INFLUENCE OF PROJECT MANAGEMENT PRACTICES ON IMPLEMENTATION OF DONOR FUNDED EDUCATION PROJECTS IN KAJIADO COUNTY, KENYA

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DECLARATION

I hereby declare that the work contained in this research project report is my original work and has not been presented in any other university for a degree.

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This research project report is presented for examination with my approval as university supervisor.

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DEDICATION

This research project is dedicated to my wife Evah Karimi and my daughter Natalie Nkatha who have stood with me and gave me ideas during the period carrying out the research. My father, Murungi Charles and my mother Agnes Murungi who have been very pivotal in encouraging me towards pursuing Masters of Arts in Project Planning and Management.

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ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organization
CPM	Critical Path Method
DfID	Department for International Development
ECDE	Early Childhood Development and Education
FBO	Faith Based Organization
HR	Human Resource
ILO	International Labour Organization
M&E	Monitoring and Evaluation
NACOSTI	National Council for Science and Technology
NGO	Non-Governmental Organization
PERT	Project Evaluation and Review Technique
PM	Project Management
PMP	Project Management Practices
PMS	Project Management System
PMTT	Project Management Tools and Techniques
SIDA	Swedish International Development Cooperation Agency
TQM	Total Quality Management
UN DESA	United Nations Department of Economic and Social Affairs
UN	United Nations
UNDP	United Nations Development Program
UNFPA	United Nations
UNICEF	United Nations Children's Fund

ABSTRACT

Donor funded projects are of great interests to the government, civil society organizations and the beneficiaries. Among other projects, education based projects are among the highly funded projects by both the government and donors. Major management gaps exist in effective implementation of such projects. This study therefore sought to investigate the extent to which project management practices influence implementation of donor funded education projects in Kajiado County. The study sought to establish the role of strategic planning, monitoring and evaluation, use of technology, and stakeholder participation and how they influence implementation of donor funded education projects in Kajiado County. The researcher surveyed 55 organizations that implement donor funded education projects. The respondents were purposively selected from the levels of Executive Directors, Project Managers and Program Officers who are the main custodians of information of their organizations. The researcher used a questionnaire to collect primary data from the population and secondary data was collected from the Government reports and other related studies. The questionnaire was piloted first to determine instrument reliability and self-administered. The questionnaire consisted both closed and open ended questions. After collection, the data was edited, coded and classified; the data was analyzed using descriptive statistics and some level of inferential statistics which helped interpret the correlation of the IV to the DV. The information collected was handled with utmost confidentiality. From multiple regression ($Y= 1.147+ 0.752X_1+ 0.487X_2+ 0.545X_3+ 0.439X_4$), it was inferred that strategic planning contributes most to the implementation of donor funded education projects followed by M&E, use of technology and then stakeholder participation. The study concluded that strategic planning ensures the project team and other stakeholders work toward common goals, establishes agreement around intended outcomes/results. Most organizations follow monitoring plan in most cases and that they provided feedback to the beneficiaries after M&E. The most common ICT equipments and infrastructure used in managing projects was computers. The study concluded that the key stakeholders in the project are teachers and that stakeholders are involved in project implementation during brainstorming on project ideas. The study recommends sensitization of the community to understand the need for project planning, monitoring and implementation at all levels and that M&E should be undertaken in entire project management cycle. Organizations invest more to enhance use of technology while ensuring adequate training to all personnel which will significantly contribute to the implementation of the donor funded education projects.

CHAPTER ONE
INTRODUCTION

1.1. Background to the Study

In 2000, the United Nations presented the Millennium Development Goals (MDGs) to the world's leaders in a collective effort to promote poverty reducing initiatives including universal education. The goal of providing basic social programs such as education has been stressed in human rights initiatives and global development projects since 1948 and has been the focus in Kenya's national development programs since its independence. Aid to education in Kenya remained modest relative to the government's education expenditure, but it has nevertheless played an influential role at particular times. Between 1970 and 1995 the main foreign donors to education were UNICEF, UNESCO and the World Bank, each of which placed a growing emphasis on the importance of basic education (Achola & Pillai, 2000). Initially, the Government of Kenya was slow to respond to this interest, since it focused on Harambee secondary schools and Institutes of Technology in an attempt to fill skill-gaps (Abagi & Olweya, 1999). The apparent commitment to basic education evident in the FPE programme of 1973 can actually be seen as little more than cosmetic, since little was done by the government to replace the fee revenues lost by the schools, and the initiative was not significantly supported by external assistance. During the 1980s, the priorities of international agencies were focused mainly on supporting policies of economic adjustment to cut the government's budget deficit. Public expenditure on education had risen rapidly since independence, and the economic problems of the 1980s led, at the behest of the World Bank, to a return to cost-sharing and self-help schemes which depended on communities and parents covering the costs of school buildings, teaching materials and tuition fees.

The increase in private costs resulted in a sharp decline in enrolment between 1989 and 1990 and contributed to the further decline of enrolment ratios over the following decade. Aid to education more than doubled in real terms over the decade 1995/6 to 2004/5, by which date it accounted for about 5% of public spending on education in Kenya using rather different modalities from those of the previous decade.

Education is a key determinant of earnings and therefore an important exit route from poverty (ERS, 2003-2007). The Free Primary Education was informed by unaffordable direct costs of schooling which led to low enrollment rates, education was also hit by low levels of internal efficiency as evidenced by high dropout rate (5-6 per cent annually) and repetition rates (15-16per cent annually) at primary levels and low transition rates (Welfare, Monitoring and Evaluation Survey, 2007). The third challenge was the regional and gender disparities especially for the ASAL areas.

Kenya Vision 2030 was launched in 2008 to succeed Economic Recovery Strategy as the new long-term development blueprint for the country to create a globally competitive and prosperous nation with a high quality of life by 2030. The vision 2030 is informed by the eight internationally agreed Millennium Development Goals, among them goal three on universal primary education. Under the social pillar, the goal of education and training is to reduce illiteracy through increasing access to education, increasing transition rate, and increasing the quality and relevance of education. Kenya's Vision 2030 requires the involvement and partnership of Non-Governmental Organizations (NGOs) and other donors if Vision 2030 in the provisions of universal free education is to succeed. In December 2010, Ministry of Education audit reports revealed that Sh100 million (100 million Kenyan Shillings) from international education aid. The United States and the UK were two of the largest education donors along with the UN, in funding education sector in Kenya. The Kenyan Government has increased Education funding tremendously. According to the Treasury, during the FY 2012/13 the education sector was allocated KSh. 236B (21%) while in FY 2013/2014 allocated KSh. 273.7. in FY 2014/15 allocated it was allocated 294.6 billion (27.3%) and KSh. 335.7 B (15.7%) in the 2015/2016 financial year.

Other than the international initiatives, Kenya has developed a number of laws and policies that promote the education. The Constitution of Kenya, being the supreme law of the land, states that every person has the right to education. Further, it states that every child has the right to free and compulsory basic education. The Basic Education Act provides for the right to education for all. Some of polices include Gender Policy in Education (2007), Nomadic Education Policy

Framework, National Special Needs Policy Framework (2009), School Health Policy (2007) among others.

1.2. Statement of the Problem

According to the World Bank (2010), Donor funded projects are of great interests to the government, civil society organizations and the beneficiaries. Education projects are among the highly funded projects by both the government and donors. Faster economic growth, improved revenue generation, greater government commitment to education and increased aid levels have combined to increase real spending on education in low income countries by 7.2% a year, on average, since 1999 (Education for All Global Monitoring Report 2010).Major management gaps exist in effective implementation of such projects. This study therefore seeks to establish the extent to which project management practices influence implementation of donor funded education projects in Kajiado County. The study will establish the role of strategic planning, monitoring and evaluation, use of technology and stakeholder participation on how they influence implementation of donor funded education projects in Kajiado County. There have been concerns about the gaps that exist in donor funded projects from the donors and the beneficiaries in relation to project management practices that contribute to overall project success.

1.3. Purpose of the Study

The study sought to investigate the extent to which project management practices influence implementation of donor funded education projects in Kajiado County.

1.4. Objectives of the Study

The following were the objectives that guided the study;

1. To determine the influence of strategic planning on the implementation of donor funded Education projects in Kajiado County
2. To explore the influence of monitoring and evaluation on the implementation of donor funded Education projects in Kajiado County
3. To establish how of use of technology influence the implementation of donor funded Education projects in Kajiado County

4. To evaluate the influence of stakeholder participation in the implementation of donor funded Education projects in Kajiado County

1.5. Research Questions

The following questions guided the research;

1. How does strategic planning influence the implementation donor of funded Education projects in Kajiado County?
2. How does monitoring and evaluation influence the implementation of donor funded Education projects in Kajiado County?
3. How does the use of technology influence the implementation of donor funded Education projects in Kajiado County?
4. How significantly does stakeholder participation influences the implementation of donor funded Education projects in Kajiado County?

1.6. Significance of the Study

The study may contribute to the existing knowledge in project management and to increasing performance standards amongst the project management professionals and the entire industry. It will help improve the management of donor funded projects in the non-governmental, governmental funded education projects. It might also provide information to the policy makers and planners in both governmental and non-governmental organizations on areas of focus and avoid duplication of interventions of related services. The study on a number of project management practices may provide a platform for more research in order to establish more of them and how they influence the implementation of such projects within and/or without the scope of study. This study can be used for the future and references.

1.7. Delimitation of the Study

The study was limited to donor funded education projects in Kajiado County. The research was carried out for seven months (February-August 2015). Only the four variables were focused on: strategic planning, monitoring and evaluation, use of technology, and stakeholder participation and how they influence implementation of donor funded education projects. This was limited due to time and financial constraints. Other variables that were important to study are; risk

management, time management, human resource management, and accountability among others. The population used was highly representative and reflected donor funded education projects at national level.

1.8. Limitations of the Study

The researcher used descriptive survey where respondents felt they were providing sensitive and critical information which ought to have exposed their organization's weaknesses. The respondents were assured of handling of information with utmost confidentiality. The research period was considerably short but this was addressed by allocation of more time to fill in the questionnaires.

1.9. Assumptions of the Study

The researcher made assumptions that the data collection instrument had validity and measured the desired constructs; the respondents answered questions correctly and truthfully. The respondents too are assumed to be the custodians of information in various organizations they represent.

1.10. Definitions of Significant Terms

Donor Funded Education Projects: These are projects that receive funding from aid agencies to support education based projects for ECDE, Primary and Secondary Education.

Evaluation Assessment, as systematic and objective as possible, of an ongoing or completed Education related project its design, implementation and results.

Feedback Sharing monitoring results with the stakeholders and they provide their inputs or suggestions to improve performance of the project

Monitoring Routine collection and analysis of information to track progress against set plans and check compliance to established standards.

Project management	Application of knowledge, skills, tools, and techniques to project activities in order to meet or exceed donor needs and community's expectations from a project
Strategic Planning	The condition where the goals of the project's organization are clear and understood by the project team as well as by the other departments in the organization and the formulation and implementation of decisions about an organization's future direction
Technology	Is the collection of techniques, methods, skills, tools, processes and resources used in the management of a project in order to solve problems, fulfill needs which are geared towards accomplishing the objectives of a project.

1.11. Organization of the Study

This study is divided into five chapters. Each chapter has sections which provide details as required for a standard academic research. Chapter one gives the background of the study, statement of the problem, purpose of the study, research objectives and research questions and the significance of the study. Additionally, Chapter one explained the delimitation and limitation of the study and assumptions of the study.

