is less than the common alpha level of 0.05.

4.3.1 Stakeholder Participation in the Initiation Phase of the Project

4.3.1.1 Coefficient of determination

Table 4.12: Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.606	.586	.60687

The coefficient of determination 0.778 which implies a positive relationship of the variables included in the study. The R^2 is 0.606, which implies that approximately 60.6% of the variability of project success is accounted for by the model. Additionally, the model performance is statistically significant since the p-value is 0.000; less than 0.05.

4.3.2 Stakeholder participation in the planning phase of the project

4.3.2.1 Coefficient of determination

Table 4.13: Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950 ^a	.906	.890	.41587

The R^2 is 0.906, which implies that approximately 90.6% of the variability of project success is accounted for by the model. Additionally, the model performance is statistically significant since the p-value is 0.000; less than 0.05.

4.3.3 Stakeholder participation in implementation phase of the project

4.3.3.1 Coefficient of determination

Table 4.14: coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951 ^a	.913	.905	.41007

The R^2 is 0.913, which implies that approximately 91.3% of the variability of project success is accounted for by the model. Additionally, the model performance is statistically significant since the p-value is 0.000 which is less than 0.05.

4.3.4 Stakeholder participation in the review phase of the project

4.3.4.1 Coefficient of determination

Table 4.15: Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950 ^a	.764	.732	.66193

The R^2 is 0.902, which implies that approximately 90.6% of the variability of project success is accounted for by the model. Additionally, the model performance is statistically significant since the p-value is 0.000; less than 0.05.

4.4 Test of Assumptions of the Study Variable

Test on statistical assumptions was performed. This included test of sampling adequacy, normality test, multi-collinearity test, homogeneity test, heteroscedasticity test and test of linearity

4.4.1 Sampling Adequacy Test

Sampling adequacy test was conducted to test the relevance and suitability of the factors (Stakeholder participation in the initiation phase of the project, Stakeholder participation in the planning phase of the project, Stakeholder participation in the implementation phase of the project, etc.) KMO and Bartlett's Test were performed to establish data's sampling adequacy.

KMO measures sampling adequacy for each variable in the model and for the complete model

KMO measure varies between 0-1. Values closer to 1 have better degree of sampling adequacy with a threshold of 0.5 (M. Luna 2018)

Bartlett's test is used to test if samples are from population with equal variances. Bartlett's test significance of less than or equal to 0.05 indicates an acceptance degree of sampling adequacy.

Table 4.16: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.703
Bartlett's Test of Sphericity	Approx. Chi-Square	423.76
	df	406
	Sig.	0.002

From the table above Kaiser-Meyer-Olkin(KMO) Measure of Sampling Adequacy is 0.703 for the complete model. 0.703 is above 0.5, this therefore means that the study had better degree of sampling adequacy for all variables. The Bartlett's test of Sphericity had a significance value of 0.002 which is less than 0.05 therefore it confirmed the acceptance degree of the sampling adequacy of the variable of the study.

4.4.2 Normality Test

Normality tests are carried to determine whether the sample data has been drawn from normally distributed population. Kolmogorov-Smirnov and Shapiro-Wilk are the inferential statistics tests for normality. Kolmogorov-Smirnov test is considered for the samples greater than 2000, while Shapiro-Wilk is considered is considered for the samples in the range of 50-2000. In this study we had sample of 132 therefore Shapiro-Wilk test was used. If the statistic ranges from 0-1 and figures greater than 0.05 then it indicates data follows normal distribution (Park 2019).

The null hypothesis for the Shapiro-Wilk test is that: The sample is normally distributed against The sample is not normally distributed. We reject the null hypothesis if $p < 0.05$. p is the probability of finding data if the null hypothesis is true. If probability (p) is very small, then the null hypothesis was probably wrong.

Table 4.17: Shapiro-Wilk Tests of Normality

	Shapiro- Wilk Statistic	df	Sig.
Stakeholder participation in the initiation phase of the project	0.795	132	.092
Stakeholder participation in the planning phase of the project	0.724	132	.032
Stakeholder participation in the implementation phase of the project	0.58	132	.000
Stakeholder participation in the review phase of the project	0.873	132	.065

From the table 4.15 stakeholder participation in initiation phase ($p=0.092$) and review phase ($p=0.065$) are normally distributed since $p>0.05$ while stakeholder participation in planning phase ($p=0.032$) and implementation phase ($p=0.000$) of the project do not follow normal distribution since ($p<0.05$)

“Sig.” or p is the probability of finding the observed deviation from normality in the sample if distribution is exactly normal in the population. Given these data we believe that population distribution is normal.

