INFLUENCE OF THE SCHOOL IMPROVEMENT PROGRAM (SIP) GRANT PROJECT ON EDUCATIONAL OUTCOMES OF PRIMARY SCHOOLS IN LAIKIPIA COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration by the Student

I declare that this report is my original work and has not been previously published or submitted elsewhere for the award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and the author duly acknowledged.

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Approval by the University Supervisor

I hereby confirm that this project was carried out by the candidate under my supervision.

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DEDICATION

This work is dedicated to my family, friends, and colleagues.

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ABSTRACT

Donor agencies, the government, and the intended recipients all have a significant stake in donor-funded initiatives. This study examined how the School Improvement Program (SIP) influenced the quality of education in schools implementing the program in Laikipia County. The study aimed to evaluate the impact of SIP Grant Project planning on educational outcomes and to analyze the role of stakeholder management within the SIP Grant Project on educational outcomes in primary schools, evaluate the impact of schedule management on educational outcomes, and determine how monitoring and evaluation have affected the educational outcomes anticipated by the SIP Project in Laikipia County primary schools. An ex-post facto research design was employed, targeting 36 out of 57 SIP schools in Laikipia. The key respondents included school headteachers, pupils, and county education officials. A stratified random sampling approach was employed to choose 36 school principals and 36 class teachers as the primary respondents. Questionnaires were utilized to gather data for the principals and students, while the County Quality and Standards Officer was interviewed. Additionally, the school's infrastructure and instructional materials were assessed using an observation schedule. Quantitative data from the observation schedules were categorized and analyzed thematically,

while qualitative data were analyzed through descriptive and inferential statistics utilizing SPSS version 23. This research was expected to be relevant to all education stakeholders in Kenya, raising awareness of the SIP's influence on education quality. The correlation analysis demonstrated a robust and statistically significant positive relationship between the rise in Kenya Certificate of Primary Education (KCPE) average scores and the overall success of the SIP project. While the link between increased enrollment and project success was weaker, it still showed statistical significance. However, the relationship between increased enrollment and improved KCPE mean scores was positive but not statistically significant. Furthermore, regression analysis indicated a weak and statistically insignificant relationship between "Average Project Success" and "Growth in Enrollment." The model did not provide enough evidence to substantiate the claim that "Average Project Success" significantly predicts "Growth in Enrollment" in this situation. However, the regression analysis demonstrated that "Average Project Success" was a strong predictor of "Growth in KCPE Mean Score," explaining 86.5% of the variation, indicating a robust relationship. Both the model and predictor variables had highly significant p-values (both 0.000), highlighting a strong and reliable association between Average Project Success and Growth in KCPE Mean Score.

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LIST OF ABBREVIATIONS AND ACRONYMS

SIP- School Improvement Program

GPE- Global Partnership in Education

FPE- Free Primary Education

EFA- Education for all

PRIEDE- Primary Education Development project

GOK - Government of Kenya

SEQIP - Secondary Quality Improvement Project

NG-CDF - NATIONAL Government Constituency Development Fund

KESSP - Kenya Education Sector Support Programme

KCPE - Kenya certificate of primary education

NESP-National Education Sector Plan

CQASO-County Quality Assurance and Standards Officer

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Utilizing school funding to improve the quality of education provision is increasingly emerging as one of the policy-driven practices in many jurisdictions globally (Carr-Hill et al., 2016). The adoption of grants to fund learning activities is driven by the increasing realization of the importance of decentralized decision-making up to the school level. The devolution of funding and decision-making is informed by the assumption that school-level management of funds and decision-making enhances accountability, efficiency and responsiveness to the needs at the grass-root level (Schiff & Rieth, 2012); Slater 2015). The critical decisions made at the school level that influence the effectiveness of the educational grants include financing needs, curriculum needs, management, teachers, and most of the time, touch on the administration of the schools (Slater 2015; Schiff & Rieth, 2012).

All over the world, governments and educational stakeholders initiate and sponsor projects aimed at enhancing the educational outcomes. Further, school grant initiatives aim to enhance infrastructure and supply essential resources to schools, thereby ensuring that students receive a high-quality education. In 2009, the U.S. government implemented the American Recovery and Reinvestment Act, which designated approximately $831 billion for economic stimulus purposes. This initiative focused on job creation and retention, offered short-term support for individuals impacted by the recession, and directed funds into sectors like education, healthcare, infrastructure, and renewable energy. As part of this initiative, $100 billion was allocated to states and school districts to support the retention of teachers and promote educational innovation. Of the total funding, $3 billion was designated for School Improvement Grants (SIG). This program provided financial resources to states that committed

to adopting one of four intervention strategies—transformation, turnaround, restart, or closure—for their lowest-performing schools. These models outlined strategies to improve student outcomes, particularly for students with special needs (Duncan & Santy, 2015).

Grantees of the SIG program were required to adopt one of these four intervention approaches, which supported school improvement efforts in four key areas: (1) implementing comprehensive reform strategies; (2) improving teacher and principal effectiveness; (3) extending learning time and building community schools; and (4) promoting operational flexibility and support. It is essential to evaluate how these strategies were implemented in SIG-funded schools compared to other schools.

The SIG initiative aimed to assist low-performing schools in adopting intervention models. This research focused on the School Improvement Grants (SIG) allocated in 2010, during which approximately $3.5 billion was distributed to each of the 50 states and the District of Columbia, with $3 billion coming from the American Recovery and Reinvestment Act. Based on the criteria set by the U.S. Department of Education (ED), states determined the eligibility of low-performing schools for SIG funding and organized competitive grant processes for local educational agencies seeking to turn around these schools. For the 2010 SIG competition, the Department of Education mandated that states classify schools into three eligibility tiers, determined by the school's grade level (either elementary or secondary), Title I status, and either student achievement or graduation rates. This tiered system helped prioritize local SIG funding and determined the interventions necessary for school turnaround. Tiers I and II comprised schools with the lest performance and most persistent challenges in each state.

Although schools receiving SIG funding reported implementing more SIG-endorsed practices than non-SIG schools, an audit of the SIG-funded projects did not find conclusive evidence that SIG funding was the primary reason for the increased implementation of these practices. The audit found that SIG-funded schools applied significantly more SIG-endorsed practices

compared to non-SIG schools. A regression discontinuity design (RDD) study indicated a similar difference, with an average of 3.3 additional practices, though this result was not statistically significant. Therefore, the audit could not definitively attribute the observed differences in practice utilization to the SIG program. Additionally, across all schools in the sample, the highest use of SIG-supported practices was in the area of comprehensive instructional reforms, while the lowest use was in operational flexibility and support.

On average, schools in the study implemented 71% of the eight SIG-promoted practices related to comprehensive reform strategies, and 43% of the two practices related to flexibility and support. The audit also found no significant differences between SIG-funded and nonSIG-funded schools in the use of practices focused on English language learners. The use of SIG models did not lead to notable improvements in student outcomes, such as mathematics and reading achievements, rates of high school completion, or college admission for different grade levels. When comparing student achievement across different models in elementary grades (2nd to 5th), no model showed a distinct advantage. However, in higher grades (6th through 12th), the turnaround model was linked to more substantial improvements in math performance than the transformation model. These differences in performance gains could be attributed to factors beyond the chosen SIG model, for example, initial variations in the schools implementing each model.

In recent years, educational administration in developing countries has seen a substantial shift, with schools increasingly receiving direct support from the government. The objectives of school funding are to enhance appropriateness to schools' needs, reduce bureaucracy, improve quality, and promote equality. The application and consequences of school grants on equality, access, and quality are little understood, despite the fact that school grants have appeared as a fundamental component of educational administration. Diverse collaborations have contributed to the improvement in the standard of education system in Africa. Classrooms for Africa is one

of the African-based grants-making organizations. Classrooms for Africa addresses constructively the chronic social and economic problems that plague sub-Saharan Africa. Between 2020 and 2025, the organization aims to provide roughly 15,000 more children with an elevated, values-based education in appropriate facilities.

The anticipated budget for the organization is $3,300,000, or an average of $11,000 per classroom. The cost to construct a classroom is between $9,500 and $12,000. This depends on the location of the institution. Classrooms for Africa provides assistance to African communities that have undertaken the task of teaching poor youngsters. This is achieved by providing financing to community groups that aid in the construction of classrooms and other educational structures. The express objective is the provision of basic classroom space in underprivileged populations. Schools and organizations are permitted to offer classroom space with additional amenities at their own cost. Every endeavor requires community participation and contributions of labor, materials, and even financial resources. In addition, Classrooms for Africa owes it to its sponsors to ensure that any donations will result in the creation of functioning classroom space. Therefore, only initiatives that can be completed in full are selected. The grant organization also intends to connect project schools with Christian teacher training and resources, connect North American educators with educators in Africa, conduct "exploration" visits for educators and funders interested in witnessing the effect that one classroom can have on a community, and partner with North American corporations and groups to generate funds for the building of desks for the new classrooms. The grant program has undertaken 150 building projects, equal to the completion of almost 450 classrooms. This has helped around 23,000 students and teachers in 76 schools across eight sub-Saharan African nations. The project also includes a student desk, classroom furniture, a kitchen where the

children and staff may dine, a dormitory for 100–120 students, and either a secondary schools or an elementary with 350–400 or 250–300 students.