Chapter two provides the literature review of the study. It accounts for the previous research and what has been found out in the area of study. This chapter mainly focuses on the project management practices and the relationship to the implementation of donor funded education projects. The relationship captures the global perspective to regional and then to domestic level. The other items under this chapter are the theoretical and conceptual frameworks. Chapter three gives details on the research design used; target population; methods of data collection and validity and reliability of data collection instruments. Chapter four provides details of data analysis, presentation and interpretation of the findings. Chapter five lists the summary of findings, discussions, conclusions and recommendations. Further, it provided recommendations for further studies.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

Chapter two provides the literature review of the study. It accounts for the previous research and what has been found out in the area of study. This chapter mainly focuses on the project management practices and the relationship to the implementation of donor funded education projects. The relationship captures the global perspective to regional and then to domestic level. The literature review captures the influence of: strategic planning, monitoring and evaluation, use of technology and stakeholder participation on how they influence implementation of donor funded education projects. The project management practices will be discussed under the four themes. The models discussed above of project management practices have been borrowed to inform the four project management practices discussed in this chapter. The other items under this chapter are the theoretical and conceptual frameworks.

2.2. The concept of Project Management Practices

According to Barriere (2003) project management practices have become a universal tool for optimal performance for any organization that seeks professionalism. Ibbs (2002) Identified professional project management practices as the skills and science of planning, designing, and managing activities throughout the project lifecycle processes. Professional project management concept has been found to be in practice before the Second World War. Its emergence can be traced back to the early fifties, when it was implemented on a large scale project (Peters 1981).

The current state of project management practices in developing African countries remain very critical due to the advancement of technology, the increasing complexity of projects and the scarcity of human capital (Crawford *et al.,* 2006). According to Birkhead, *et al.,* (2000) there have been urgent needs for the development of project management practices in developing countries due to the changing nature and emergence of new technologies and the relaxation of trade regulations, which have resulted in a highly competitive marketplace.

The success of a project would normally be measured by the extent to which the predetermined targets set by the Client are attained, additionally whether it achieves the function intended to meet adequately and if it solves an identified problem within the stipulated time, cost and quality

standards(Kerzner, 2013). To meet the purpose, effective project planning control will be required through the application of project management systems (Muchungu, 2012).

Effective performance of the PM is a critical factor towards understanding and improving the related managerial practices required (Goodwin, 1993). Developing countries are therefore called to draw lessons from the developed countries to ensure that project management practice concepts are employed to the latter. Ofori (2007) argues that developing measures for effective adaptation of these concepts, an approach that needs to be done includes; being vigilance in identifying new advancements, use of the new concepts or procedures to suit the conditions of different countries and monitoring of the outcomes using the measures mentioned. On the other hand, Loo, (2002) identified the following areas for improvement in project management practices for developing countries namely: technical areas, improve scope management, improve budget management, implement standard project management practices, integrate project control measure, organizational learning, project reviews and audits, effective resource planning, training for managers and staff, empower teams and effective planning.

Kezner (2002) notes that implementation is the fourth phase of project management cycle, which integrates the project's product or services into the existing organization. The most widely employed approach to project success is the satisfaction of the golden triangle of cost, time and scope. However, several authors (De Wilt, 1998; Shenhar et al, 1997; Pinto & Slevin 1988) suggest that there could be diverse criteria for the project success. Figure 1 depicts the project success criteria perceived by (Pinto & Slevin, 1988).

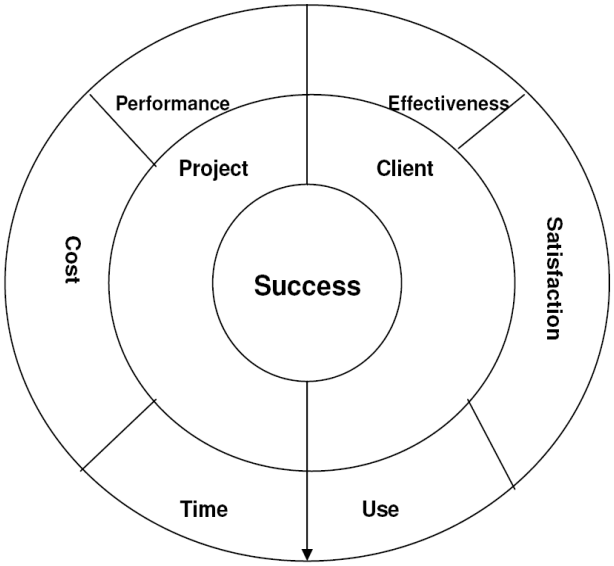

Figure 1: Model of Project Success Criteria by Pinto & Slevin (1988)

To further explain the concept of project management practices, some of the critical success factors that have been listed by different authors and project management specialists. Baker, Murphy (1974) & Fisher (1988) identified the following critical factors for project success:- Goal commitment of project team; accurate initial cost; adequate project team capability; adequate funding to completion; adequate planning and control technique; minimal start-up difficulties; task (vs. social) orientation; absence of bureaucracy; on-site project manager and clearly established success criteria. On the other hand, Pinto & Slevin (1988) listed the following as the success factors to project success: - Project mission; top management support; project schedule; client consultation; personnel recruitment; technical tasks; client acceptance; monitoring and evaluation; communication and troubleshooting.

Lechler (1998) had a different opinion and argues that appropriate technology has been selected for the project, Communication channels were defined before the start of the project, All proceeding methods and tools were used to support the project well and the project leader with necessary authority are the factors that determine the success of projects. Crawford (2001) asserts that project definition, technical performance, monitoring and control, organizational support administration, team selection, communication and leadership, team development, task oriented decision making and problem solving, strategic direction and stakeholder management

are key. Cooke-Davies (2002) projects that there are three of them namely: - project scope management performance management and project risk management.

Table 2:1: ***Development of Success Factors over time (Mengesha, 2004)***

Source	Critical Success Factors
(Ruben & Seeling, 1967); Empirical	Technical performance as a measure of success. Project manager's experience has minimal impact but the size of previously managed project does affect the manager's performance
(Sayles & Chandler, 1971)	Project manager's competence; Scheduling; Control systems and responsibilities; Monitoring and feedback; and Continuous involvement in the project
(Martin, 1976)	Clear goals; Selection of project organizational philosophy; General management support; Organize and delegate authority; and Selection of project team.
(Baker, Murphy & fisher,1983); Empirical	Clear goals; Goal commitment of project team; On-site project manager; Adequate funding to completion; Adequate project team capability; Accurate initial cost estimates; Minimum start-up difficulties; Planning and control techniques; Task -social orientation; and Absence of bureaucracy.
(Cleland and King, 1983)	Project summary; Operational concept; Top management support; Financial support; Logistic requirements; Facility support; Market intelligence; Project schedule; Executive development and training; Manpower and organization; Acquisition; Information and communication channels; and Project review.
(Morris & Hughes,1987); empirical	Project objectives; Technical innovation uncertainty; Politics; Community Implementation problems.
(Pinto & Slevin, 1987)	Project objectives, Top management support, project planning, communication with client, human relations, technical tasks, client acceptance, project control, communication and problem handling
(Tukel& Rom, 1995); Empirical	Top management support; Client consultation; Preliminary estimates; Availability of resources and Project managers' performance.
(Walid& Oya,1996); Empirical	Factors related to the project; the project manager and the team members; the organization; and the external environment.
(Pinto & Kharbanda, 1995)	Mission at the forefront; Early & Continual Client Consultation; Technology; Scheduling system; Project team; Top Management Support and Continual 'What if?' Approach.

Loo (2002) conducted a study of internal best practices with a sample of project managers from 34 Canadian organizations that are project-driven. He found an almost even split in top-rated internal best practices between technical and people practices. The technical best practices were:

having an integrated Project Management System (PMS); effective scope management of projects; effective project planning, scheduling, and controlling; and effective contract management. The people best practices were: having high-caliber project teams; having stakeholder participation; effective communication within teams and externally; and customer satisfaction. Striving for best practices also takes the Total Quality Management (TQM) approach to management where one is involved in benchmarking and continuous improvement (Jawaharnesan & Price, 1997; Orwig & Brennan, 2000; Stamatis, 1994).

2.3. Strategic planning and implementation of donor funded education projects

As organizations have recognized the criticality of projects to their success, project management has become a focal point of improvement efforts. More and more organizations have embraced project management as a key strategy for remaining competitive in today's highly competitive business environment Nenni et.al (2014). Project management centers of excellence for instance project management offices, training programs, and organization change programs to improve project management practices are increasingly common parts of strategic plans to improve organizational effectiveness.

Some organizations are just getting started with project management. Others have reached a level of maturity whereby project management has become a way of life. In the leading organizations, project management is aligned with and integrated into the company's business goals and objectives. No longer is the sole responsibility of the project manager, top management taking more responsibility for driving the company's project management strategies, Kerzner (2001).

Balance Scorecard Institute defines strategic planning as "an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. This process is vital to every organization's survival because it is the process by which the organization adapts to its ever-changing environment, and the process is applicable to all management levels and all types of organizations. On the other hand, strategic planning for project management put into consideration best practices in an

organizational culture must exist, that values and nurtures best practice (Cooper, 1998; Kerzner, 1998). The existence of such competencies may be seen as a set of knowledge, skills, and abilities; competencies; a task or activity competency; an output competency; and a result competency (McLagan, 1997; Mirabile, 1997).

Kerzner (2002) notes that one primary advantage of developing an implementation methodology is that it there is consistency in an organization. Integration of the project management implementation process increases with increasing interconnected organizational units. Strategic project planning communicates overall goals to all management levels within the organization. This provides for feedback from top to bottom, bottom to top, and from one functional unit to another and thus helps reduce resistance to change. The strategic project planning process gives all levels an opportunity to participate, thus reducing the fear of the unknown and possibly eliminating resistance (Caruth, Middlebrook, & Rachel, 1985). Strategic planning for excellence in project management needs to consider all aspects of the organization: from the working relationships among employees and managers and between staff and management, to the roles of the various players for example the role of the executive project sponsors, to the organization's structure and culture. Other aspects of project management must also be planned. Strategic planning is vital for every organization's survival. Effective strategic planning can mean the difference between long-term success and failure.

2.4. Monitoring and evaluation and implementation of donor funded education projects

According to Pinto & Slevin (1987), monitoring and feedback are the project control processes whereby at each stage of the project implementation, the project team receive feedback on how the project is comparing to initial projections. Monitoring also involves feedback about the progress of the project to the donors, implementers and beneficiaries of the project. "The resulting information is used for decision making for improving project performance" (Bartle, 2007). Allowing for sufficient monitoring and feedback mechanisms gives the project manager the capacity to predict challenges, oversee counteractive actions and to ensure that no weaknesses are overlooked.

Providing for monitoring and feedback is important to reinforce effective actions and trigger corrective actions. Post project reviews (Busby, 1999) and post mortems (Jawaharnesan & Price, 1997), and project audits and evaluations (Anbari, 1985; Cleland, 1985; Loo, 1985) are very helpful ways of identifying the challenges in project management and making recommendations. Ideally, once this is done, it should arouse organizational learning (Busby, 1999; Kotnour, 2000) for similar mistakes not to be repeated. Such best practices identified through this way are transferred throughout the organization. An ongoing project monitoring and periodic project reviews provide incessant opportunities for early detection and rectification of problems for project success. Organizational culture is important in making improvements at the project and organizational levels, but it must allow for change rather than resistive. The management must be apt in managing such change and work to ensure they are well put in place into the organizational culture (Loo, 2002).