4.4.3 Multi-collinearity Test

One way to detect multi-collinearity is by using a metric known as the variance inflation factor (VIF), which measures the correlation and strength of correlation between the predictor variables in a regression model. If the VIF value lies between 1-10, then there is no multi-collinearity. If the $VIF < 1$ or > 10 , then there is multi-collinearity. (JI Daoud, 2017).

Table 4.18: Collinearity Statistics

Variables	Tolerance	VIF
Stakeholder participation in the initiation phase of the project	.985	1.016
Stakeholder participation in the planning phase of the project	.985	1.015
Stakeholder participation in the implementation phase of the project	.998	1.002
Stakeholder participation in the review phase of the project	.997	1.003

From the Table 4.18 The VIF values for each of the predictor variables are as follows: Initiation phase 1.016, planning phase 1.015, Implementation Phase 1.002, Review phase 1.003.

All VIF values are between 1-10 which indicates that multi-collinearity will not be a problem in the regression model.

4.4.4 Homogeneity test

The study used Levene's test of homoscedasticity. Levene's test measures whether the variance between dependent and independent variables is the same.

If Levene's Test Value P greater than 0.05 i.e. $p > 0.05$, then the two variances are not significantly different. That is, the two variances are approximately equal.

If the Test Value P is less than 0.05 i.e. $p < 0.05$ then the two variances are significantly different (A. Kumar 2020).

The null hypothesis is as follows: The population variances are equal against alternative hypothesis: The population variances are not equal. We reject the null hypothesis if $p < 0.05$.

Table 4.19: Test of Homogeneity of Variances

Variables	Levene Statistic	df1	df2	Sig.
Stakeholder participation in the initiation phase of the project	.787 ^a	6	124	.581
Stakeholder participation in the planning phase of the project	.877 ^b	6	124	.514
Stakeholder participation in the implementation phase of the project	1.497 ^c	6	124	.184
Stakeholder participation in the review phase of the project	.730 ^d	6	124	.626

From the table 4.17 Levene's significances for the variables are as follows: Stakeholder participation in the initiation phase of the project 0.581, Stakeholder participation in the planning phase of the project 0.514, Stakeholder participation in the implementation

phase of the project 0.184, Stakeholder participation in the review phase of the project 0.626

The P value for all variables is greater than 0.05 therefore we fail to reject null hypothesis hence dependent and independent variances are approximately equal hence data variance is homogeny.

4.4.5 Heteroscedasticity Test

Heteroscedasticity is useful to examine whether there is a difference in the residual variance of the observation period to another period of observation. We conducted Test Glejser to assess heteroscedasticity. Glejser test conducted by regressing Absolut residual value of independent variable with regression equation.

If the value sig.>0.05, then there is no problem of heteroscedasticity

If the value sig.<0.05, then there is a problem of heteroscedasticity (Adriano, 2017).

Table 4.20: Test Glejser

Variable	Coefficient	
	t	Sig.
Stakeholder participation in the initiation phase of the project	.565	.573
Stakeholder participation in the planning phase of the project	1.788	.076
Stakeholder participation in the implementation phase of the project	1.334	.184
Stakeholder participation in the review phase of the project	-1.474	.143

Based on output from table 4.18 coefficient, the obtained value of Sig. Stakeholder participation in the initiation phase of the project 0.573, Sig. Stakeholder participation in the planning phase of the project 0.076, Sig. Stakeholder participation in the implementation phase of the project 0.184 and Sig. Stakeholder participation in the review phase of the project 0.143. Meaning that the value of the variables Sig. >0.05. it can be concluded that there is no heteroscedasticity problem.

4.4.6 Test of Linearity

The aim of linearity test is to determine the relationship between independent variables and the dependent variable if they are linear or not. Good research regression model there should be a linear relationship between the explanatory variable.

Decision making process in the linearity test is that:

If the value Sig. deviation from linearity >0.05 then the relationship between the independent variables and dependent variable is linear.

If the value Sig. deviation from linearity <0.05 then the relationship between the independent variables and independent variable is not linear. (Xulei Yang, 2017).