The PRIDE Project is one of the current programs financed by school grants in Kenya. The initiative targeted four thousand public elementary schools chosen by targeting in ASAL Counties and disadvantaged urban regions, and assessment (low performing)-KCPE scores below 243 in 2012 and 2013. The initiative is funded by an 88.4-million-dollar grant from the Global Partnership for Education (GPE) (Njenga and Onjure, 2019). Among the 4000 chosen schools in Kenya, 57 are located in Laikipia County and received Kshs. 500,000 each to promote school management and accountability, so contributing to the NESP objective of sector transparency and management (Kithinji, 2018). This research investigates the effects of executing the SIP grant on educational results in Laikipia County schools that benefitted from the program. Educational requirements such as the provision of school supplies such as revision textbooks and teaching aids relative to the number of students enrolled, the availability of a conducive to learning environment in relation to sanitation facilities, toilets, and water points, proper management, and stakeholder engagement would be used as indicators to determine the quality of education in the county.

1.2 Statement of the Problem

Defective project design, imprecise planning, delay, budget overruns, coordinating failure, scope modifications, and a poor institutional environment have plagued donor-funded projects (Ika et al., 2012). Despite assessment reports on donor- and government-funded projects, as well as devolved funds, showing moderate outcomes, many donor-supported school projects have faced significant implementation challenges. These challenges involve misjudgments regarding local circumstances and the ability to absorb changes, as well as overlooking essential

social, cultural, political, and stakeholder elements. A frequent problem is that the data gathered from monitoring and evaluation often does not influence decisionmaking during the implementation of projects or in the planning of ongoing and upcoming initiatives. This raises critical concerns about the effectiveness of the School Improvement Program (SIP) Grant initiative. The main objective of this research was to evaluate how project practices influence educational results, as intended when the project was first initiated. Consequently, this study aims to analyze the impact of the implementation of the SIP grant project on educational outcomes in the schools targeted in Laikipia County. The research employs the performance on the Kenya Certificate of Primary Education (KCPE), enrollment and dropout levels and retention rates, the supply of educational resources such as reference books and teaching aids, and a conducive learning environment as indicators of educational results.

1.3 Purpose of the Study

Influence of the School Improvement Program (SIP) grant project on educational outcomes of primary schools in Laikipia county, Kenya

1.4 Objectives of the Study

1. To determine the influence of the planning of the SIP Grant Project on the educational outcomes in primary schools in Laikipia county.
2. To assess the influence of the stakeholder management in the SIP Grant Project on the educational outcomes in primary schools in Laikipia county.
3. To determine the influence of schedule management in the SIP Grant Project on the educational outcomes in primary schools in Laikipia county.

4. To establish how monitoring and evaluation of the SIP projects has impacted on the educational outcomes envisaged by the SIP Project in primary schools in Laikipia County.

1.5 Research Questions

1. What is the influence of the planning of the SIP Grant Project on the educational outcomes in primary schools in Laikipia County?
2. How did stakeholder management in the SIP Grant Project influence the educational outcomes in primary schools in Laikipia County?
3. What is the influence of schedule management in the SIP Grant Project on the educational outcomes in primary schools in Laikipia County?
4. In what ways have the monitoring and evaluation of SIP projects influenced the anticipated educational outcomes in primary schools under the SIP initiative in Laikipia County?

1.6 Significance of the Study

It was anticipated that research on the impact of SIP funding on Kenyan schools would be relevant to all education stakeholders since it would raise awareness of the influence on education quality. It would give recorded information which might improve the value of existing knowledge by providing fresh information to improve the level of education

The results of the research would aid education officials and the government in gaining a better understanding of the determinants of quality education and, therefore, how to make funding more effective and efficient. This study's findings would inform stakeholders of the appropriate ratios of funding to be directed to the field of education in order to address the problem of discontent in the educational setting. Finally, the research would aid the state and other

education stakeholders in conducting a critical analysis of government-issued policies and implementing timely interventions to avert a needless catastrophe. Future lessons learned will be shared with schools outside of the SIP.

1.7 Justification of the Study

Since the SIP Project was implemented to completion, there has been no in-depth audit to establish the extent to which it succeeds in meeting its intended objectives. Apart from the reviews that have been made based on the entire project without focussing on a specific region. This necessitates a comprehensive audit of a specific, confined area to determine how well the outcomes anticipated by the project's funders, designers, and implementers were achieved.

1.8 Scope of the Study

The research was conducted in Laikipia County, focusing on the primary schools where the SIP project was put into action. The study will be carried out over a period of one year and was restricted to the duration during and immediately after the SIP project was implemented. The research was carried out in 36 out of 57 SIP Schools through questionnaires and interview schedules administered by the researcher. It required school visits to do a physical assessment of infrastructure. On the content scope, the study delved in the aspects of project management such as planning, stakeholder management, schedule management and M & E as it relates to the SIP project and specifically as was implemented in the selected schools in Laikipia County.

1.9 Limitations of the Study

Being a self-sponsored researcher may pose significant financial constraints and limit the time available for research due to professional and personal commitments. This limitation was addressed by using a representative sample thus reducing the number and spread of the area covered. Furthermore, conducting a study in Laikipia County presents its own challenges, as the county is geographically vast, necessitating considerable time and financial resources to cover all the SIP schools comprehensively. This limitation was addressed by use of a small sample thus optimizing the resource use. Additionally, the time lapse between the implementation of the SIP project and the current study is relatively long, which means some of the project's impacts might have been forgotten. The limitation of information loss was overcome by making use of recorded data and respondents who had actually participated in the SIP projects.

1.10 Delimitations of the Study

This study is delimited in numerous key aspects. Firstly, it focuses specifically on primary schools within Laikipia County, thereby excluding secondary schools and educational institutions outside this geographical boundary. The scope of the study is limited to assessing the educational outcomes that can be directly linked to the SIP grant project, without considering other potential influences such as governmental policies, socio-economic factors, or other educational interventions.

The objectives of the study further delimit its scope by concentrating on four main areas: the planning of the SIP Grant Project, stakeholder management, schedule management, and the M

& E processes. This suggests that the study will not explore other aspects of the SIP grant project that do not fall within these four categories.

Additionally, the study will be based on data collected within a specific timeframe and may not account for changes or developments that occur after the data collection period. Given the time lapse between the implementation of the SIP project and the study period, some impacts of the project may have faded or been overshadowed by other events, which the study acknowledges as a limitation.

Furthermore, the study will rely on available records, reports, and stakeholder testimonies, and it will not involve experimental or longitudinal methods. This approach ensures a focused examination of the SIP grant project's immediate and retrospective impacts on educational outcomes within the specified context.

1.11 Assumptions of the Study

The research was based on the premise that:

i. The participants would be available and well knowledgeable on the SIP project ii.

The respondents had some basic knowledge about project management.

iii. The respondents would be willing to participate and provide reliable responses that will be useful in meeting the objectives of this study.

iv. Researcher assumed that the target population would be available for the study to be conducted effectively.

v. It was also assumed that the participants would be inclined to participate and provide accurate information based on their knowledge.

1.12 Operational Definition of Key Terms

Grants: Resources that were provided by external donor to fund the SIP projects in public primary schools.

Project Planning: Refers to the processes of organizing resources, schedules and activities of designing and executing the SIP projects in schools.

Project stakeholders: Persons and organizations whose interests were influenced by or influenced the implementation of the SIP projects.

Project Scheduling: Scheduling is the listing of a project's activities, outputs, and milestones within the framework of project management.

Project Monitoring: Monitoring of the SIP projects including keeping a careful check on the whole SIP project life cycle and verifying that project activities are proceeding as planned.

Project Evaluation: Evaluation of a SIP project is a methodical and impartial analysis of a continuing or finished project. The purpose was to establish the relevance and degree of accomplishment of the SIP project objectives, as well as the effectiveness, efficiency, impact, and sustainability of development.

Project Outcomes: Outcomes of a project relate to the concrete and intangible advantages that such a SIP project was intended to bring.

Quality Education: The standard of performance of pupils in KCPE

SIP Schools: Public primary institutions that benefitted from the school improvement grant.