According to research carried out by Darren & Pinter (2004) on National Strategies for Sustainable Development, it was evident that in most public or private organizations rarely do formal mechanisms exists in which organizations spared on a continuous basis to sit back, critically analyze the key lessons from monitoring reports and map the necessary measures to adapt to the lesson learned. In most instances, organizational learning and adaptation occurs in an ad hoc manner.

The OECD-DAC Guidelines for Sustainable Development Strategies suggest that monitoring and evaluation "*be based on clear indicators and built into strategies to steer processes, track progress, distill and capture lessons, and signal when a change of direction is necessary."* Further, the UN DESA guidelines call for *"integrated mechanisms for assessment, follow up, evaluation and feedback."*

A monitoring and evaluation framework on how success of the projects should be measured forms part of the project proposal due to demand to demonstrate results and accountability requirements on projects performance (IIRR, 2012). Use of Participatory methods in monitoring and evaluation provides an active involvement in decision-making for those project stakeholders and generates a sense of ownership in the M&E results and recommendations (World Bank,

2004). In order to improve on community and donor accountability, there is need for good feedback about successes and challenges which should communicated regularly to stakeholders, including community members, local government and donors. Morel & Hagens, (2012) asserts that monitoring needs to be guided by a genuine commitment to reflect and to establish whether things are going as planned or intended. Commitment to monitoring requires discourse as a way in which the organization understands how it is progressing towards meeting its goals and objectives. Therefore M&E should adopt questioning which should be fundamental to the orientation, culture and practice of the organization.

Monitoring and evaluation can be used for accountability purposes (Moynihan, 2005). It can be used to indicate project compliance with required parameters and demonstrate to funding agencies, donors, or the public that resources have been used appropriately.

2.5. Technology and implementation of donor funded education projects

According to Murphy & Ledwith (2006), today's competitive environment of project management is critical since project management seeks to deal successfully with increasing challenges of project complexity, customer requirements and risks, etc. Munns & Bjeirmi (1996) states that successful implementation of project management may increase the chances of project success. Project management practice is a strategic asset to organizations and should be building though integrating PM tools and techniques into practice (Besner & Hobbs, 2006). In order to execute a project successfully, the project manager or the project management team should be supported by a set of tools. These tools can be purposely designed tools for project management work which makes the project managers easily work and helps achieve standardized work.

According to a study conducted by Robina et.al (2014) on determining and evaluating the reasons for limited use of PMTT, is the inability of PMTT to match with the requirements of those projects. He further noted that among the PMTT used across project phases, few of them contribute to project success. He argues further that PMTT contribute to project success provided they contribute measures of success across different project phases. The use of PMTT can be counterproductive if applied on phases where they contribute negatively to success

measures. Use of PMTT is limited in projects due to lack of comprehensive knowledge about impact of their usage. PMTT are mostly adopted based on popularity or perceived importance by organizations. Sometimes formal and structured procedures in organizations provide guideline to project managers and influence their selection of PMTT. A project manager cannot execute his/her job without a proper set of tools. These tools do not have to be renowned software or something, but it can be simple and proven techniques to manage project work. Limited research and knowledge is a barrier to use of PMTT by managers to use them effectively in projects.

2.5.1. Project Management Software

Kerzner (2013) argues that in most organizations nowadays, the project managers use Project Management Software. With the advancement of computer technology, there has been a number of software tools specifically developed for project management purpose. MS Project can be used as a standalone tool for tracking project progress or it can be used for tracking complex projects distributed in many geographical areas and managed by a number of project managers. There are many other software packages for project management. Project management software products are categorized into three based on the type of functions and features they present.

Level I software are designed for single-project planning, and are simple, easy to use, and their outputs are easy to understand. They do not automatically reschedule the changes made. Level II software are made for single project management but as opposed to level I software, they provide semiautomatic project control. They help analyze the project, progress reports, and plan revisions, based on actual performance. Level III software supports multi-project planning, monitoring, and control by utilizing a common database and sophisticated cross-project monitoring and reporting software. Most software packages at levels II and III have the following extensive capabilities for project monitoring and control: network schemes, calendar dates, Gantt/ bar charts, flexible report generator, updating, cost control, scheduled dates and sorting among other capabilities (PMI,1986). The reasons advanced for limited use of PMTT according to Robina et.al (2014) tools such as ‘cost and benefit analysis’, ‘cause and effect analysis’ and ‘project re-planning’, and ‘risk management’ were found less value given by the organizations, high cost and lead time required for implementation and training of personnel on use of these tools and techniques.

In most of the literature, PMTT are discussed with considerable focus on construction projects and less knowledge available with respect to other sectors such as production sector, manufacturing, SME's, social impact projects etc. In light of research based on empirical evidences it has been determined that the use of PMTT is usually perceived for large projects by the practitioners (Academia Arena, 2014). Project management practices were widely used across common knowledge areas such as time, cost and scope but have limited use in areas of HR, Risk management, communication, quality, Control and procurement. Thus, there is no significant research available focusing on limited use of PMTT in a holistic manner. Limited research is also a reason of limited use of PMTT because of limited availability of knowledge. In order to implement a project successfully, there are areas where technology can be employed (Debbie & Ghaffari, 1998).

2.5.2. Cost management

The tools and techniques that can be used to achieve cost management include; cost estimating, cost accounting, project cash flow, company cash flow, direct labor costing, overhead rate costing, profit-sharing and contingency and allowance budgeting and earned value analysis or budgeted cost for work performed (BCWP) (cost control). To achieve quality, statistical process control needs to be done using some of the techniques. The Data figures provide a systematic method for collecting and displaying data. In most cases, data tables are forms designed for the purpose of collecting specific data. Others include pareto analysis; cause and effect analysis (fishbone diagram) uses diagramming techniques to identify the relationship between an effect and its causes; trend analysis: this helps in forecasting by determining optimal operating conditions by providing an equation that describes the relationship between the dependent and independent variables; histograms. They offer a quick look at the data at a single point in time; they do not display variance or trends over time; scatter diagrams: they organize data using an independent variable and a dependent variable and data are then recorded on a simple graph with *X* and *Y* coordinates showing the relationship between the variables. The process control charts focuses on the prevention of defects, rather than their detection and rejection and in this case the cost of producing a quality product can be reduced significantly by the application of statistical process control charts.

2.5.3. Time/Scope management

According to Kerzner (2009), time/Scope can be managed using: PERT/CPM. PERT which is probabilistic in nature, based on a beta distribution for each activity time and a normal distribution for expected time duration and allows us to calculate the "risk" in completing a project. Additionally, the Gantt chart and Milestone Checklist for example Excel template can also be used.

2.6. Stakeholder participation and implementation of donor funded education projects

Stakeholders are individuals or groups that either directly or indirectly are affected by the performance of the organization. These individuals are not only affected by the organization's performance, but may even have a claim on its performance (Kerzner, 2001). Freeman (1984) gives a traditional definition of a stakeholder as any group or individual who can affect or is affected by the achievement of the organization's objectives. International projects involve international participation by the international multilateral, governmental or nongovernmental organizations through financing and technical assistance (Baranskaya, 2007). This characteristic makes them unique and therefore requires a different planning and implementation than national projects (Kwak, 2001). In a global context, the management and development of people inevitably leads to consideration of diversity and related challenges (Higgs, 1996). Bartlett & Gorshal (1989) highlighted the challenges facing organizations which are intending to work effectively across borders. The recipient countries lack the technical and management skills required to successfully implement and manage project (Mohammed and White, 2008). As a result, many of the financial institutions require them to seek foreign expertise to assist with project preparation and implementation (Kwak, 2002). The foreign expertise may not be familiar with resources, the socio-cultural background, and are accustomed to different approaches to project management practices (Duc & Martins, 2002). This induces conflict of interests, extra pressures on executives, and frustration, which restrains or obstructs project progress and often lead to lost opportunities, directing of development efforts at wrong groups, project cost overrun and schedule delays (Vonsild, 1996). Freeman (1984) suggests that managers must formulate and implement processes which satisfy all and stakeholders in a project.

Attention to stakeholders is important to satisfy those involved or affected that requirement for procedural justice; procedural rationality and legitimacy have been met (Eden and Ackermann 1998; Suchman 1995; Alexander 2000). Note that what is being said does not imply that all possible stakeholders should be satisfied, or involved, or otherwise wholly taken into account, only that the key stakeholders must be, and that the choice of which stakeholders are key is inherently political (Stone 1997), has ethical consequences (Lewis 1991 & Cooper 1998) and involves judgment (Vickers & Vickers 1998). Each progressive level of participation brings with it different benefits and costs. Deeper forms of participation imply increased initial costs. Charles, Antoine & Haarman (2006) argues that participation enhances competitive advantage of an organization. However, there are potential pay-offs for stakeholder participation. Lack of participation has many costs. The principal cost is the absence of stakeholder ownership and support that can lead to the low up-take of project services; reduced sustainability of benefits; poor maintenance and; limited cost recovery of projects. Lack of participation can lead to a sense of indifference, resentment, or deliberate obstruction on the part of intended beneficiaries. On the other hand, advancing stakeholder participation entails certain costs and risks. These include: Higher upfront costs in terms of time and resources; capacity, commitment or resources; danger of token participatory activities due to limited time lack of political will on the part of governments to allow wide participation because they fear loss of power or influence; difficulty in identifying genuinely representative development agencies; co-optation of the participation process by more powerful at the expense of the poor and disadvantaged; difficulty in reaching out to marginalized groups prioritizing of needs of poor and vulnerable groups; creation of unrealistic expectations; conflicts between stakeholder groups with different priorities/interests and weak capacity of beneficiary structures among other risks and costs (OESU, 2001).

According to Cavaye (2001), social and economic changes are transforming rural and regional communities. How communities deal with these changes depends not only on the delivery of services, the maintenance of infrastructure and economic development. It also relies on local people using assets in new ways, working cooperatively, improving networks, mobilizing existing skills, and putting innovative ideas into action. The outcomes are not only jobs, income and infrastructure but also strong functioning communities, better able to manage change.

Stakeholder participation in discussions about all what entails the program activities empowers them and also enhances inclusions. It brings the aspect of meaningful participation by different stakeholder groups (Donaldson, 2003). Stakeholder participation means empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives, Chambers (1997); Chitere (1994). It is through action, participation and contact that the community becomes more vital, more able to manage change with stronger networks, organizational ability, skills, leadership and passion. Lasting development within rural communities also relies on less tangible components of development, such as community ownership, local leadership, action, rethinking and motivation Cavaye (2001).

According to Hofisi (2013), rural communities mostly fail to sustain development in donor funded projects if they were not adequately empowered by the project and that donor funded projects can only be sustainable if they allow for participatory processes from identification to completion. It was observed that in as much as participatory projects were able to address the basic needs of the community through involvement of the community themselves, overambitious projects could sometimes be unsustainable. Therefore, the design of the projects should make sure that coordination of all the institutions involved in the project is manageable. He recommends that project design should clearly articulate exit strategies and ownership of project assets after projects come to an end. In addition, the communities need to be fully informed about the project's exit strategies. Tot (2013), argues that successful implementation of community projects demands equal effort and involvement of both the donor (project team) and the beneficiaries for ownership and sustainability.