Table 4.21: ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Project success * Stakeholder participation in the initiation phase of the project	Between Groups	(Combined)	24.882	12	2.074	.944	.507
		Linearity	.021	1	.021	.010	.922
		Deviation from Linearity	24.862	11	2.260	1.029	.426
Project success * Stakeholder participation in the planning phase of the project	Between Groups	(Combined)	20.088	11	1.826	.823	.617
		Linearity	.075	1	.075	.034	.855
		Deviation from Linearity	20.013	10	2.001	.902	.534
Project success * Stakeholder participation in the implementation phase of the project	Between Groups	(Combined)	41.338	12	3.445	1.673	.081
		Linearity	5.861	1	5.861	2.846	.094
		Deviation from Linearity	35.478	11	3.225	1.566	.118
Project success * Stakeholder participation in the review phase of the project	Between Groups	(Combined)	29.652	10	2.965	1.398	.189
		Linearity	4.841	1	4.841	2.281	.134
		Deviation from Linearity	24.812	9	2.757	1.299	.244

Based on results from table 4.19 the ANOVA output table, value Sig. Deviation from linearity of Stakeholder participation in the initiation phase of the project $0.426 > 0.05$, Stakeholder participation in the planning phase of the project $0.534 > 0.05$, Stakeholder participation in the implementation phase of the project $0.118 > 0.05$, Stakeholder participation in the review phase of the project $0.244 > 0.05$. It can be concluded that there is a linear relationship between the independent variables and dependent variable.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion of key findings, conclusions and recommendations drawn from the analysis in Chapter 4, as well as a highlight of opportunities for further research. The conclusions and recommendations focus on addressing the main objective of the study, which was to determine the influence of stakeholder participation in the different phases of the project lifecycle on the success of secondary school projects in Mandera County.

5.2 Summary of Key Findings

Instances of unsuccessful projects in some of the public schools in Mandera County have resulted in cases of inadequate learning facilities hence poor performance in schools, cases of student unrest among others due to stalling project. In Mandera County, most secondary school projects either stalled or are not performing to their anticipated standards. There are also wrangles among the stakeholders during the undertaking of the projects. This study sought to investigate the extent of stakeholder participation in the different phases of life cycle and its influence on stakeholder participation on successful completion of secondary school projects in Mandera County, Kenya.

The results were explained in chapter four of the project. Below is a summary of the major findings:

With regard to stakeholder participation in the initiation phase of the project; the results of the study showed that there is a positive relationship between stakeholder participation in the initiation phase of the project. Additionally, the model is statistically

significant as the p-value is less than 0.05. The model predicts, all things held constant, stakeholder participation in the project initiation phase leads to a .582 increase in project success.

With regard to stakeholder participation in the planning phase of the project; the results of the study showed that there is a positive relationship between stakeholder participation in the planning phase of the project. Additionally, the model is statistically significant as the p-value is less than 0.05. The model predicts, all things held constant, stakeholder participation in the project planning phase leads to a .574 increase in project success.

With regard to stakeholder participation in the implementation phase of the project; the results of the study showed that there is a positive relationship between stakeholder participation in the implementation phase of the project. Additionally, the model is statistically significant as the p-value is less than 0.05. The model predicts, all things held constant, stakeholder participation in the project implementation phase leads to a .569 increase in project success.

With regard to stakeholder participation in the review phase of the project; the results of the study showed that there is a positive relationship between stakeholder participation in the review phase of the project. Additionally, the model is statistically significant as the p-value is less than 0.05. The model predicts, all things held constant, stakeholder participation in the project review phase leads to a .547 increase in project success.

Majority of the respondents that took part in the survey were of the opinion that the extent of stakeholder participation in the different phases of the project lifecycle: initiation phase, planning phase, implementation phase and review phase was in most

cases either non-existent or minimal. The extent of successful completion of secondary school projects was also minimal with 47% of the respondents ranking the projects undertaken as only partially meeting the project objectives. The findings and suggestions from the respondents show that the extent of stakeholder participation is minimal. In addition, the extent of successful completion of secondary school projects in terms of stakeholder satisfaction, budget and utilization of resources allocated to the project, with minimal extent of stakeholder participation as minimal.