Teaching/ Learning Environment: This encompasses the physical infrastructure and learning resources availed to students in an institution.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature pertinent to the research, examining both empirical and theoretical work connected to the study variables. The first section explores previous empirical research conducted on the SIP project and related study variables. The second section outlines the theoretical framework, while the final section presents the conceptual framework, a summary of the literature review will be presented.

2.2 Empirical Literature Review

This section reviews the empirical research pertaining to the study's relevant aspects.

2.2.1 Overview of School Grant Projects and Education Outcomes

The success of school grants is affected by various elements such as the capacity of human resources, political power, communication and organizational frameworks, as well as financial backing (Slater, 2015). Without the proper combination of these conditions, decentralizing funding to schools may fail to deliver the intended outcomes (Schiff & Rieth, 2012). Therefore, careful implementation and execution of school grants are crucial to ensuring that all necessary conditions are met to optimize the impact of decentralized funding.

Many school grant programs are specifically designed to promote equitable access to quality education. These programs typically seek to lower educational expenses for families and align with the goal of providing education without fees (Lugaz & De Grauwe, 2016). Strategies such as prioritizing disadvantaged schools and providing per-pupil funding based on criteria that favor learners from low-income families can help improve access to quality education.

School grant programs can influence a wide range of educational outcomes, such as improved access to quality learning environments. However, research has shown that efforts to promote equitable access through school grants have not always been successful (Lugaz & De Grauwe, 2016). Few studies have systematically analyzed the effects of school funding on equity across factors like urban/rural location, gender, and socioeconomic status.

Countries such as Zimbabwe, Indonesia, Sri Lanka, and Mongolia have implemented school funding programs aimed at improving access equity. However, in some cases, a gap between policy intentions and actual implementation has hindered their effectiveness (Nampota & Chiwaula, 2014). For instance, in Mongolia, some schools lacked awareness or access to funding for disadvantaged students (Lugaz & De Grauwe, 2016). In Malawi, Indonesia, and Sri Lanka, schools in disadvantaged areas did not have adequate resources or capabilities to achieve policy goals aimed at equity (James & Joynes, 2018).

Studies highlight the importance of contextual factors when evaluating the success of school grant programs designed to improve student learning outcomes. Factors such as local capabilities and community engagement in decision-making play a crucial role (Carr-Hill et al., 2016; Glewwe et al., 2011). Research from Tanzania also underscores the value of combining school funding with broader educational reforms, such as teacher incentive programs, to achieve greater impact (Mbiti et al., 2018).

In Kenya, various decentralized grants are used to fund educational provisions, such as the Free Primary Education (FPE) grant for learning resources and infrastructure, and the NGCDF for infrastructure development and bursaries (Flora et al., 2014). Other grants include the GPE grant for the School Improvement Program (SIP) and Early Grade Mathematics (EGM)

improvement under the Primary Education Development Project (PRIDE), as well as the SEQIP grant aimed at improving retention and transition rates in schools (Njenga & Onjure, 2019).

The SIP initiative, funded by the GPE with a budget of Ksh 8 billion, was implemented between 2015 and 2019 as part of the Kenya Primary Education Development Project. The program focused on areas such as KCSE performance analysis, teacher development, infrastructure, student welfare, and sanitation. Key themes included school management, accountability, financial management, and curriculum instruction. The SIP project aimed to provide catalytic funding to address gaps not covered by other initiatives, and to improve early grade mathematics competencies and school management systems.

2.2.2 Project Planning and Project Outcomes

Efficient planning is crucial for the success of a project. According to Thomas et al. (2008), even the most skilled team cannot tackle the difficulties created by an inadequately designed project plan. Initiatives that start off with inadequate planning often end in notable failures. This underscores the significance of choices made in the initial phases of project definition, as they form the foundation for strategies that can significantly improve the likelihood of project success. While effective execution may be recognized within the project team, the rest of the organization might still perceive the project as a failure without a strong initial plan.

Blomquist et al. (2010) emphasize that "plans serve as the basis for any project," highlighting the importance of planning as a critical component of project management.

This idea is widely supported, as project planning is seen as essential for success. Without it, there would be little need for project management itself. Pinto and Prescott (1988) identified a

correlation of 0.47 between having a timeline or plan and project success, while technical tasks showed a higher correlation of 0.57, and goal statements were linked with a correlation of 0.70. They argued that planning factors are critical throughout the project lifecycle, with variables such as “assumed worth of the project" ($R^2 = 0.35$) and "client satisfaction" ($R^2 = 0.39$) showing the most significant impact on planning outcomes.

The R2 coefficient indicates a model's predictive power. Shenhar (2001) suggested that thorough planning is especially common in high and ultra-high technology projects, influencing deliverables even during the planning phase. In a similar study, Dvir and Lechler (2004) discovered that effective planning significantly influenced R2, resulting in an increase of 0.35 for efficiency and 0.39 for client satisfaction. Shenhar’s research further established a link between planning phase elements and overall project success, although functional and technical requirements had a greater impact on outcomes than planning techniques themselves. For example, the relationship between functional and operational requirements was measured at 0.297, whereas the correlation for technical requirements was 0.256 (Zwikael & Globerson, 2006). Additionally, organizations that achieved the greatest success in their projects also demonstrated superior planning quality.

Salomo, Weise, and Gemünden (2007) investigated how preparation relates to new product development, discovering that skills in project risk management and planning accounted for an R^2 value of 0.28. This indicates that strong project planning abilities are crucial for achieving project goals. Therefore, this research aims to assess how effectively the planning component of the SIP project meets stakeholder expectations and requirements.

2.2.3 Stakeholder Management and Project Outcomes

At every stage of a project's implementation, individuals with vested interests exert influence. The PMBOK suggests that efficiently managing stakeholders is essential for increasing the

chances of a project's success (Meredith, Shafer & Mantel Jr, 2017). Additionally, a survey involving 150 management teams from eight sectors revealed that stakeholder interest is the foremost factor contributing to project success (Baccarini & Collins, 2004). Conversely, Johansen et al. (2014) highlight that poor stakeholder management can jeopardize a project's success. Numerous studies have documented how internal and external stakeholders are significantly affected, often resulting in increased ambiguity or conflicts. This is particularly true for complex, technical, and global projects that involve numerous individuals or organizations (Aaltonen & Kujala, 2010; Aaltonen & Sivonen, 2009; Olander & Landin, 2005). Project management is critical across various sectors, but effective management necessitates recognizing progress and measuring performance due to its significant consequences (Cvijovi, Obradovi, & Todorovi, 2021). While the Iron Triangle, which encompasses time, cost, and quality, has been used in the past, recent research suggests that project success is influenced by additional factors beyond these traditional metrics (Ogunlana, 2010).

Each project is unique, and its success can be evaluated based on specific outcomes or methodologies. Nonetheless, the primary evaluation of project performance revolves around comparing results against established success criteria and objectives (Meredith, Shafer & Mantel Jr, 2017). These project objectives are shaped by the direct or indirect interests of stakeholders. The term "stakeholder" was first introduced by the Stanford Research Institute in 1963, describing stakeholders as individuals or groups whose backing is essential for an organization's continued existence. However, stakeholders can also act as obstacles rather than supporters, which calls for a more comprehensive definition. Freeman and Reed proposed a more comprehensive definition, considering stakeholders from both broad and narrow perspectives. Stakeholders refer to individuals or groups that may be influenced by or can

influence an organization. In a limited context, they are seen as essential actors for ensuring the organization's survival.

Cleland introduced the concepts of stakeholders and stakeholder management into project management. In this context, individuals such as project managers, team members, and sponsors are categorized as internal stakeholders according to their degree of engagement throughout the project lifecycle. External stakeholders include customers, suppliers, and government-related organizations (Meredith, Shafer & Mantel Jr, 2017). Internal stakeholders, often termed key stakeholders, typically comprise organizations that are contractually dependent on the project. On the other hand, external stakeholders usually represent informal structures and secondary stakeholders (Aaltonen & Kujala, 2010). In both scenarios, the influence of stakeholder interests on the project can vary. For instance, primary stakeholders have high influence and interest, remaining actively engaged throughout the project lifecycle because they can directly guide it. In contrast, stakeholder groups such as regulatory agencies (governmental or non-governmental) may prioritize project success but have less direct significance, resulting in minimal involvement throughout the project (Olander & Landin, 2005). For a project to succeed, it is crucial to conduct a comprehensive evaluation of the needs of all stakeholders. Consequently, stakeholders' expectations and demands shape their perceptions of the project's success. Without effective management of these differing perceptions, one stakeholder might view the project as successful while another sees it as a failure.