2.7. Theoretical framework

The contingency theory of organizational structure presently provides a major framework for the study of organizational design (Donaldson, 1995a, 2001). It holds that the most effective organizational structural design is where the structure fits the contingencies. The contingency approach is considered a dominant, theoretical, rational, open system model at the structural level of analysis in organization theory (Scott, 1992). Organizations are unique; have contingency variables, and require different ways of managing. Contingency approach

challenged the classic process and models designed by management theorists such as Taylor and Fayol.

The Contingency Approach recognizes some of these macro-environmental factors, or contingencies, to be considered. Mintzberg (1979) identified 11 contingency variables, 4 dealing with the environment, stability, complexity, diversity and hostility. Other factors identified include: design of positions, design of superstructure, design of lateral linkages and design of decision-making system as structural design parameters. If management is flexible, then management can respond to each of these factors and act accordingly.

The four variables chosen in this research are related to the contingency approach. Different organizations have different strategic plans based on their goal they intend to meet. Therefore, they will require different approaches to different levels of management to make the most out of the prevailing economic, cultural, political and social business environment. The ultimate goal would be to deliver projects that are within the clients' agreed cost, time and quality projects, which contribute to the overall aim of the organizational existence.

The use of technology varies across organization. Different organizations use different types and levels of technology in their day to day running of their functions. Therefore, it is understood that depending on the organization's operational needs, it is expected they will employ technology that fits into their needs and delivers what is expected of it.

In terms of monitoring and feedback, organizations use this depending on their setup. There are varied ways managers can monitor and also provide feedback either using the bottom-up or top-down feedback mechanisms. Monitoring and feedback can be automated in some organizations. Additionally, organizations use different monitoring and evaluation tools in different stages of a project life cycle.

Organizations have stakeholders depending on their setting and what they do. Key to an organization's success in its project initiatives is dependent on how well it manages the

relationships with key groups which may include customers, employees, suppliers, communities, donors/financiers, and others that can affect the realization of its purpose.

2.8. Conceptual framework

The conceptual framework in Figure 2 demonstrates the relationships that exist between the dependent and independent variables under investigation. The dependent variable is implementation of donor funded education projects whose main indicator is client acceptance, implementation of the project within budget/cost, scope, time and ensuring obligatory quality.

The independent variables that will be investigated to establish their level of influence on the dependent variable are: strategic planning, monitoring and evaluation, use of technology, and stakeholder participation and how they influence implementation of donor funded education projects. Also shown are the two moderating variables.

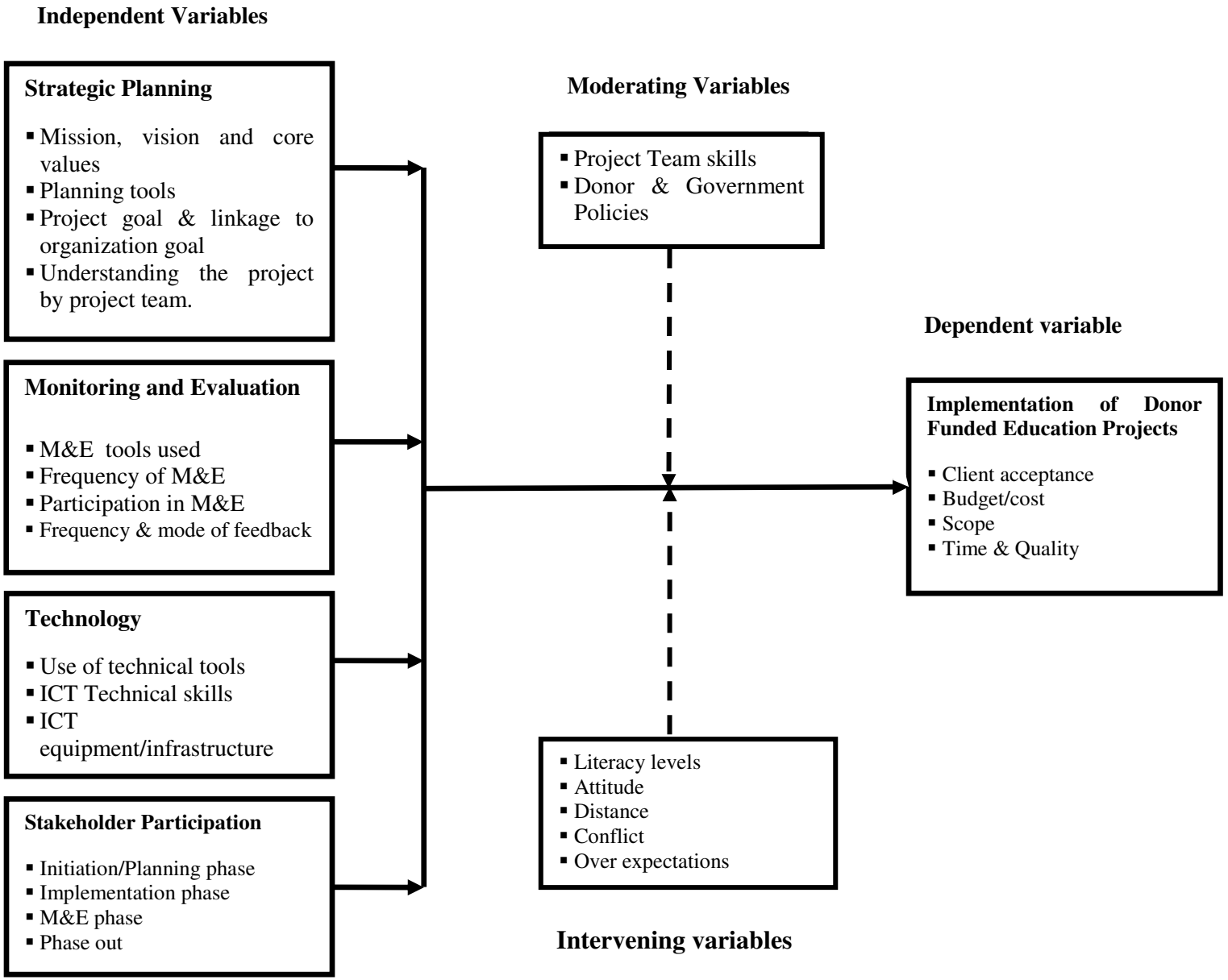

Figure 2: Conceptual Framework

2.9. Knowledge Gaps

A study carried out by Nyakundi (2013) on factors influencing implementation of monitoring and evaluation processes on donor funded projects indicates that staff technical skills, poor budget allocation and stakeholders' participation affects the implementation of monitoring and evaluation. The study was limited to how participation of stakeholders influences M&E and thus does not explain how it influences implementation and as such implementation is more critical than M&E from the researcher's point of view. This study will address how stakeholder participation influences the implementation of donor funded projects.

Tot (2013) concluded that the level of funding amount, timeliness and duration of the financial support, had great and direct influence on projects activities or rather the implementation of activities. The researcher will pick other factors that may influence the implementation of projects and describes the level of influence.

Ritakou (2014) concludes that donor funding has significant influence on development of education, health services, food security and capacity building of Pokot community in Pokot central, West Pokot County. The research was found not to substantially single out and exhaust one of the services to the community. This research will particularly focus on education and provide a deep insight of how the project management practices will influence project implementation.

From the reviewed literature, it is evident that much research has been carried out for government funded projects but not much attention to Non-Governmental agencies funding education based projects. Additionally, the studies available do not clearly indicate the processes the impact of, lack of or availability of strategic planning. Also, the studies in the literature review have limited information on the extent to which monitoring and evaluation impacts implementation of projects. Lastly, it is evident that few organizations fully understand the use of technology in management of the projects.

2.10. Summary of the reviewed literature

Providing for monitoring and feedback is important to reinforce effective actions and trigger corrective actions. Post project reviews (Busby, 1999) and post mortems (Jawaharnesan & Price, 1997), and project audits and evaluations (Anbari, 1985; Cleland, 1985; Loo, 1985) are very helpful ways of identifying the challenges in project management and making recommendations. Ideally, once this is done, it should arouse organizational learning (Busby, 1999; Kotnour, 2000) for similar mistakes not to be repeated In today's competitive environment of project management is critical since project management seeks to deal successfully with increasing challenges of project complexity, customer requirements and risks, etc. Successful implementation of project management may increase the chances of project success. Project management practice is a strategic asset to organizations and should be building though integrating PM tools and techniques into practice (Besner & Hobbs, 2006). In order to execute a project successfully, the project manager or the project management team should be supported by a set of tools that can be purposely designed tools for project management work which makes the project managers easily work and helps achieve standardized work.

Use of Participatory methods in monitoring and evaluation provides an active involvement in decision-making for those project stakeholders and generates a sense of ownership in the M&E results and recommendations (World Bank, 2004). In order to improve on community and donor accountability, there is need for good feedback about successes and challenges which should communicated regularly to stakeholders, including community members, local government and donors. Commitment to monitoring requires discourse as a way in which the organization understands how it is progressing towards meeting its goals and objectives. Therefore M&E should adopt questioning which should be fundamental to the orientation, culture and practice of the organization. Monitoring and evaluation can be used to indicate project compliance with required parameters and demonstrate to funding agencies, donors, or the public that resources have been used appropriately.

Stakeholder participation in discussions about all what entails the program activities empowers them and also enhances inclusions. It brings the aspect of meaningful participation by different

stakeholder groups (Donaldson, 2003). It is through action, participation and contact that the community becomes more vital, more able to manage change with stronger networks, organizational ability, skills, leadership and passion. Lasting development within rural communities also relies on less tangible components of development, such as community ownership, local leadership, action, rethinking and motivation Cavaye (2001).

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses the methodology under the following headings: Research Design; Target Population; Sample size and sampling procedures; data collection instruments; validity of the instruments; reliability of the instruments; data collection procedures; data analysis techniques; ethical considerations and operational definition of the variables.

3.2. Research Design

This study adopted descriptive survey to make assertions on how strategic planning, monitoring and evaluation, use of technology and stakeholder participation influence implementation of donor funded education projects. Descriptive survey research designs can be used in preliminary and exploratory studies to allow researchers to gather information and summarize, present and interpret data for the purpose of clarification (Orodho, 2003). According to Mugenda and Mugenda (1999) the purpose of descriptive research is to determine and report the way things are and it helps in establishing the current status of the population under study and are useful for describing, explaining or exploring the existing status of two or more variables.

3.3. Target Population

Researchers must choose their target population from which they wish to collect data, and a sampling strategy to select a sample from that population. Further, population as all people or items (unit of analysis) with the characteristics that one wishes to study. The unit of analysis may be a person, group, organization, country, object, or any other entity that you wish to draw scientific inferences about (Bhattacherjee, 2012). From Table 3.2, the population for this study was fifty five (55) respondents of fifty five organizations drawn from organizations that implement donor funded education projects within the county.

Table 3. 2: Target Population Data

Type of Organization	Population
Non-Governmental Organizations	18
Community Based Organizations	15
Faith Based Organizations	22

Total	55

(Source: Kajiado County Government)

3.4. Sample Size Selection and Sampling Procedure

This section shows how the sample size is determined and the procedure used for sampling.

3.4.1. Sample Size

This study adopted census method since the population is small. Table 3.3 shows the strata that will be used to guide the researcher in data collection.