5.3 Conclusion

A number of conclusions were made from the results. The first objective of the study was to examine the influence of stakeholder participation in the influence of stakeholder participation in the project initiation phase on successful completion of secondary school projects in Mandera County. The results of the study indicate that the level of stakeholder participation in the initiation phase can be considered inadequate. The responses of the respondents indicated that stakeholder participation in activities associated with the initial phase were minimal and, in some cases, almost non-existent. The model predicts, all things held constant, stakeholder participation in the project initiation phase leads to a .582 increase in project success

The second objective was to determine the influence of stakeholder participation in the project planning phase on successful completion of secondary school projects in Mandera County. The results of the study indicated that the participation of stakeholder in the project was minimal to moderate. The model predicts, all things held constant, stakeholder participation in the project planning phase leads to a .574 increase in project success.

The third objective was to establish the influence of stakeholder participation in project implementation phase on project phase success of secondary school projects in Mandera County. The results of the study indicated that the level of stakeholder participation in the implementation phase of the project was minimal. The model predicts, all things held constant, stakeholder participation in the project implementation phase leads to a .569 increase in project success

The fourth objective was to examine the level of influence of stakeholder participation in the project review phase on successful completion of secondary school projects in Mandera County. The results of the study indicated that the, deputy, teachers and parents were of the view that the extent of stakeholder participation in the project review phase of the project was minimal. The model predicts, all things held constant, stakeholder participation in the project review phase leads to a .547 increase in project success.

The researcher found that there was stakeholder participation in the different phases of the project lifecycle hence the minimal or unsuccessful completion of secondary school projects in Mandera. Therefore, minimal stakeholder participation in the different phases of the project lifecycle negatively affects successful completion of secondary school projects.

Overall, the following factors were minimal: project success (successful completion), the extent of stakeholder satisfaction, utilization of resources on the project and project budgets. Most of the projects were over budget and deliverables were not achieved within the allocated time frame.

5.4 Recommendations

It is recommended that, the managers of the school projects in question should ensure increased participation through the inclusion of all stakeholders in the different phases of the project lifecycle. In addition, they should employ mechanisms to identify stakeholder capabilities so as to promote effective participation.

The authorities in charge should review the resource allocation of secondary school projects by ensuring that allocated resources are not only sufficient, but sufficient based on contextual needs relating to the environmental and socio-economic situation in the county. In addition, stakeholder participation in the resource allocation and accounting processes should increase in order to improve levels of accountability. They should also consider devising other strategies aimed at ensuring proper use of allocated resources.

Finally, the stakeholders were asked to give suggestions of what need to be done to improve the success of secondary school programs in Mandera County.

Results from the study indicates that 81.97% of the respondents were of the opinion that, to improve success rate of the education projects undertaken, mechanisms should be put in place to ensure increased stakeholder participation in the different phases of secondary school projects in Mandera County. According to the findings of the study, the respondents were of the opinion that stakeholder participation in the different phases of the project was either non-existent or minimal at best. Therefore, the respondents felt that increasing stakeholder participation through the development of mechanisms that ensure stakeholder participation would improve the outcome of secondary school projects in Mandera country. Majority of the respondents 90.71 pointed to the implementation phase as the most important phase requiring increased stakeholder participation. This is consistent with the findings of Macharia (2013) who found that

stakeholder implementation was the most important phase of the project requiring stakeholder involvement.

Most respondents (94.54%) indicated that the funding for secondary school projects in Mandera county should be adequate to ensure project completion. Majority of the projects were not completed within budget, or with the contribution of resources and equipment from parents and other stakeholders.

Results from the study indicated that 48.63% of the respondents felt that mechanisms should be put in place to evaluate stakeholder capabilities of participating stakeholders. The stakeholder participation can best be utilized to improve successful completion of secondary school projects. Once the stakeholder capabilities are determined it will be easier for project managers to increase extent of participation of the stakeholders in the different phases of the project lifecycle based on their capabilities.

72.13% of the respondents suggested project managers should improve extent of project participation as participation in the project improves project support. 39.89% of the respondents indicated that the extent of stakeholder participation should be improved in resource allocation and accounting to ensure appropriate use of funds. Participation of stakeholders in the allocation and accounting of resources would reduce the possibility of not utilizing the resources for their intended purpose as well as increase transparency of resource utilization within a project. This would ensure that funds given to schools are put in areas targeted by the project therefore, improving successful completion of secondary school projects.