These varying needs, perspectives, and the extent of involvement in the project require us to assess the influence of stakeholders. To understand these impacts, we must recognize that

complexities and conflicts arising from stakeholder disagreements can lead to confusion (Johansen et al., 2014). According to Ward and Chapman (2008), stakeholders play a crucial role in creating uncertainty within projects. This uncertainty stems from factors such as stakeholders' engagement, the impact of a project across its various lifecycle stages, their expectations, and the dynamics of stakeholder interactions (Ward & Chapman, 2008). Several scholars argue that identifying and managing these sources of uncertainty is vital for effective project management and success (Olander, 2007; Ward & Chapman, 2008; Aaltonen & Kujala, 2016; Johansen et al., 2014). Johansen et al. (2014) described uncertainty as having two facets. Stakeholder-related ambiguities can negatively impact the project but may also signal opportunities.

Uncertainty poses risks to the project from both perspectives. According to the PMBOK, risks are events or situations that can result in either threats or opportunities affecting the project's goals, scope, cost, and schedule (Meredith, Shafer & Mantel Jr, 2017). To achieve their goals, projects must implement effective risk management strategies. The need for robust risk management due to the dual uncertainty generated by stakeholders underscores the necessity of recognizing participants as both subjects and objects of success. This relationship makes stakeholder management the preliminary step toward achieving project success.

Managing project stakeholders encompasses planning, organizing, engaging, directing, and controlling (Meredith, Shafer & Mantel Jr, 2017). Over time, these processes have evolved to include identifying stakeholders, organizing their participation, managing their involvement, and overseeing stakeholder interactions. However, Johansen et al. (2014) pointed out that these stated steps of stakeholder management do not fully address uncertainty management and do not engage stakeholders in their core contexts. Yet, as previously mentioned, uncertainties created by stakeholders can also present opportunities.

Alongside their established risk-management framework (PUMP), the first seven phases of the SHAMPU methodology emphasize stakeholder assessment and leadership in risk management. This approach aims to address challenges related to project ownership and risk management. It begins by identifying current and potential stakeholders, with the primary goal of providing insight into the current stage. Research indicates that stakeholder communication is most effective at this stage when the project's hard and soft characteristics are thoroughly analyzed (Ward & Chapman, 2008). The second phase describes the level of uncertainty involved in project management and identifies the tools that will be employed during the process. It is crucial to recognize that each stakeholder may conduct unique risk assessments based on their specific objectives and interests.

The third phase involves identifying potential sources of uncertainty, proposing solutions, and considering the additional uncertainties arising from those solutions. Various mapping techniques, including the power/interest matrix, may be utilized at this stage. In subsequent phases, uncertainties are assessed based on various criteria, and actions to address them are specified within the established action plan. These plans are subsequently put into action, overseen, and sustained. Additionally, this framework cohesively incorporates all sources of uncertainty and can be utilized at any phase of the project lifecycle.

In summary, numerous scholars have prioritized defining and recognizing stakeholders and the uncertainties they may introduce within this framework. This approach considers both external and internal stakeholders, analyzing their characteristics and the risks they pose to the project. Stakeholders can help address challenges by providing opportunities, particularly towards the conclusion of the project framework. They also significantly influence both the tangible and

intangible elements of the project. From these attributes, it can be deduced that engaging stakeholders is considered both an objective and a contributing factor to the successful completion of a project. This research will evaluate the impact of stakeholder analysis on the SIP school project, identifying the project's stakeholders, their expectations, and the extent to which those expectations were met or addressed by the completed project.

2.2.4 Project Schedule Management and Project Outcomes

Per the guidelines for schedule management planning, the process of schedule management involves determining when various work activities will be conducted according to predetermined timelines and past activities (Hyvari, 2016). Scheduling serves as a crucial sub-process in project planning, delineating the time constraints for project completion, the associated costs linked to resource allocation and labor requirements, and the order in which tasks should be executed (Mubarak, 2010). Effectively managing a project's schedule is a complex and iterative endeavor that necessitates the allocation of resources to precise project tasks. For project managers, it is essential to create an efficient schedule management plan to minimize overhead expenses and avoid having too many staff members, thus lowering the overall expenses associated with project completion through proficient time management (Nibbelink, Sutrisna & Zaman, 2017).

Recent research has highlighted various factors that influence schedule management planning. With the pressure to deliver projects efficiently in an incredibly fast-paced global market, numerous scholars have investigated the elements that affect this process (Crisan & Borza, 2014). Resource allocation, or resource loading, refers to the assignment of the required resources identified during the planning phase to each defined activity. In practice, it has been

observed that a single activity may require multiple types of resources, compelling project managers to consider the intricacies of schedule management. Fixed resource allocations are often unnecessary, as certain tasks may demand fewer resources at one phase and more at another (Serrador & Turner, 2015). Inadequate project leadership and teamwork have a detrimental impact on scheduling (Hyvari, 2012; Muller & Turner, 2007), and insufficient capacity planning prior to project execution can lead to increased costs or delays in completion.

To ensure effective implementation and timely completion, project leaders must prioritize tasks or phases within a project (Kerzner, 2017). Effective management of the project schedule is crucial for achieving project goals. These objectives should be clearly defined to enable the identification and assignment of priorities. Generally, most organizations maintain an inventory sufficient for a month for each required item (Ika, 2009). It is crucial to adjust scheduling based on the speed at which desired resources are available. Consequently, maintaining appropriate inventory levels is vital to ensure the project progresses according to plan. Additionally, delivery timelines impact production schedules, as project leaders must adhere to established deadlines for project completion. For seasonal products, it is particularly important to distribute inventory throughout the year to prevent demand surges when the project's market presence peaks (Morris, Pinto, & Soderlund, 2011). It has been noted that companies hiring unskilled or inexperienced personnel struggle with effective project execution. Therefore, the schedule must incorporate mechanisms to adapt to these changes. Furthermore, a consistent supply of materials enables the organization to operate on a stable timeline. In contrast, if supply is not regularized, adjustments to the schedule may be necessary to avoid delays.

Mouri (2016) sought to identify the actual time wasted in projects and the underlying reasons for this inefficiency. The study found that significant time and financial waste occurs due to several critical factors, including inadequate cash flow, poor budget allocation, insufficient planning for schedule management, fluctuating project scopes, and price changes. Zwikael et al. (2012) assessed the implementation of 21 out of the 39 processes required for successful project management and found that schedule risks and management needed the least level of planning quality. The study indicated that innovative tools across various domains were needed to improve quality planning procedures and organizational training initiatives.

Solis-Carcano et al. (2015) carried out research on fourteen public school construction initiatives in the Yucatan Peninsula of Mexico. Their evaluation included the computation of the Schedule Performance Index and Schedule Variance to assess the efficiency of scheduling management techniques, along with employing the Use Index to gauge the overall success of the projects. Their results showed a statistical correlation between these variables, with projects completed on time and within budget employing more effective project management methodologies. AlNasseri (2015) aimed to explore and explain project stakeholders' perspectives on a recognized set of criteria concerning critical issues in project planning and scheduling. In addition to the empirical research presented in the thesis, three independent questionnaires were designed to gather and analyze data. Al-Hajj and Zraunig (2018) studied various project management methodologies and their influence on project success criteria, collecting data from project leaders across eleven countries. The findings suggested that many successful projects did not fully leverage modern project management tools.

It was determined that managing schedules effectively is essential for the successful completion of projects. Accordingly, this research aims to examine how schedule management was executed for the SIP school project concerning predetermined milestones and deliverables. Furthermore, it will assess the extent to which established schedules aligned with the factors influencing the project's scheduling and adherence, as well as how the scheduling aspect contributed to the overall success of the project.

2.2.5 Project Monitoring and Evaluation and Project Outcomes

Monitoring and evaluation (M&E) methods serve as effective frameworks that significantly enhance project performance. Practitioners have implemented these strategies as efficient means of incorporating M&E into their initiatives (Kissi et al., 2019). The M&E process starts with gathering baseline data (Matsiliza, 2012). This initial data acts as a reference point for evaluating the overall effects of the project. The second element includes planning, which reinforces the underlying assumptions of the project goals. Murorunkwere and Munene (2022) categorized M&E planning resources into five key areas: financial resources, capability, feasibility, timing, and ethical considerations. The third element relates to the M&E framework, which seeks to elucidate the motivations for performance assessments and the features of the project, along with their interrelations and fundamental concepts (Muzinda, 2007). Budgeting for M&E constitutes the fourth aspect (Kelly and Magongo, 2004). To ensure the effectiveness of monitoring and evaluation (M&E), it is essential that the project budget specifies a sufficient and transparent allocation for these activities (Muzinda, 2007).