Table 3.3: Population Strata

Organization	Education Category	No. of Respondents (Frequency)
Non-Governmental Organizations	ECDE	8
	Primary	6
	Secondary	4
Community Based Organizations	ECDE	5
	Primary	8
	Secondary	2
Faith Based Organizations	ECDE	3
	Primary	15
	Secondary	4
Total		**55**

3.4.2. Sampling Procedure

According to UNECE (2000), a census is a survey conducted on the full set of observation objects belonging to a given population. It is the complete enumeration for all units in the population with respect to well defined characteristics. According to Statistics Canada (2010), if the population is small, a census may be preferable because in order to produce estimates with small sampling error it may be necessary to sample a large fraction of the population. Kothari (2004) argues that when all items are covered, no element of chance is left and highest accuracy is obtained. The respondents were purposively selected from the levels of Executive Directors,

Project Managers and Program Officers who are the main custodians of information of their organizations.

3.5. Data Collection Instrument

Data was collected using a questionnaire. The instrument was developed to contain the items that are aligned towards achievement of objectives of the study. The questionnaire consisted of both closed and some open ended questions. Closed questions consisted of a fixed set of questions to be answered by the respondents in a specified sequence and with pre-designated response options. Open ended questions were not restrictive to the respondents. The questionnaire was divided into five sections. Section one requested the respondents to fill in background information about themselves and the organizations, whereas the remaining four sections consisted of variables which the researcher intended to research on.

The use of self-administered questionnaire, delivered via email, was chosen in order for the respondents to research and provide the respondent more time to collect facts, consult others and consider replies at length. Additionally, most of the respondents targeted as respondents were inaccessible most of the times and thus once available they were able to fill in the questionnaire.

The response rate was improved by preliminary notifications by telephone that a questionnaire was on the way to the respondent and request for response and regularly reminded the respondents. Additionally, the researcher opted to do telephone interviews and also where the self-administered questionnaire did not work, the researcher did personal interviews. The researcher also paid for the costs associated with the filling of the questionnaire such as printing. The researcher alternatively chose to deliver the questionnaire and also to collect the questionnaires once they were filled.

3.5.1. Pilot testing of the instruments

The researcher conducted pilot test to the questionnaire before distributing it to the whole sample. Pilot survey is the replica and rehearsal of the main survey and brings to the light the weaknesses (if any) of the questionnaires and also of the survey techniques (Kothari, 2004). Pilot testing was done by use of two colleagues who were conversant with research work and two

actual respondents to evaluate and refine the measuring instrument. This helped the researcher detect weaknesses in the instrument. The weaknesses noted were corrected.

3.5.2. Validity of the instrument

According to Mugenda & Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. Validity is the amount of systematic or built-in error in measurement (Norland, 1990). The researcher established the validity of the questionnaire through opinion of the research supervisor and a field test to measure the face and content validity. The following questions were addressed; is the questionnaire measuring what it intended to measure? Does it represent the content? Is it appropriate for the sample/population? Does the instrument look like a questionnaire? Is the questionnaire comprehensive enough to collect all the information needed to address the objectives of the study? After addressing the questions above, the researcher made changes, as appropriate, based on both a field test and supervisor's opinion, making the questionnaire is ready to pilot test.

3.5.3. Reliability of the instrument

Boit, Wangare, & Magero, (2009) states that reliability is concerned with consistency in the production of the results and refers to the requirement that, at least in principle, another researcher, or the same researcher on another occasion, can replicate the original piece of research and achieve comparable evidence or results, with similar or same study population. A measuring instrument is reliable if it provides consistent results (Kothari, 2006). The researcher used half split to test the reliability of the questionnaire.

Table 3.4: Summary of Reliability Results (Cronbach's Alpha)

Cronbach's Alpha	N	Cronbach's Alpha Based on Standardized Items	No of Items
.832	5	.100	4

Usually, the internal consistency of a measurement scale is assessed by using Cronbach's coefficient alpha (Cronbach 1951). Nunnally and Bernstein (1994) suggest that a measurement

scale having a Cronbach's coefficient above 0.70 is acceptable as an internally consistent scale so that further analysis can be possible. From the findings, the alpha value was higher above 0.7, implying that the study instruments yielded highly reliable and valid data for this research, thus measuring the relationship between the four independent variables (strategic planning, monitoring and evaluation, technology, and stakeholder participation) and the dependent variable (implementation of donor funded education projects).

3.6. Data collection procedures

The proposal was signed by the supervisor and a letter of authorization acquired from Department of Extra Mural Studies, University of Nairobi. The letter of authorization was used to apply for a research permit from NACOSTI. Both played introductory functions to the research exercise. Upon approval, the researcher gathered information from the organizations identified by sending the self-administered questionnaires to the respondents via email and others through hand delivery as situations may require. The deadline for submitting the filled questionnaire was also issued. Further, the questionnaires were collected from the respondents.

3.7. Data analysis techniques

The primary data collected was gathered and sorted for ease of manipulation and analysis. The data was then edited, coded and classified; the researcher tabulated the quantitative data for each research question and presented it in frequency and percentages. These data quality checks were done in order to eliminate errors. This process gave a comprehensive picture of how the data looks like and assisted the researcher in identifying patterns through constructing frequency and percent distribution in order to determine if scores are entered correctly, scores are high or low, how many are in each category and the spread of the scores. This was done using SPSS Version 17 since it helps spot data-entry errors or unusual data points and has a full set of statistical tests. The researcher analyzed data to get statistical measures for different variables for easy interpretations of the study. The analysis was pivotal in making valid inferences about the study.

3.8. Ethical considerations

The researcher ensured that the information collected was handled and treated with utmost confidentiality. The research questionnaire had the option of indicating or not indicating the identity of the respondent. The researcher explained the intention of carrying out the research before beginning the process of data collection and thus the participation in the study was

through voluntary and informed consent. All the respondents were treated with great respect and courtesy. The researcher informed the respondents that no compensation would accrue from participating in the study and further that the results of the study would be shared upon completion of the study.

3.9. Operational definition of variables

The table 3.5 lists the definition of variable as will be used in the research.

Table 3.5: Operational definition of variables

Objective	Variable (IV)	Indicator(s)	Measurement scale	Data Collection	Data Analysis
Influence of strategic planning on the implementation donor funded Education projects	Strategic planning	Mission, vision and core values; Planning tools (e.g. work plan, Log frame); Project goal & linkage to organization goal; Understanding the project by project team	Nominal/Ordinal Likert scale	Questionnaire	Descriptive statistics.
Influence of monitoring and evaluation on the implementation of donor funded Education projects	Monitoring and evaluation	Monitoring tools used; Frequency of M&E; Participation in M&E; Frequency & mode of feedback	Ordinal Nominal	Questionnaire	Descriptive statistics.
Use of use of technology influences the implementation of donor funded Education projects	Use of technology	Use of technical tools; ICT Technical skills and ; ICT equipment/infrastructure	Nominal/Ordinal	Questionnaire	Descriptive
Influence of stakeholder participation in the implementation of donor funded Education projects	Stakeholder participation	Initiation/Planning phase ; Implementation phase ; M&E phase and; Phase out	Nominal/Ordinal	Questionnaire	
Correlation of the research objectives					Inf.Statistics

CHAPTER FOUR
DATA ANALYSIS, PRESENTATIONS AND INTERPRETATIONS

4.1. Introduction

This chapter focuses on data analysis, presentations and interpretations based on the data collected from tool administered. It provides overview of background information and influence of project management practices on of implementation of donor funded education projects in Kajiado County. The sections are based on the four independent variables which include: the role of strategic planning, monitoring and evaluation, use of technology and stakeholder participation.

4.2. Questionnaire return rate

The researcher administered 55 questionnaires to the respondents in the three set of organizations targeted in the research namely Non-Governmental Organizations, the Community Based Organizations and the Faith Based Organizations. 43 of the questionnaires were returned, which was 78%.

Table 4.6: Questionnaire return rate

Organization(Respondents)	**No. Administered**	**No. Returned**	**Return Rate (%)**
Faith Based Organizations	18	14	25.45
Community Based Organizations	15	12	21.82
Non-Governmental Organizations	22	17	30.91
Cumulative	**55**	**43**	**78.18**

The response rate was representative and was adequately used to answer the research questions. According to Mugenda (2003) that a response rate above 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.3. Demographic characteristics of the respondents

The respondents' personal information included level of education, gender, age, position in the organization, the period of time the respondent has been undertaking project work.

4.3.1 Distribution of respondents by level of education

The respondents were requested to indicate their level of education. The findings on analysis of respondents level of education has been presented on table 4.7.

Table 4.7: Distribution of respondents by level of Education

	Frequency	**Percentage (%)**
Primary	0	0
Secondary	4	9
Diploma	7	16
University Degree	12	28
Post Graduate	20	47
Total	**43**	**100**

From the findings, majority (20) of the respondents had postgraduate degree, 12 had university degree, 7 had diploma while 4 had secondary certificate. This implies that respondents were knowledgeable with majority having postgraduate certificate and hence higher chances of getting reliable data.

4.3.2 Distribution of respondents by Gender

The respondents were requested to indicate their gender. Accordingly, the findings are as presented in the table 4.8.

Table 4.8: Distribution of respondents by Gender

	Frequency	**Percentage (%)**
Male	23	53.5
Female	20	46.5
Total	**43**	**100.0**

From the findings, majority (23) of the respondents ware males and 20 of the respondents were females. This implies that even though most of the responses emanated from males there was gender balance.

4.3.3 Distribution of respondents by Age

The study sought to establish the age of the respondents.

Table 4.9: Distribution of respondents by Age

	Frequency	**Percentage (%)**
20-30 years	3	7
31-40 years	7	16
41-50 years	9	21
46-55 years	11	26
55 years and above	13	30
Total	**43**	**100**

According to the findings, 13 of the respondents were 55 years and above, 11 were 46-55, 9 were 41-50 years, 7 were 31-40 years, and 3 respondents were 20-30 years old. This depicts that most of the respondents were over 55 years and thus could offer high quality information because of their experience.

4.3.4 Distribution of respondents by position in the organization

The respondents were asked to indicate their position in the organization and the findings are as shown in Table 4.10.

Table 4.10: Distribution of respondents by position in the organization

	Frequency	**Percentage (%)**
Executive Directors/CEOs	9	21
Project Managers	13	30
Programs Officers	21	49
Total	**43**	**100**

According to the findings, most of the respondents (49%) were Programs Officers, 30% were Project Managers and 21% were Executive Directors/CEOs. This information shows that most of the respondents had programmatic knowledge and therefore could be relied upon to present comprehensive information.

4.3.5 Distribution of respondents by duration of working in project work

The study also sought to establish how long respondents have worked in project work.

Table 4.11: Distribution of respondents by duration of working in project work

	Frequency
Less than a year	7
Between 1-2 years	6
Between 2-4 years	19
Over 4 years	11
Total	**43**

Based on the findings, 19 of the respondents have worked in project work for 2-4 years, 11 of the respondents have worked for in project work for over 4 years, 7 of the respondents have worked in project work for less than a year, while 6 of the respondents have worked in project work for 1 –2 years. This illustrates that the most of the respondents have worked in project work 2-4 years and therefore had accumulated substantial knowledge and skills of project management over time.

4.4. The influence of the project management practices

The study further applied general Linear Model to determine the predictive power on the influence of project management practices on implementation of donor funded education projects. This included regression analysis, the Model, Analysis of Variance and coefficient of determination. In addition, the researcher conducted a multiple regression analysis so as to test relationship among variables (independent) on the influence of project management practices on

implementation of donor funded education projects. The researcher applied the statistical package for social sciences (SPSS V 17.0) to code, enter and compute the measurements of the multiple regressions for the study.