31.15% of the respondents were of the view that project managers should ensure high levels of stakeholder participation in the identification of solutions to stakeholder concerns and grievances. This was to a large extent due to the fact that the stakeholders

are in most cases the beneficiaries of the project and therefore, their concerns and grievances if addressed are expected to improve project outcome.

Finally, 61.20% of the respondents were of the opinion that the time allocated to the delivery of secondary school projects in Mandera County needed to be re- evaluated as majority of the projects were not completed within the allocated duration.

5.5 Suggestions for Further Research

During the course of the study certain issues came to light that may warrant further research. The study found that the secondary school projects were suffering from cost and time overruns. The study therefore recommends further studies on the causes of cost and time overruns in secondary school projects in Mandera County.

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APPENDICES

Appendix I: Introduction Letter

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: REQUEST FOR PARTICIPATION IN A RESEARCH STUDY

I am a student at Moi University carrying out a research project as part of the course requirement for Master of Science in Project Planning and Management. The study seeks to investigate on The Influence of Stakeholders Participation on successful completion of secondary school Projects in Mandera County, Kenya

This letter serves to kindly request your cooperation as you have been selected as part of those that will participate in the study, in a bid to obtain information for the above study. I assure you that the information will be used strictly for academic purposes and all information will be treated confidentially. A copy of the study will be available upon request. Thank you for taking time to participate in the study.

Yours sincerely,

Muhidin Abdikadir Hussein

Appendix II: Questionnaire for Teachers and Deputy Principals

Kindly respond to the questions below as precisely and truthful as possible. Any information provided will be held with strict confidentiality and anonymity for academic purposes only. Kindly tick your responses against each question in the spaces provided.

SECTION A: General Information

1. Kindly indicate your Gender

Male []

Female []

2. Kindly indicate your Age Bracket

Below 25 Years []

25 - 35 Years []

36 - 45 Years []

46 years and above []

3. What is the current highest level of Education achieved?

Postgraduate []

Bachelors []

Diploma []

Certificate []

No formal training []

4. How long have you worked at this institution? (Mark appropriately)

Less than 2 years []

2-4 years []

4-7 years []

Over 7 years []

Not working permanently at the institution []

Section B: Stakeholder participation in the initiation phase

Indicate the extent to which stakeholder participate in the project initiation phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
5.	To what extent: does the project apply a process for stakeholder identification and recruitment?					
6.	To what extent are stakeholders involved in the crafting of expected outcome?					
7.	To what extent: does the undertaking of the problem analysis illustrate the extent of stakeholders' contribution?					
8.	To what extent: does involving stakeholder participation in the initiation phase of the project improve decision making process?					
9.	To what extent: does stakeholder participation in the initiation phase of the project enhance support of the project?					
10.	To what extent: does stakeholders participate in proposal development?					

Section C: Stakeholder Participation in Project Planning phase

Indicate the extent to which stakeholder participate in the project planning phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
11.	To what extent: do stakeholder participate in project planning meetings?					
12.	To what extent: do stakeholder participate in Budgeting for the project?					
13.	To what extent: do stakeholder participate in preparing project documentation					
14.	To what extent: do stakeholder participate in resource planning?					
15.	To what extent: do stakeholder participate in goal setting?					

16.	To what extent: do stakeholder participate in scheduling of activities?					
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Section D: Stakeholder participation in Project Implementation

Indicate the extent to which stakeholder participate in the project implementation phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
17.	To what extent: do stakeholders participate in risk control operations of the project					
18.	To what extent: do stakeholder participate in coordinating people and resources?					
19.	To what extent: do stakeholder participate in change management?					
20.	To what extent: do stakeholder participate in the implementation of the work plan and budget?					
21.	To what extent: do stakeholder participate in quality management?					
22.	To what extent: do stakeholder participate in keeping records of account on the project					
23.	To what extent: Are grievances and conflicts appropriately managed during the implementation of secondary school projects?					

E: Stakeholder participation in the review

Indicate the extent to which stakeholder participate in the project review phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
24.	Indicate the extent to which stakeholders participate in project appraisal?					
25.	To what extent do stakeholders participate in report generation?					

26.	To what extent do stakeholders participate in the review of achievements against set objectives?					
27.	To what extent do stakeholders check on project costs deviation?					
28.	To what extent do stakeholders participate in the Identification of corrective actions to address issues and risks properly?					
29.	To what extent do stakeholders participate in the development and implementation of a monitoring and evaluation system?					