The fifth aspect is planning; according to Waithera and Wanyoike (2015), M&E should be strategically scheduled to ensure it receives appropriate attention rather than being left to the discretion of the project manager. After establishing a schedule, the frequency of data

collection must also be clearly defined. Gyorkos (2003) emphasizes the need for precise specifications regarding how often M&E data is collected. At this stage, involvement from all stakeholders is crucial. Muzinda asserts that a collaborative approach to M&E empowers stakeholders' participation in projects (2007). The seventh practice involves communication and information technology, which are vital to the M&E process. For instance, computers and software applications are frequently utilized for data analysis.

M&E teams utilize computers and software applications to assess data, resulting in time and cost savings and enhancing the overall design of the project (Kelly and Magongo, 2004). The eighth practice involves conducting interim and final evaluations to assess the project's effectiveness and its role in reaching its objectives (Gyorkos, 2003). These assessments help gauge the project's effectiveness in terms of outputs relative to inputs (Gyorkos, 2003). After project completion, it is essential to document and share the lessons learned with other stakeholders. Uitto (2004) further stated that the implementation team should be informed of these lessons. The M&E initiative should also encompass a strategy for disseminating its findings. Stakeholders should receive these findings through reports to funders, based on their needs. Effective communication with the community, clients, and implementation teams is a crucial element of project evaluation and monitoring, as it allows for improvements in their processes and strategies. This research seeks to examine the methods employed for monitoring and evaluation of the SIP school project, identify the tools and techniques utilized in these processes, and evaluate how these factors contributed to the project's overall success upon its completion.

2.3 Theoretical Framework

This research focuses on the implementation of the School Improvement Program (SIP) grant project and its impact on educational outcomes in Kenya. Recognizing that the program was executed according to a structured project design, this study aims to apply various project

management theories to evaluate how effective and efficient the initiative is. Given that the research covers various factors associated with the successful implementation of the project, it will be grounded in a theoretical framework that includes several key concepts. These concepts are the principles of planning, stakeholder theory, the theory of constraints, and the theory of change.

By integrating these theories, the research will provide a comprehensive analysis of how each element contributes to the project's success and the subsequent educational advancements in the participating schools. The planning aspect will focus on the methodologies used to outline project objectives, allocate resources, and establish timelines, while stakeholder theory will analyze the contributions and impacts of different stakeholders in the project, such as educators, school leaders, parents, and community participants. Additionally, the theory of constraints will be employed to identify and analyze potential obstacles that may hinder project implementation and success. This will entail examining both the internal and external elements that influence the advancement of the project. Lastly, the theory of change will guide the exploration of how specific activities and interventions lead to desired educational outcomes, emphasizing the logical pathways that connect program actions to results. Through this multifaceted approach, the study seeks to provide meaningful understanding of the connection between successful project management practices and improved educational outcomes, ultimately contributing to the broader discourse on enhancing school performance in Kenya.

2.3.1 Theory of Planning

Andreas Faludi introduced the theory of planning in 1973, characterizing it as the application of scientific methods to policymaking. This theory distinguishes between the theoretical approach, which aids planners in understanding their specific areas of interest, and procedural

theory, which helps planners gain insight into their roles and the methods they employ. It is important to recognize that effective planning necessitates both an awareness of and a strategy for managing risks associated with planning theory (Mukhopadhyay, 2015).

Faludi's planning theory comprises three distinct phases: First, when a project includes both management and operational elements, the primary goal of the management aspect is planning.

The second phase includes principles that cover the existing environmental conditions, the intended goals, and the permissible changes that can be achieved through specific actions or sequences of activities, serving as the foundation for plan development. The operational component of the organization is responsible for translating the strategy into reality.

Lastly, certain assumptions underpin the theory: the individual assigned to a task is accountable for its internal planning, and implementing a plan is straightforward if it involves following established guidelines. The purpose of advance preparation is to align the plan with the specific context. "Should" refers to the activities outlined in the plan, while "can" pertains to the actions that can be initiated under the given circumstancesLook-ahead planning incorporates the concept of contextual human behavior, which is essential for managing as organizing. It emphasizes the significance of action plans in relation to management's needs (Koskela & Howell, 2002). This research utilized the notion of planning to evaluate the hypothesis.

2.3.2 Stakeholder Theory

Freeman (1984), the founder of Stakeholder Theory, defines a stakeholder as any individual or group capable of influencing or being influenced by an organization's objectives. He further highlights that a fundamental aspect of Stakeholder Theory is that organizations that effectively cultivate their relationships with stakeholders are more likely to experience greater

longevity and improved performance than those that fail to do so. The theory outlines methods for identifying, evaluating, and addressing the interests of the community, while also assessing the interactions between various elements both within and outside the organization (Muthomi, 2015).

It is posited that Stakeholders are essential to ensuring the successful implementation of projects, as their lack of consistent support for the project's vision or objectives can lead to failure. Dick et al. (2018) highlight that stakeholders have the ability to impact an organization's activities, goals, progress, and even its survival. According to Uribe, OrtizMarcos, and Uruburu (2018), project beneficiaries and involved agencies need to collaborate to foster participation effectively. The true benefit of participation arises from the understanding that mobilizing all stakeholders collectively yields more effective results than engaging individuals in isolation. This framework was employed to identify the stakeholders of the SIP project, assess their interests, and evaluate the extent to which the project addressed and fulfilled those interests upon its completion.

2.4 Conceptual Framework

A conceptual framework demonstrates the relationships and interactions between the study's variables. It includes both independent and dependent variables.

Independent variables

The independent variables in the study are planning which is operationalized the resource planning, schedule planning and outcome planning. Schedule management is the second independent variable operationalized through project timelines scheduling, schedule control measures and time and resource scheduling. The third independent variable is stakeholder management operationalized through identification of the key stakeholders, their interests and

methods of engaging them. The last independent variable is monitoring and evaluation operationalized through methods, strategies and summative and formative evaluation.

Dependent variable

The study's dependent variable is the success of the project, which is measured in terms of academic outcomes, meeting stakeholder expectations and completion within time and budget. Figure 2.1 presents the study's conceptual framework.

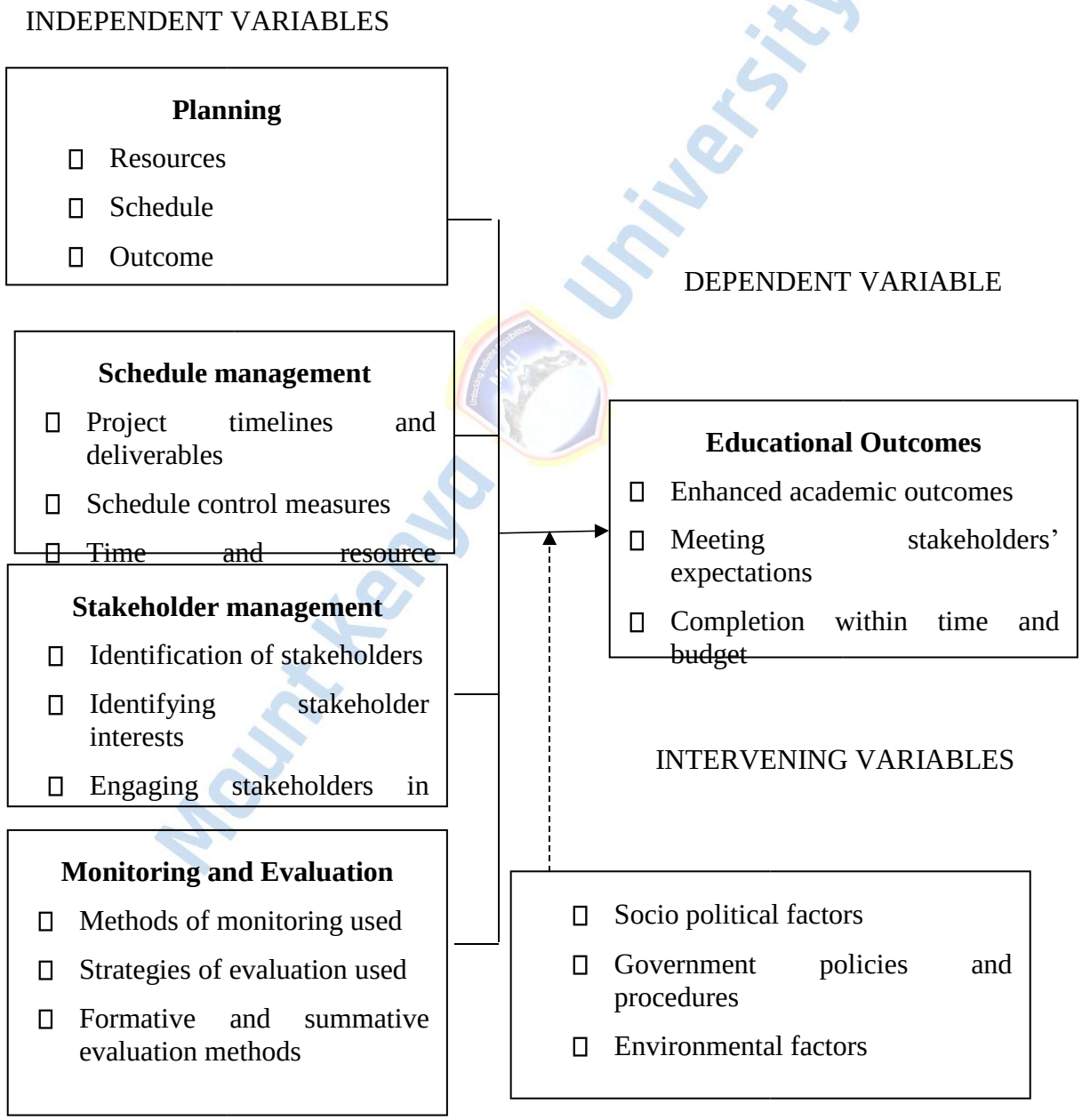

Figure 2.1: Conceptual Framework for the study (Author, 2023)