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (implementation of donor funded education projects) that is explained by all the four independent variables (strategic planning, monitoring and evaluation, technology, and stakeholder participation). The results of regression analysis were interpreted based on the following; β = A measure of how strongly each independent variable influences the dependent variable. *t*= statistic is the *coefficient* divided by its *standard error* and ; *p* = determined by *t* statistic, is the probability of getting a result as extreme as the one you are getting in a collection of random data in which the variable have no effect.

4.4.1. Model Summary

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.919	0.845	0.789	0.6273

The four independent variables that were studied, explain only 84.5% of the project management practices on implementation of donor funded education projects as represented by the R^2. This therefore means that other factors not studied in this research contribute 15.5% of the project management practices on implementation of donor funded education projects. Therefore, further research should be conducted to investigate the other factors (15.5%) that affect implementation of donor funded education projects.

4.4.2. ANOVA Results

Table 4.13: ANOVA of the Regression

Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	2.534	50	1.267	9.475	.000[a]
	Residual	9.307	200	2.327		
	Total	**11.841**	**250**			

The significance value is 0.000 which is less than 0.05 thus the model is statistically significant in predicting how strategic planning, monitoring and evaluation, technology, and stakeholder participation affect the implementation of donor funded education projects. The F critical at 5% level of significance was 3.23. Since F calculated (value = 9.475) is greater than the F critical, this shows that the overall model was significant.

4.4.3. Coefficient of determination

Table 4.14: Coefficient of determination

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	1.147	0.2235		5.132	0.000
	Strategic planning	0.752	0.1032	0.1032	7.287	.000
	Monitoring and evaluation	0.487	0.3425	0.1425	3.418	.000
	Use of technology	0.545	0.2178	0.1178	4.626	.000
	Stakeholder participation	0.439	0.1937	0.0937	4.685	.000

Table 4.14 shows results of multiple regression analysis was conducted as to determine the extent to which project management practices influence implementation of donor funded education projects in Kajiado County. As per the SPSS generated table, regression equation;

($\mathbf{Y =} \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$) becomes:

($Y= 1.147+ 0.752X_1+ 0.487X_2+ 0.545X_3+ 0.439X_4$)

According to the regression equation established, taking all factors into account (strategic planning, monitoring and evaluation, technology, and stakeholder participation) constant at zero, implementation of donor funded education projects will be 1.147. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in strategic planning will lead to a 0.752 increase in implementation of donor funded education projects ; a unit increase in monitoring and evaluation will lead to a 0.487 increase in implementation of donor funded education projects , a unit increase in use of technology will lead to a 0.545 increase in implementation of donor funded education projects , while a unit increase in stakeholder participation will lead to a 0.439 increase in implementation of donor funded education projects .

This infers that strategic planning contributes most to the implementation of donor funded education projects. At 5% level of significance and 95% level of confidence, monitoring and evaluation, technology and stakeholder participation were all significant, in implementation of donor funded education projects.

4.5. Influence of strategic planning influence the implementation of projects

Strategic planning is vital to every organization's survival because it is the process by which the organization adapts to its ever-changing environment, and the process is applicable to all management levels and all types of organizations (Cooper, 1998; Kerzner, 1998).

4.4.1 Existence of strategic plan

The respondents were requested to state whether a strategic plan exists in their organization.

Table 4.15: Existence of strategic plan

	Frequency	**Percentage (%)**
Yes	30	69.8
No	13	30.2
Total	**43**	**100**

As illustrated in table 4.15, 30 of the respondents agreed that there was strategic plan at the organization while 13 of them stated they did not have a strategic plan at the organization. This depicts that for most of the organizations had a strategic plan.

4.4.2 Existence of mission statement, a vision and core values

The respondents were requested to state whether there is mission statement, a vision and core values at the organization. The findings are summarized in the table 4.16.

Table 4.16: Existence of mission statement, a vision and core values

	Frequency	**Percentage (%)**
Yes	43	100
No	0	0
Total	**43**	**100**

As illustrated in table 4.16, all the respondents agreed that there was mission statement, a vision and core values at the organization. This depicts that all the organizations had mission statement, a vision and core values.

4.4.3 Tools employed while planning

The respondents were requested to indicate the tools employed while planning for the organization. The findings are as tabulated in table 4.17.

Table 4.17: Tools employed while planning

	Frequency	**Percentage (%)**
Project plan	16	37.2
Log frame	3	7.0
Work plan	10	23.3
Project budget	14	32.6
Total	**43**	**100**

According to the findings in table 4.17 most (16) respondents revealed that they used project plan while planning for the project. This was followed by project budget with a frequency level of 14, work plan with a frequency level of 10, and log frame with a frequency level of 3. This implies that Project plan is the tool, which is majorly used while planning for the organization.

4.4.4 Respondents opinion on the influence of strategic planning

The respondents were asked to indicate the extent to which they agreed with statements on the influence of strategic planning on the implementation of donor funded Education projects in Kajiado County; The responses were placed on a five Likert scale; where 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree.

Table 4.18: Influence of strategic planning on the implementation of projects

Statements	Mean	Std
The project goal relates to the overall organizational goal	4.21	0.358
The project is well coordinated by the project team	4.01	0.328
The project is well understood by all the project team members	3.79	0.247

From the findings in table 4.18 the respondents strongly agreed that; the project goal relates to the overall organizational goal (mean=4.21), and that the project is well coordinated by the project team (mean=4.08). In addition, the respondents agreed that; the project is well understood by all the project team members (mean=3.79). This implies that the project goal relates to the overall organizational goal and it is well coordinated by the project team.

4.4.5 Importance of strategic planning for the organization

The respondents were requested to indicate how strategic planning for the organization is important to a project. The respondents indicated that strategic planning ensures employees and other stakeholders are working toward common goals, establishes agreement around intended outcomes/results, and assesses and adjust the organization's direction in response to a changing environment. The respondents further indicated that strategic planning for project management put into consideration best practices in an organizational culture must exist, that values and nurtures best practice.

4.6. Influence of Monitoring and Evaluation on the implementation of projects

Providing for monitoring and feedback is important to reinforce effective actions and trigger corrective actions. A monitoring and evaluation framework on how success of the projects should be measured forms part of the project proposal due to demand to demonstrate results and accountability requirements on projects performance. Monitoring and evaluation can be used for accountability purposes. It can be used to indicate project compliance with required parameters and demonstrate to funding agencies, donors, or the public that resources have been used appropriately.

4.6.1. Existence of a monitoring plan and monitoring tools

The respondents were asked to indicate whether the organization/ project have a monitoring plan and monitoring tools. The findings are as in table 4.19.

Table 4.19: Existence of a monitoring plan and monitoring tools

	Frequency	**Percentage (%)**
Yes	32	74.4
No	11	25.6
Total	**43**	**100**

From the findings, 32 of the respondents agreed that the organization/ project had a monitoring plan and monitoring tools while 11 of them were of the contrary opinion. This implies that majority of the organization/ project had a monitoring plan and monitoring tools.

4.6.2. Following of monitoring plan

The respondents were asked to indicate the frequency of following the monitoring plan. The findings are as tabulated.

Table 4.20: Existence of a monitoring plan and monitoring tools

	Frequency	Percent (%)
All the time	6	14
In most cases	23	53
Sometimes	10	23
Not at all	4	9
Total	**43**	**100**

The findings in table 4.20 indicate that (majority) 23 respondents indicated that in most cases they follow the monitoring plan, 10 sometimes, and 6 all the time while only 4 indicated that they don't follow the monitoring plan. This implies that majority of the respondents indicated that they followed the monitoring plan in most cases.

4.6.3. Monitoring of the project

The respondents were asked to indicate the person who monitors the project. The findings are as tabulated.

Table 4.21: Monitoring of the project

	Frequency	Percent (%)
External consultant	6	14
Project Manager	10	23
M&E Officer	27	63
Total	**43**	**100**

The findings in table 4.21 indicate that (majority) 27 respondents indicated that M&E Officer monitors the project, 10 indicated project Manager, while 6 indicated external consultant. This implies that majority of the respondents indicated that M&E Officer monitors the project.

4.6.4. Feedback to the beneficiaries after monitoring

The respondents were asked to indicate the frequency of following the monitoring plan. The findings are as tabulated.

Table 4.22: Feedback to the beneficiaries after monitoring

	Frequency	**Percentage (%)**
Yes	35	82
No	8	18
Total	**43**	**100**

The findings in table 4.22 indicate that (majority) 35 respondents indicated that they provided feedback to the beneficiaries after monitoring, while 8 indicated that they never provided feedback to the beneficiaries after monitoring. This implies that majority of the respondents provided feedback to the beneficiaries after monitoring.

4.6.5. Ways of giving feedback to the beneficiaries

The respondents were kindly asked to indicate how they give feedback to the beneficiaries. A summary of the findings is as presented.

Table 4.23: Ways of giving feedback to the beneficiaries

	Frequency	**Percentage (%)**
Meetings	6	14
Visiting them	10	23
Written reports	27	63
Total	**43**	**100**

As per the findings in table 4.22, 63% of the respondents indicated that they used written reports to give feedback to the beneficiaries, 23% visited the beneficiaries whereas 14% of the

respondents stated that they used meetings to give feedback to the beneficiaries. This implies that written reports were mostly used to give feedback to the beneficiaries.

4.6.6. Consideration of stakeholders' monitoring views

The respondents were asked to indicate whether they consider the views of the monitoring participants in their project implementation. The findings are as tabulated.

Table 4.24: Consideration of stakeholders' monitoring views

	Frequency	**Percent (%)**
All the time	9	20
In most cases	20	47
Sometimes	10	23
Not at all	4	9
Total	**43**	**100**

The findings in table 4.23 indicate that (majority) 20 respondents indicated that in most cases they consider the views of the monitoring participants in their project implementation, 10 sometimes, and 9 all the time while only 4 indicated that they don't consider the views of the monitoring participants in their project implementation. This implies that views of the monitoring participants are considered in project implementation.

4.7. Influence use of technology the implementation of projects

Successful implementation of project management may increase the chances of project success. Project management practice is a strategic asset to organizations and should be building though integrating PM tools and techniques into practice. In order to execute a project successfully, the project manager or the project management team should be supported by a set of tools. These tools can be purposely designed tools for project management work which makes the project managers easily work and helps achieve standardized work.

4.7.1. ICT equipments and infrastructure used in managing projects

The study requested the respondents to indicate the equipments and infrastructure used in managing projects in their organization. A summary of the findings is as tabulated.

Table 4.25: ICT equipments and infrastructure used in managing projects

	Frequency	Percent (%)
Computers	13	30
Tablets/iPads	10	23
Mobile phones	6	14
Fax	4	9
Internet	7	16
GPS tracker	3	7
Total	**43**	**100**

From the findings, the most common ICT equipments and infrastructure used in managing projects was computers with a frequency level of 13, followed by Tablets/iPads with a frequency level of 10, Internet with a frequency level of 7, mobile phones with a frequency level of 6, Fax with a frequency level of 4 and finally GPS tracker with a frequency level of 3. This depicts that the most common ICT equipments and infrastructure used in managing projects was computers.

4.7.2. Skills on use of ICT equipments and infrastructure for the project team

The study requested the respondents to indicate the equipments and infrastructure used in managing projects in their organization. A summary of the findings is as tabulated.