F: Project success

30. Did the projects undertaken in the last five years in in your school meet their objectives?

Yes []

No []

Partially []

		2011	2012	2013	2014	2015
31.	What was the estimated time for secondary school projects in your school for the last five years?					
32.	What was the delivery time for secondary school projects indicated above?					

To what extent does stakeholder participation influence successful completion?

(Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 - Very Great Extent)

		1	2	3	4	5
33.	To what extent are the stakeholders satisfied with the outcome of the project					
34.	To what extent are projects delivered within budget					
35.	To what extent are the resources from the project utilized within the school					

36. Suggestions to improve successful completion of secondary school projects in
Mandera county

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THANK YOU

Appendix III: Questionnaire for Parents

Kindly respond to the questions below as precisely and truthful as possible. Any information provided will be held with strict confidentiality and anonymity for academic purposes only. Kindly tick your responses against each question in the spaces provided.

SECTION A: General Information

1. Kindly indicate your Gender

Male

Female

2. Kindly indicate your Age Bracket

Below 25 Years

25 - 35 Years

36 - 45 Years

years and above

3. What is the current highest level of Education achieved?

Postgraduate

Bachelors

Diploma

Certificate

No formal training

Section B: Stakeholder participation in the initiation phase

Indicate the extent to which stakeholder participate in the project initiation phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
4.	To what extent: does the project apply a process for stakeholder identification and recruitment?					
5.	To what extent are stakeholders involved in the crafting of expected outcome?					
6.	To what extent: does the undertaking of the problem analysis illustrate the extent of stakeholders' contribution?					
7.	To what extent: does involving stakeholder participation in the initiation phase of the project improve decision making process?					
8.	To what extent: does stakeholder participation in the initiation phase of the project enhance support of the project?					
9.	To what extent: does stakeholders participate in proposal development?					

Section C: Stakeholder Participation in Project Planning phase

Indicate the extent to which stakeholder participate in the project planning phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
10.	To what extent: do stakeholder participate in project planning meetings?					
11.	To what extent: do stakeholder participate in Budgeting for the project?					
12.	To what extent: do stakeholder participate in preparing project documentation					
13.	To what extent: do stakeholder participate in resource planning?					
14.	To what extent: do stakeholder participate in the analysis of expected results?					
15.	To what extent: do stakeholder participate in risk analysis?					

Section D: Stakeholder participation in Project Implementation

Indicate the extent to which stakeholder participate in the project implementation phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
16.	To what extent: do stakeholders participate in risk control operations of the project					
17.	To what extent: do stakeholder participate in coordinating people and resources?					
18.	To what extent: do stakeholder participate in change management?					
19.	To what extent: do stakeholder participate in the implementation of the work plan and budget?					
20.	To what extent: do stakeholder participate in quality management?					
21.	To what extent: do stakeholder participate in keeping records of account on the project					
22.	To what extent: Are grievances and conflicts appropriately managed during the implementation of secondary school projects?					

E: Stakeholder participation in the review

Indicate the extent to which stakeholder participate in the project review phase of secondary school projects in Mandera County? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
23.	Indicate the extent to which stakeholders participate in project appraisal?					
24.	To what extent do stakeholders participate in report generation?					
25.	To what extent do stakeholders participate in the review of achievements against set objectives?					
26.	To what extent do stakeholders check on project costs deviation?					

27.	To what extent do stakeholders participate in the Identification of corrective actions to address issues and risks properly?					
28.	To what extent do stakeholders participate in the development and implementation of a monitoring and evaluation system?					

F: Project success

29. Did the projects undertaken in in the last five years in in your school meet their objectives?

Yes []

No []

Partially []

To what extent does stakeholder participation influence successful completion of secondary school projects? (Where 1-Not at all, 2-Minimal Extent, 3-Moderate Extent, 4 –Great Extent and 5 -Very Great Extent)

		1	2	3	4	5
30.	To what extent are the stakeholders satisfied with the outcome of the project					
31.	To what extent are projects delivered within budget					
32.	To what extent are the resources from the project utilized within the school					

33. Suggestions to improve successful completion of secondary school projects in Mandera county

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THANK YOU

Appendix IV: Key Informants Interview Guide

Education Officers and Contractors

Kindly respond to the questions below as precisely and truthfully as possible. Any information provided will be held with strict confidentiality and anonymity for academic purposes only.