2.5 Research Gap

The implementation of projects funded through grants, such as the SIP project, has garnered significant research interest. Various researchers have examined different facets of the project over time. For instance, Mwangi (2015) investigated the factors influencing project execution in public secondary schools within the Mathira constituency. His findings revealed that the management skills of school administrators, stakeholder involvement, availability of funding, and procurement processes significantly impacted the execution of projects in public secondary schools within Mathira constituency, located in Nyeri County. Additionally, he noted that while school administrators are equipped with knowledge on managing school projects, many continue to face challenges during the execution phase, despite their training. Mwangi's study mainly centered on school principals. However, beyond the principals, several other factors influence the effectiveness and success of school-based projects. The research leaves a gap in understanding other elements that may affect the effectiveness of the SIP project specifically.

Another study by Kibwage (2017) on the PRIEDE project sought to assess whether it inclusively benefits vulnerable and marginalized groups (VMGs), as well as to identify the challenges faced by children from these communities in accessing education. The study also aimed to develop a VMG engagement plan and a grievance redress mechanism. However, Kibwage's research focused on the benefits for the target group without evaluating the project's ability to meet its goals within the designated timeframe and budget, leaving out critical elements that could impact the success of the project and its ability to deliver the intended outcomes.

Jairo (2020) evaluated the outcomes of the SIP project, conducting his research in selected schools across counties such as Bungoma, Meru, Busia, Garissa, Isiolo, and others. His findings indicated that schools in the target counties, which had previously recorded lower academic performance below the national average of 243 marks, showed significant improvement after

four years of SIP funding. However, Jairo's study did not examine how effectively the SIP project was implemented when considering the three key indicators of project success: time, budget, and stakeholder expectations.

Despite multiple studies on school projects, including those focusing on the SIP project, there remain significant research gaps. Firstly, the effectiveness of SIP project implementation in terms of time, budget, and expectations has not been adequately measured. Additionally, there is limited information on the role of headteachers as project implementers. This study seeks to assess the effectiveness of the SIP project, with an emphasis on project planning and schedule management, stakeholder engagement, and the project's ability to deliver the expected benefits to the target schools (SIP Schools).

2.6 Recap of Literature Review

The existing empirical and theoretical literature related to the study variables was examined. The empirical review focused on the SIP Project in Kenya, exploring how the effectiveness of school grants in achieving the intended impact relies on various factors, including human resource capacity, political involvement, communication and organizational infrastructure, and financial backing, among others. Additionally, studies on other grant-funded projects at the international, national, and local levels were analyzed.

In many of these cases, a disconnect was found between policy implementation and policy objectives, which hindered their effectiveness. The review additionally examined research on elements that affect the success of projects funded by grants, including project planning, involvement of stakeholders, timeline coordination, and project supervision. The impact of each of these factors was assessed based on the empirical evidence presented in the reviewed studies.

Theoretical perspectives relevant to the study variables were also explored, including the theory of planning and stakeholder theory. This theoretical review helped to identify the connections between existing theories and the goals of the current study. In conclusion, a conceptual framework was created to demonstrate the connections among the study variables, drawing on both empirical and theoretical literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used in the study. It is organized into multiple sections that cover the research design, study site, target population, sample size and sampling methods, data collection instruments, data collection procedures, and data analysis techniques. The chapter concludes with a discussion of the ethical considerations adhered to during the research process.

3.2 Research Methodology

This research employed a mixed-methods strategy, combining quantitative and qualitative techniques. Data collection included both primary and secondary sources. Primary data were obtained directly from participants through questionnaires, interviews, focus group discussions, and observation checklists, while secondary data were gathered from public documents and reports. The secondary data was used to support and provide additional context to the information gathered from primary sources.

3.3 Research Design

The study adopted an ex-post facto research approach. This method is particularly useful in social research where manipulating participant characteristics is either impractical or unethical. It serves as an alternative to experimental research, allowing the testing of hypotheses related to cause-and-effect or correlation when true experimental or quasiexperimental designs are not feasible.

Ex-post facto research relies on pre-existing data that was not originally collected for research purposes, drawing conclusions from past events. In contrast to experimental designs, which manipulate variables to observe outcomes, ex-post facto studies begin with groups that already exhibit differences and then investigate the factors contributing to those differences (Cohen, Manion, & Morison, 2000). This approach can effectively transform a nonexperimental study into a quasi-experimental one, enabling researchers to identify potential causes of past occurrences that cannot be influenced or altered by the investigator.

This research design was suitable for the study since it focused on evaluating the effects of the previously completed School Improvement Program (SIP) grant. The study retrospectively examined the program to identify the factors in its planning, implementation, monitoring, and evaluation processes that contributed to its success or shortcomings in achieving its goal of improving educational outcomes in targeted primary schools.

3.4 Location of the Study

The research was carried out in Laikipia County, Kenya, a distinctive region among the country's 47 counties, positioned along the Equator and formerly part of the Rift Valley Province. Designated as County number 31, Laikipia is known for its cosmopolitan nature. The county features two prominent urban centers: Nanyuki in the southeast and Nyahururu in the southwest. Laikipia County is home to a total of 282 primary schools, including 18 that have special school units. Many schools within Laikipia County have benefited from the implementation of the SIP Project, making it an ideal setting for this study.

3.5 Target Population

This study was conducted in two of the five sub-counties in Laikipia County. It targets a sample of 36 SIP schools out of the 57 SIP schools in Laikipia sampled purposively. The key respondents were the school head teachers, pupils and the education officials in the county.

Table 1 summarizes the target population for the study.

Table 3.1: Population Matrix

Sub County	SIP Schools	Percentage (%)
Laikipia North	3	5
Laikipia West	15	26
Laikipia East	14	25
Nyahururu	17	30
Laikipia Central	8	14
TOTAL	**57**	**100**

Source: Researcher (2022)

3.5.1 Sampling Procedure and Techniques

The study involved a wide range of respondents. Thus, the respondents were drawn from all the categories of the population so as to ensure that all the facets of the population were adequately represented. For instance, the study involved the county education officers, head teachers and pupils. Given that the study sample consists of different strata, the sampling procedure used needed to be representative of all the strata included in the study. To achieve

equitable representation of the subjects in the study, stratified random sampling was used to obtain the 104 pupils, 36 head teachers' and 1 CQASO from the overall sample.

3.5.2 Sample Size

Due to the large number of the subjects in the target population, the sample size was computed on the basis of Yamane's formula (Lwanga, Lemeshow & World Health Organization, 1991).

$$=1\_\_\_\_\_+2$$

Where, n= size of the sample

N = population size

e= error limit

The application of Yamane's formula on the target population of 672 pupils yields 87 pupils and a population of 57 head teachers' yields 36 as the sample size. On adjusting for attrition, the study used a sample comprising of 108 pupils, 36 head teachers and 1 CQASO.

Table 3.2 summarizes the size of the sample drawn from each cluster.

Table 3.2: Sampling Matrix

Strata	Population	Sample Size	Percentage (%)
Pupils	672	108	16.1
Head Teachers	57	36	63.2
TOTAL	**729**	**144**	**79.3**

Source: **Researcher (2022)**

3.6 Construction of Research Instruments

Since the study employed both quantitative and qualitative approaches, data was collected through four different methods: questionnaires, interviews, focus group discussions, and document analysis.

3.6.1 Questionnaire

The head teachers filled out questionnaires that asked for their perspectives on how effectively the planning and execution of the SIP project supported the achievement of intended outcomes. The questionnaires included both closed and open-ended questions.

3.6.2 Focus Group Discussion

Data was gathered from the pupils through a Focus Group Discussion (FGD). The pupils were put in 12 groups and a predesigned FGD guide was administered to each of the groups.
Each of the groups discussed the items in the FGD guide and complete the FGD guide.