Table 4.26: Skills on use of ICT equipments and infrastructure for the project team

	Frequency	Percent (%)
All of them	6	14
Most of them	23	53
Some of them	12	28
None of them	2	5
Total	**43**	**100**

The findings in table 4.25 indicate that (majority) 23 respondents indicated that most of the project team members are conversant with use of ICT equipments and infrastructure while implementing the project, 12 indicated some of them, and 6 all of them while 2 indicated that none of the project team members are conversant with use of ICT equipments and infrastructure while implementing the project. This implies that most of the project team members are conversant with use of ICT equipments and infrastructure while implementing the project.

4.7.3. Importance of use of technology on implementation of projects

The respondents were requested to indicate how use of technology for the organization is important to a project. A summary of the findings is as tabulated.

Table 4.27: Importance of use of technology on implementation of projects

	Frequency	**Percentage (%)**
It saves time	13	30
It makes work easier	10	23
Information is easily presented and shared	9	21
Condenses data into manageable load	7	16
It is cost effective	4	9
Total	**43**	**100**

The findings in table 4.26 indicate that (majority) 13 respondents stated that use of technology for the organization saves time, 10 indicated it makes work easier, 9 indicated that information is easily presented and shared, 7 indicated that use of technology for the organization Condenses data into manageable load while 4 indicated that it is cost effective. This implies that use of technology for the organization saves time.

4.8. Influence of stakeholder participation the implementation of projects

Freeman (1984) suggests that managers must formulate and implement processes which satisfy all and stakeholders in a project. Attention to stakeholders is important to satisfy those involved

or affected that requirement for procedural justice; procedural rationality and legitimacy have been met.

4.8.1. Key stakeholders in the project

The respondents were requested to indicate the key stakeholders in the project. A summary of the findings is as tabulated.

Table 4.28: Key stakeholders in the project

	Frequency	**Percent (%)**
Teachers	16	37
Parents	9	21
Government Officials	8	19
Community Members	6	14
Donor	4	9
Total	**43**	**100**

The findings in table 4.27 indicate that (majority) 16 respondents stated the key stakeholders in the project to be teachers, 9 indicated parents, 8 indicated government officials, 6 indicated community Members while 4 indicated donor. This implies that the key stakeholders in the project are teachers.

4.8.2. Involvement of the stakeholders

The respondents were requested to indicate how they involve the stakeholders. A summary of the findings is as tabulated.

Table 4.29: Involvement of the stakeholders

	Frequency	**Percent (%)**
Brainstorming on project ideas	24	56
Sharing of information	10	23

Cost sharing	9	21
Total	**43**	**100**

The findings in table 4.28 indicate that (majority) 13 respondents stated that they involved the stakeholders for the brainstorming on project ideas, 10 for sharing of information, while 9 for cost sharing. This implies that most stakeholders are involved in project implementation through brainstorming on project ideas.

4.8.3. Promotion of project ownership and sustainability by the stakeholders

The respondents were requested to indicate ways that promote project ownership and sustainability by the stakeholders. The respondents stated the ways of promoting project ownership and sustainability by the stakeholders to include: formulation and implementation processes which satisfy all and stakeholders in a project, paying attention to stakeholders in order to satisfy those involved or affected, and ensuring maximum participation of all the stakeholders

CHAPTER FIVE
SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary, discussion, conclusion and recommendations on the influence of project management practices on implementation of donor funded education projects in Kajiado County based on; the role of strategic planning, monitoring and evaluation, use of technology and stakeholder participation. The relationship of each of the objective and the empirical data from the literature review is briefly presented as the researcher concludes and gives recommendations for further research.

5.2. Summary of findings

The summary of findings summarizes each of the findings under each of the objectives of the study. The study sought to establish the extent to which project management practices influence implementation of donor funded education projects in Kajiado County.

On the strategic planning for project management, the studies available do not clearly indicate the processes the impact of lack of or availability of strategic planning for project management. There is limited information on the extent to which monitoring an evaluation impacts effective implementation of projects. The literature review reviews that few organizations fully understand the use of PMTT in management of the projects. Additionally, the studies do not indicate to what extent the lack of stakeholder participation affects the effective project implementation. Generally, the studies available shows that much research has been carried out for government funded projects but not much attention to Non-Governmental education based projects, for which this study will help provide more information about.

5.2.1. Influence of strategic planning on the implementation of donor funded Education projects in Kajiado County

The study revealed that most of the organizations had a strategic plan. Also the study established that all the organizations had mission statement, a vision and core values. In addition, the study established that project plan is the tool which is majorly used while planning for the organization. The findings further portrays that the project goal relates to the overall

organizational goal and it is well coordinated by the project team. It can also be deduced that strategic planning ensures employees and other stakeholders are working toward common goals, establishes agreement around intended outcomes/results, and assesses and adjust the organization's direction in response to a changing environment. Finally, the study indicated that strategic planning for project management put into consideration best practices in an organizational culture must exist, that values and nurtures best practices.

5.2.2. Influence of monitoring and evaluation on the implementation of donor funded Education projects in Kajiado County

From the findings, it can be summarized that majority of the organizations/projects employ monitoring plan and monitoring tools. Also the study established that majority of the respondents indicated that they followed the monitoring plan in most cases. The study goes further to demonstrate that M&E Officer monitors the project and that they provided feedback to the beneficiaries after monitoring. Finally, the study illustrates that written reports were mostly used to give feedback to the beneficiaries.

5.2.3. Influence of technology on the implementation of donor funded Education projects in Kajiado County

The study depicts that the most common ICT equipments and infrastructure used in managing projects were computers. In addition, it can be summarized from the findings that most of the project team members are conversant with use of ICT equipments and infrastructure while implementing the project and that use of technology for the organization saves time.

5.2.4. Influence of stakeholder participation on the implementation of donor funded Education projects in Kajiado County

The study revealed that the key stakeholders in the project are teachers and that stakeholders are involved in project implementation for the brainstorming on project ideas. The findings summarizes the ways of promoting project ownership and sustainability by the stakeholders to include: formulation and implementation processes which satisfy all and stakeholders in a project, paying attention to stakeholders in order to satisfy those involved or affected, and ensuring maximum participation of all the stakeholders

5.3. Discussions

The study revealed that most of the organizations had a strategic plan. Also the study established that all the organizations had mission statement, a vision and core values. In addition, the study established that project plan is the tool which is majorly used while planning for the organization. The findings further portrays that the project goal relates to the overall organizational goal and it is well coordinated by the project team. It can also be deduced that strategic planning ensures employees and other stakeholders are working toward common goals, establishes agreement around intended outcomes/results, and assesses and adjust the organization's direction in response to a changing environment. Finally, the study indicated that strategic planning for project management put into consideration best practices in an organizational culture must exist, that values and nurtures best practice. Similar Findings can be observed in Kerzner (2002) findings who note that one primary advantage of developing an implementation methodology is that it there is consistency in an organization. Integration of the project management implementation process increases with increasing interconnected organizational units. Strategic project planning communicates overall goals to all management levels within the organization. This provides for feedback from top to bottom, bottom to top, and functional unit to functional unit. This communication and overall understanding helps reduce resistance to change. It is extremely difficult to achieve commitment to change when employees do not understand its purpose. The strategic project planning process gives all levels an opportunity to participate, thus reducing the fear of the unknown and possibly eliminating resistance. Strategic planning for excellence in project management needs to consider all aspects of the company: from the working relationships among employees and managers and between staff and management, to the roles of the various players for example the role of the executive project sponsors, to the company's corporate structure and culture. Other aspects of project management must also be planned. Strategic planning is vital for every company's health. Effective strategic planning can mean the difference between long-term success and failure.

From the findings, it can be summarized that majority of the organization/ project had a monitoring plan and monitoring tools. Also the study established that respondents followed the monitoring plan in most cases. The study goes further to demonstrate that M&E Officer monitors the project and that they provided feedback to the beneficiaries after monitoring. Finally, the study illustrates that written reports were mostly used to give feedback to the beneficiaries, and

that use of technology for the organization saves time. Providing for monitoring and feedback is important to reinforce effective actions and trigger corrective actions. Post project reviews (Busby, 1999) and post mortems (Jawaharnesan & Price, 1997), and project audits and evaluations (Anbari, 1985; Cleland, 1985; Loo, 1985) are very helpful ways of identifying the challenges in project management and making recommendations. Ideally, once this is done, it should arouse organizational learning (Busby, 1999; Kotnour, 2000) for similar mistakes not to be repeated. Such best practices identified through this way are transferred throughout the organization. An ongoing project monitoring and periodic project reviews provide incessant opportunities for early detection and rectification of problems for project success. Organizational culture is important in making improvements at the project and organizational levels, but it must allow for change rather than resistive. The management must be apt in managing such change and work to ensure they are well put in place into the organizational culture (Loo, 2002). From a budgeting perspective, Souder, W. E et al., (1975) emphasize the importance of constant monitoring and "fine-tuning" of the process of implementation. For the model, Monitoring and evaluation refers not only to project schedule and budget, but to monitoring performance of members of the project team.

The study depicts that the most common ICT equipments and infrastructure used in managing projects was computers. In addition, it can be summarized from the findings that most of the project team members are conversant with use of ICT equipments and infrastructure while implementing the project and that use of technology for the organization saves time. Similarly, Kerzner (2013) argues that in most organizations nowadays, the project managers use Project Management Software. With the advancement of computer technology, there has been a number of software tools specifically developed for project management purpose. MS Project can be used as a standalone tool for tracking project progress or it can be used for tracking complex projects distributed in many geographical areas and managed by a number of project managers. There are many other software packages for project management. Project management software products are categorized into three based on the type of functions and features they present. According to Kerzner (2009), time/Scope can be managed using: PERT/CPM. PERT which is probabilistic in nature, based on a beta distribution for each activity time and a normal distribution for expected time duration and allows us to calculate the “risk” in completing a

project. Additionally, the Gantt chart and Milestone Checklist for example Excel template can also be used.

The study revealed that the key stakeholders in the project are teachers and that stakeholders are involved in project implementation for the brainstorming on project ideas. The findings summarizes the ways of promoting project ownership and sustainability by the stakeholders to include: formulation and implementation processes which satisfy all and stakeholders in a project, paying attention to stakeholders in order to satisfy those involved or affected, and ensuring maximum participation of all the stakeholders. Attention to stakeholders is important to satisfy those involved or affected that requirement for procedural justice; procedural rationality and legitimacy have been met (Eden and Ackermann 1998; Suchman 1995; Alexander 2000). Note that what is being said does not imply that all possible stakeholders should be satisfied, or involved, or otherwise wholly taken into account, only that the key stakeholders must be, and that the choice of which stakeholders are key is inherently political (Stone 1997), has ethical consequences (Lewis 1991 & Cooper 1998) and involves judgment (Vickers & Vickers 1998). Each progressive level of participation brings with it different benefits and costs. Deeper forms of participation imply increased initial costs. Charles, Antoine & Haarman (2006) argues that participation enhances competitive advantage of an organization. However, there are potential pay-offs for stakeholder participation. Lack of participation has many costs. The principal cost is the absence of stakeholder ownership and support that can lead to the low up-take of project services; reduced sustainability of benefits; poor maintenance and; limited cost recovery of projects. Lack of participation can lead to a sense of indifference, resentment, or deliberate obstruction on the part of intended beneficiaries. On the other hand, advancing stakeholder participation entails certain costs and risks. These include: Higher upfront costs in terms of time and resources; capacity, commitment or resources; danger of token participatory activities due to limited time lack of political will on the part of governments to allow wide participation because they fear loss of power or influence; difficulty in identifying genuinely representative development agencies; co-optation of the participation process by more powerful at the expense of the poor and disadvantaged; difficulty in reaching out to marginalized groups prioritizing of needs of poor and vulnerable groups; creation of unrealistic expectations; conflicts between

stakeholder groups with different priorities/interests and weak capacity of beneficiary structures among other risks and costs (OESU, 2001).