1. What is the extent of stakeholder participation in the initiation phase of project lifecycle?
2. What is the extent of stakeholder participation in the planning phase of project lifecycle?
3. What is the extent of stakeholder participation in the implementation phase of project lifecycle?
4. What is the extent of stakeholder participation in the review phase of project lifecycle?
5. To what extent does stakeholder participation affect successful completion of secondary school projects?
6. What is the project completion rate of education projects in the county?
7. In what phases of the project would you recommend stakeholder participation?
Why?
8. What are the challenges of stakeholder participation in the project lifecycle?
9. What suggestions would you make to improve successful completion of secondary school projects in Mandera county?

Appendix IV: Work Plan

Description	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016
Identification of the topic of research											
Research towards the development of the proposal											
Preparation of summary and defence of the proposal											
Making amendments as suggested by the defence panel											
Collection of Data											
Analysis of Data											
Writing of the report											
Submission of research report											

Appendix V: Research Budget

Item	No	Units	Rate	Total Amount
1. Research, development and defence of Research proposal				
Photocopy and printing	1	Sum	4,000	4,000
Cost of internet and public libraries	1	Sum	5,000	5,000
Preliminary binding of the documents	5	Copies	50	250
2. Collection and analysis of data for the research project				
Two research assistants – to assist in data collection	10	Days	400/= each per day	8,000
Transportation cost for the two research assistants during data collection	10	Days	200/= each per day	4,000
Mobile credit units	1	Sum	2,000	2,000
Photocopy and printing	1	Sum	5,000	5,000
3. Development of the report, defence of the report and amendments to the report as recommended by the defence committee				
Transport	5	Days	500	2,500
Photocopy, printing and final binding	1	Sum	10,000	10,000
Total				40,750

Appendix VI: Regression Analysis


Model		Unstandardized	Coefficients	Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.193	.289		-4.243	.000
	Stakeholder participation in planning	.582	.017	.960	35.365	.000
2	(Constant)	-1.193	.289		-4.243	.000
	Stakeholder participation in planning	.574	.017	.960	35.365	.000
3	(Constant)	-1.229	.283		-4.313	.000
	Stakeholder participation in planning	.569	.017	.952	35.917	.000
4	(Constant)	-0.694	.438		-4.524	.000
	Stakeholder participation in planning	.547	.024	.960	19.965	.000

Appendix VII: Suggestions

Suggestions N = 183	Frequency	Percent
Mechanisms should be put in place to ensure increased stakeholder participation in the different phases of secondary school projects in Mandera County	150	81.97
Structures should be put in place that ensure high levels of stakeholder participation in the accounting of project resources	166	90.71
Funding for secondary school projects in Mandera county should be adequate to ensure project completion	173	94.54
Mechanisms should be put in place to evaluate stakeholder capabilities of participating stakeholder	89	48.63
Project managers should improve extent of project participation as participation in the project improves project support	132	72.13
Extent of stakeholder participation should be improved in resource allocation and accounting to ensure appropriate use of funds	73	39.89
Project managers should ensure high levels of stakeholder participation in the identification of solutions to stakeholder concerns and grievances	57	31.15
Re-evaluate time allocated for project delivery	112	61.20

Appendix VIII: Anti-plagiarism

SR033



EDU 999 THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE


This certificate is awarded to

MUHIDIN ABDIKADIR HUSSEIN

SHRD/PGP/200/13

In recognition for passing the University's plagiarism
Awareness test with a similarity index of 04% and
Striving to maintain academic integrity

Awarded by:



Prof. John Changach, CERM-ESA Project Leader

25th /01/2022

Appendix IX: Research Permit

THIS IS TO CERTIFY THAT:
MR. MUHIDIN ABDIKADIR HUSSEIN
of MOI UNIVERSITY, 78239-307
NAIROBI, has been permitted to conduct
research in Mandera County

on the topic: THE INFLUENCE OF
STAKEHOLDERS PARTICIPATION ON
SUCCESSFUL IMPLEMENTATION OF
EDUCATION BASED PROJECTS IN
MANDERA COUNTY.

for the period ending:
6th July, 2018

Permit No : NACOSTI/P/17/25598/18037
Date Of issue : 7th July, 2017
Fee Received :Ksh 1000



[Signature]
Applicant's Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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