3.6.3 Interview Schedule

A predesigned interview schedule was administered to the CQASO. The items on the interview schedule were meant to explore the planning and implementation strategies applied to the SIP project. In addition, through the interview schedule, information on the level to which the project was succeeded was collected.

3.6.4 Document Analysis

The researcher undertook document analysis with research assistants. The documents included school enrollment and attendance records, as well as the academic achievement of the students in national examinations.

3.7 Piloting of the Research Instruments

Piloting the research instruments is essential for fine-tuning them and improving their validity and dependability. In an effort to pilot and pre-test the instrument, pilot research was conducted with a comparable sample of SIP schools from of the nearby county of Nyeri that will not be a part of the final study.

3.8.1 Validity

According to Mugenda and Mugenda (2003), validity refers to the degree to which research tools accurately measure the intended variables or accurately represent the study's findings. In this study, the research instruments were subjected to an expert review by the supervisors, who offered suggestions for enhancing their content and construct validity. The researcher then revised the instruments based on the experts' feedback.

3.8.2 Reliability

According to Mugenda and Mugenda (2003), reliability refers to the stability of results over time. This study used the test-retest approach to evaluate reliability. The instruments were administered again after a two-week interval to a sample representing 10% of the final population. Two sets of complete responses were collected (Mugenda & Mugenda, 2003), and

these sets were paired to compute the reliability index. A reliability index of 0.83 was obtained, which was considered sufficiently high to ensure the instruments' dependability.

3.9 Data Collection Procedure

The researcher filled out an authorization form from the Graduate School of Mount Kenya University. This introduction letter from the university was then used to apply for research authorization from NACOSTI. Once approval was granted by NACOSTI, the researcher sought additional permission from the County Commissioner and Deputy County Commissioners in the study area. After these formalities were completed, arrangements were made with the selected schools to schedule visits for data collection. Upon arriving at each school, the researcher established rapport with the head teacher and explained the purpose of the study before distributing the questionnaires. Pupils were also briefed on the study's objectives, and the researcher assured them that the information gathered would remain confidential. Participants were encouraged to provide honest responses without fear, after which the research instruments were administered.

3.10 Data Analysis Techniques and Procedures

The data was analyzed using both quantitative and qualitative methods. Qualitative data consists of categorized information presented in natural language, rather than numerical form, while quantitative data involves numerical measurements expressed in numbers instead of verbal descriptions. The quantitative data was inputted into SPSS version 23.0 and analyzed through descriptive statistics, including frequencies and percentages, as well as correlation analysis. Meanwhile, the qualitative data was reviewed, organized into thematic categories

aligned with the study's objectives, coded, analyzed, and presented using tables, figures, and graphs.

3.11 Ethical Considerations

Halai (2006) emphasizes the importance of safeguarding the confidentiality, respect, and sensitivity of study participants, as well as maintaining the integrity of the authorities and research policies under which the study is conducted. Authorization to conduct this research was formally requested and granted by Mount Kenya University, along with the National Council of Science, Technology, and Innovation (NACOSTI), while the local administration also granted approval for the study to proceed.

Throughout the research process, ethical considerations included protecting participants from any form of abuse, coercion, or violations of their right to voluntary participation, along with ensuring other appropriate measures of discretion were observed. Following these ethical guidelines, informed consent was obtained from all participants, and strict confidentiality was upheld. Participants were informed that their responses would be used exclusively for academic purposes. They were given the freedom to participate willingly, with their identities kept confidential to address any concerns about potential repercussions for sharing the required data. Additionally, the researcher ensured that plagiarism was avoided by properly attributing all relevant works and ideas within the study, with sources clearly cited and referenced.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings derived from the data gathered during the study. The results are organized to align with the study's objectives, featuring multiple sections that examine the response rate, demographic characteristics of the sample, as well as both descriptive and inferential analyses. Each section is crafted to ensure that the insights correspond directly with the aims of the study, providing a comprehensive overview of the collected data.

4.2 Response Rate

Different categories of respondent participated in the study, including pupils, head teachers and CQASO. The response rate from the different strata was as summarized in Table 4.1

Table 4.1: Response Rate

Strata	Sample Size	Actual Response	Percentage Response Rate
Pupils	108	102	94.4
Head Teachers	36	32	88.9
CQASO	1	1	100.0
TOTAL	**145**	**135**	**93.1**

From a total of 108 students chosen to take part in the research, 102(94.4%) actually gave their responses. In the head teacher's strata, out of the 36 sampled, 32(88.9%) actually provided their responses. The CQASO gave his responses on the interview schedule administered. In total, out of the 145 respondents sampled, 135 actually gave their responses representing 93.1%

response rate. Edwards et al. (2002) suggest that a response rate exceeding 60% is sufficient to produce reliable results. The response rate for each of the strata of respondents was therefore considered sufficient.

4.3 Sample Demographics

The demographics of the study sample included distribution by age, marital status, formal education level, family size, occupation and the primary farming activity of the respondents.

4.3.1 Distribution of Head teachers by Gender

The participants were requested to specify their gender. Results in Figure 4.1 indicate that 63% were female while 37% were male.

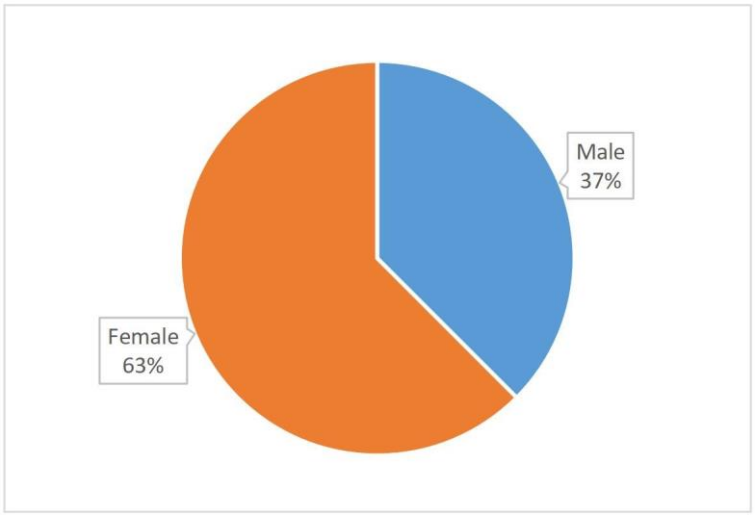

Figure 4.1: Distribution of head teachers by gender

The distribution of the head teachers by gender indicates that each gender was represented in the sample.

4.3.2 Distribution of Head teachers by Age

The head teachers who took part in the study represented a variety of age groups. As illustrated in Figure 4.3, the age distribution of these head teachers is depicted, showcasing the different ages of the participants involved in the research.

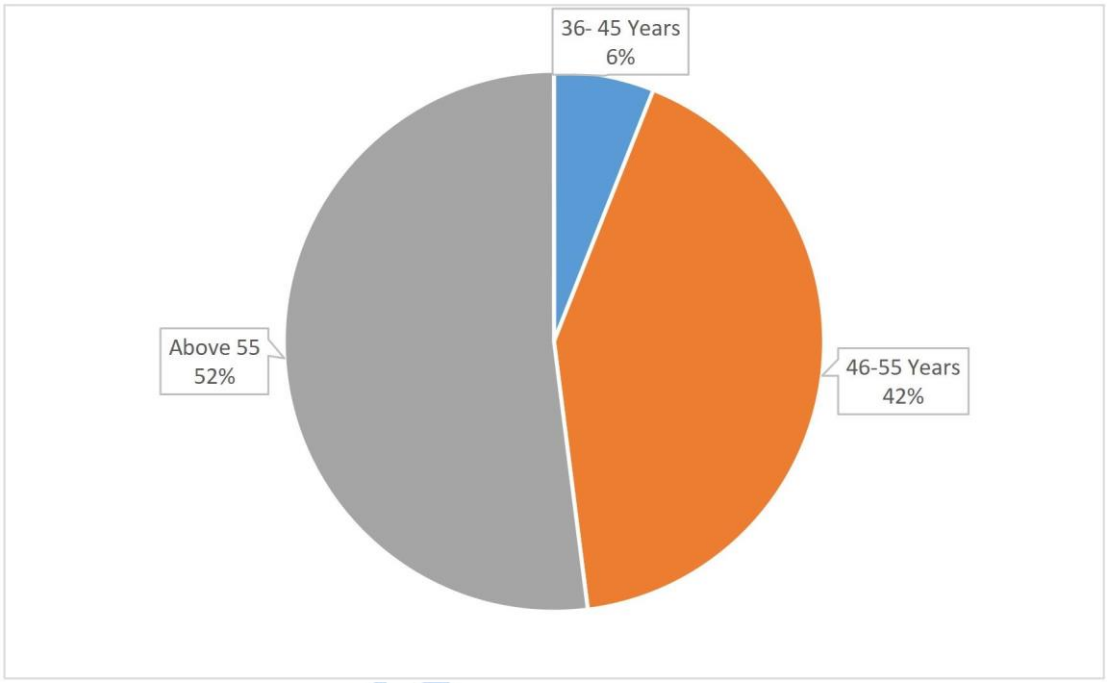

Figure4.2: Distribution of the head teachers by age

The data presented in Figure 4.2 shows a diverse range of ages among the head teachers. 52 percent of the head teachers were aged above 55, 42percent were aged between 46 and 55 years and only 6percent were aged 36-45 years. The findings revealed that most of the head

Distribution of Head teachers by

teachers possessed extensive experience, having been in their roles for a considerable number of years.