The four variables this study are related to the contingency approach in the theoretical framework. Different organizations have different strategic plans based on their goal they intend to meet. Therefore, they will require different approaches to different levels of management to make the most out of the prevailing economic, cultural, political and social business environment. The use of technology varies across organization. Different organizations use different types and levels of technology in their day to day running of their functions. Therefore, it is understood that depending on the organization's operational needs, it is expected they will employ technology that fits into their needs and delivers what is expected of it. In terms of monitoring and feedback, organizations use this depending on their setup. There are varied ways managers can monitor and also provide feedback either using the bottom-up or top-down feedback mechanisms. Monitoring and feedback can be automated in some organizations. Additionally, organizations use different monitoring and evaluation tools in different stages of a project life cycle. Organizations have stakeholders depending on their setting and what they do. Key to an organization's success in its project initiatives is dependent on how well it manages the relationships with key groups which may include customers, employees, suppliers, communities, donors/financiers, and others that can affect the realization of its purpose. The ultimate goal of employing a contingency approach would be to deliver projects that are within the clients' agreed cost, time and quality projects, which contribute to the overall aim of the organizational existence.

5.4. Conclusions

Based on the above review of findings, the study made the following conclusions;

5.4.1. Influence of strategic planning on the implementation of donor funded Education projects

The study concluded that most of the organizations had a strategic plan and that all the organizations had mission statement, a vision and core values. In addition, the study concludes that Project plan is the tool which is majorly used while planning for the organization. The

finding further concludes that the project goal relates to the overall organizational goal and it is well coordinated by the project team. It can also be concluded that strategic planning ensures employees and other stakeholders are working toward common goals, establishes agreement around intended outcomes/results, and assesses and adjust the organization's direction in response to a changing environment. Finally, the study concludes that strategic planning for project management put into consideration best practices in an organizational culture must exist, that values and nurtures best practices.

5.4.2. Influence of monitoring and evaluation on the implementation of donor funded Education projects in Kajiado County

From the findings, it can be concluded that the organization/ project had a monitoring plan and monitoring tools. Also the study concluded that respondents followed the monitoring plan in most cases. The study goes further to conclude that M&E Officer monitors the project and that they provided feedback to the beneficiaries after monitoring. Finally, the study concludes that written reports were mostly used to give feedback to the beneficiaries.

5.4.3. Influence of use of technology on the implementation of donor funded Education projects in Kajiado County

The study concludes that the most common ICT equipments and infrastructure used in managing projects was computers. In addition, it can be concluded from the findings that most of the project team members are conversant with use of ICT equipments and infrastructure while implementing the project and that use of technology for the organization saves time.

5.4.4. Influence of stakeholder participation on the implementation of donor funded Education projects in Kajiado County

The study concluded that the key stakeholders in the project are teachers and that stakeholders are involved in project implementation for the brainstorming on project ideas. The findings concludes the ways of promoting project ownership and sustainability by the stakeholders to include: formulation and implementation processes which satisfy all and stakeholders in a project, paying attention to stakeholders in order to satisfy those involved or affected, and ensuring maximum participation of all the stakeholders.

5.5. Recommendations

The study findings make the following recommendations;

1. The community needs to be sensitized to understand the need for project planning, monitoring and implementation at all levels.

2. To enhance sustainability of the projects, especially once the donors have exited, every project needs exit strategies as early as during the project roll out.

3. Monitoring and evaluation should be undertaken in every step of project implementation and not a onetime event as it is common with many donor funded projects. This will help identify, loopholes and deviations from overall projects goals, and correct them early as to ensure successful quality implementation. Donor funded projects should not only invest in technology, but also training of the project team on usage of the same technology. This will increase skills and their disposal and level of efficiency in increasing project implementation.

4. From the study, it is evident that technology is rated highly as influencing the implementation of donor funded projects. Organizations therefore should devote enough resources to this factor while ensuring adequate training to all personnel on the use of the diverse technology; this will enhance the implementation of the donor funded projects to a great extent.

5. In an effort to sustainably implement donor projects beyond their timelines, there seem to be a need for a comprehensive strategy in management practices that will incorporate all actors in development. This could therefore mean that all the implementing agencies, government bodies, private sector and the beneficiaries entirely participate in the whole project management cycle.

5.6. Suggestions for further studies

Given the findings and conclusions drawn from the undertaken research project, it is apparent that there is a changing landscape as far as project implementation and project management in general is concerned. What was considered critical in yesteryears may not necessarily be the same today and in future. Technology is among the factors that are significantly changing the

landscape of project implementation. It is therefore importance for a study to be undertaken on the emerging trends in project management and their effect on project implementation as well as effects of globalization on project implementation.

From the study, the four independent variables that were studied, explain only 84.5% of the project management practices on implementation of donor funded education projects as represented by the R^2. This therefore means that other factors not studied in this research contribute 15.5% of the project management practices on implementation of donor funded education projects. Therefore, further research should be conducted to investigate the other factors (15.5%). Other variables considered important to study are; risk management, time management, human resource management, and accountability among others that affect implementation of donor funded education projects.

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APPENDICES

Appendix 1: Survey Instrument (Questionnaire)

Dear respondent. The researcher is a student of Project Planning and Management at University of Nairobi and the research is for academic purpose only and will be treated with outmost confidentiality. The research seeks to analyse the influence of project management practices on implementation of donor funded education projects in Kajiado County. Kindly provide correct and useful data and fill appropriately as logically guided. *(This questionnaire has been provided as a word document that can be filled out in soft copy and returned via e-mail; or printed, filled out and mailed).* Kindly ensure that the questionnaire is returned to the researcher on or before 31st July 2015. If additional time or information is needed to complete the questionnaire, please contact the researcher, Muthomi M.N at 0727117794 or nathanielsomi@gmail.com

Section 1: General Information

A. **Biodata**

1. Name (optional)_____
2. Level of Education: [ ] Primary [ ] Secondary [ ] Diploma [ ] University Degree [ ] Post Graduate
3. Gender: [ ] Male [ ] Female
4. Please indicate your age bracket. [ ] 20-30 years [ ] 31-40 years [ ] 41-50 years [ ] over 50 years
5. Position in the organization
   [ ] Executive Director/CEO [ ] Project Manager [ ] Programs Officer [ ] Other

6. How long have you been working in project work?
   [ ] Less than a year [ ] between 1-2 years [ ] between 2-4 years [ ] over 4 years

Section 2: Project Implementation

B. Strategic Planning

1. Does your organization have a strategic plan? [ ] Yes [ ] No
2. Does the organization have a mission statement, a vision and core values [ ] Yes [ ] No
3. What tools are employed while planning for the organization

[ ] Project plan [ ] Log frame [ ] Work plan [ ] Project budget [ ] other

4. Rate the following from a scale of 1-4

Question	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
The project goal relates to the overall organizational goal					
The project is well coordinated by the project team					
The project is well understood by all the project team members					

5. Why do you think strategic planning for the organization would be important to a project?

(i) …….

(ii) ……

(iii)……

(iv)……

C. Monitoring and Evaluation

1. Do the organization/ project have a monitoring plan and monitoring tools?
   [ ] Yes [ ] No
2. If a monitoring plan exists, do you follow it?
   [ ] All the time [ ] In most cases [ ] sometimes [ ] Not at all
3. Who does monitoring of the project?
   [ ] External consultant [ ] Project Manager [ ] M&E Officer [ ] Other (state)_____
4. How often do you carry out monitoring?
   [ ] Not at all [ ] Weekly [ ] Monthly [ ] Quarterly [ ] Bi-annually [ ] Annually [ ] Other (state)_____
5. Do you provide feedback to the beneficiaries after monitoring?
   [ ] Yes [ ] No
6. How is feedback given to the beneficiaries?
   [ ] Meetings [ ] Visiting them [ ] Written reports [ ] Other (state)_____
7. Do you consider the views of the monitoring participants in your project implementation?
   [ ] All the time [ ] In most cases [ ] sometimes [ ] Not at all

D. Use of Technology

1. What ICT equipments and infrastructure are used in managing projects in your organization?
   [ ] Computers [ ] Tablets/ipads [ ] Mobile phones [ ] Printers [ ] Fax [ ] Internet [ ] GPS tracker [ ] Other (state)_____
2. Are the project team members conversant with use of ICT equipments and infrastructure while implementing the project?
   [ ] All of them [ ] Most of them [ ] Some of them [ ] None of them
3. According to your judgment, why do you think the use of technology in implementation of projects is important?

It saves time	[ ]

It makes work easier	[ ]
Information is easily presented and shared	[ ]
Condenses data into manageable load	[ ]
It is cost effective	[ ]
Other (state)…… ……	

E. Stakeholder Participation

1. Who are the key stakeholders in the project? (You may tick more than one).
   [ ] Teachers [ ] Parents [ ] Government Officials [ ] Community Members [ ] Donor [ ] other (state) _____

2. How do you involve the stakeholders?
   [ ] Brainstorming on project ideas
   [ ] Sharing of information
   [ ] Cost sharing
   [ ] Other (state)_____

3. Explain ways that you promote project ownership and sustainability by the stakeholders?

(v) …….

(vi)……

(vii) ……

(viii) ……

Thanks you for taking your time to study and fill in the questionnaire.

Appendix II: Research Authorization Letter

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
NAIROBI EXTRA-MURAL CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

22ND July, 2015

REF: UON/CEES//NEMC/22/126

TO WHOM IT MAY CONCERN

RE: MUTHOMI NATHANIEL MURUNGI– REG NO L50/70307/2013

The above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies pursuing Master of Arts in Project Planning and Management.

He is proceeding for research entitled **"influence of project management practices on implementation of donor funded education projects in Kajiado County."**

Any assistance given to him will be appreciated.

UNIVERSITY OF NAIROBI C.E.E.S. P.O. Box 30197 22 JUL 2015 NAIROBI EXTRA MURAL CENTRE

DR. JOHN MBUGUA
RESIDENT LECTURER
NAIROBI EXTRA MURAL CENTRE

Appendix III: Time Schedule for the research project

Period	**Activity**
January -March	Conceptualization and identification of research topic
March – April	Chapter one (Introduction)
April –May	Chapter two (Literature Review)
May- June	Chapter three (Research Methodology) Defense of project proposal
June- July	Data collection
July	Data analysis, interpretation, conclusions and recommendations
August	Final project report defense

Appendix IV: Budget for research project

Item	Quantity	Days	Unit cost (KShs)	Sub Total
Printing and binding of project proposal	5	1	200	1,000
Printing and photocopy of questionnaires	60	1	50	3,000
Preliminary study (travel costs upkeep for research team)	3	2	2,000	12,000
Hire of data collectors	2	7	3,000	42,000
Travelling and upkeep costs to take and collect questionnaires for those who did not respond on email	2	7	2,000	28,000
Data sorting, coding and analysis	3	5	2,000	30,000
Total				**116,000**

Appendix IV: Research Permit