4.3.3 Level of education

The researcher further sought to establish the demographics of the head teachers' level of education. Figure 4.4 displays the result obtained.

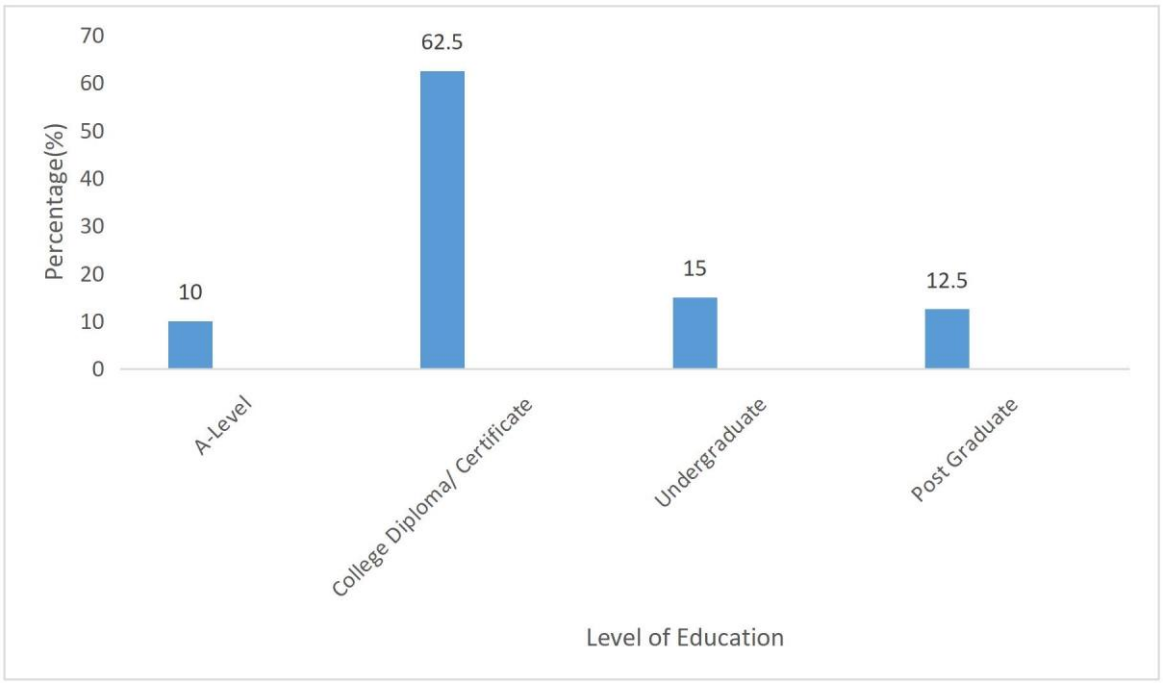

Figure 3.4: Distribution of the head teachers' sample by level of education

The findings presented in Figure 4.4 indicates that a significant number of head teachers (62.5%) had college diploma/ certificate level of education, 15% were under graduates, 12.5% were post graduates and only 10% had A-Level education as their highest level of education. The findings revealed that a significant number of head teachers possessed advanced

Distribution of Head teachers by

educational qualifications, enabling them to grasp the study's subject matter effectively. This background allowed them to provide detailed and reliable responses during the research.

4.3.4 Headship experience at the school

Finally, the researcher examined the length of time the current head teachers had served in their present stations. This information was essential to the research since it would tell whether the head teachers who took part in the study had participated in the implementation of the SIP project in the schools. The result was as displayed in Figure 4.5.

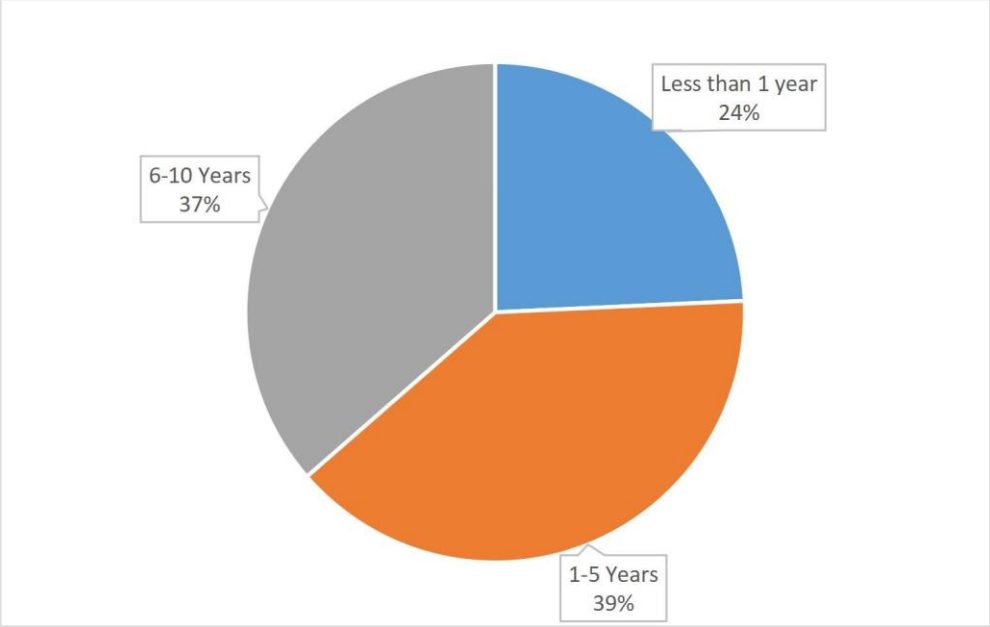

Figure 4.5: Distribution of the head teachers by the length of service in their current schools

Figure 4.5 illustrates the tenure of the head teachers at their current schools. It shows that a significant portion, specifically 39%, had been in their positions for a duration of 1 to 5 years. Additionally, 37% had served for a period between 6 to 10 years, while 24% had less than a year of experience in their current roles. Collectively, these findings indicate that a notable

Distribution of Head teachers by

majority, totaling 73%, of the head teachers had been in their current schools for more than one year. This suggests that most of the head teachers who participated in the study had a substantial involvement in the implementation and operations of the School Improvement

Plan (SIP) project at their respective institutions, thereby enabling them to provide more credible and informed responses to the research items being examined.

4.4 Descriptive Analysis

In this segment, the analysis focused on the data gathered through the application of descriptive statistics, including calculations of the mean and standard deviation. This approach aimed to highlight the prevailing trends observed within the dataset. The findings from the descriptive analysis will help in understanding the central tendency, variation and the dispersion of the data. The descriptive data enables the researcher to describe the variables comprehensively. This section analyses the data according to the study objectives.

4.4.1 Project Planning and educational outcomes

Table 4.2: Descriptive statistics for project planning aspects

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Adequate planning of resources needed for full implementation was done prior to the rolling out of the project	32	1.7500	.43519	.189
Adequate resources were availed for the complete implementation of the project	32	1.7300	.44620	.199

	32	1.7400	.44084	.194
Schedule planning for the project was conducted, that is project milestones and deliverables were clearly defined before the commencement of the project execution.				
The anticipated outcomes for the project were identified and planned for before the implementation of the project	32	2.2500	.43519	.189
Valid N (listwise)	32			

On average, respondents rated the adequacy of resource planning for project implementation at 1.75. This suggests that, in general, the respondents believed that resource planning for project implementation was somewhat adequate. The standard deviation of 0.43519 suggests that the responses exhibited a moderate level of variability. This indicates that there was a notable range of differences in the responses given. Some respondents may have rated resource planning higher, while others may have rated it lower, contributing to this variability.

Respondents rated the availability of resources for complete project implementation at an average of 1.73. This indicates that, on average, the respondents considered the availability of resources to be somewhat adequate. The standard deviation, which is calculated at 0.44620, indicates that there is a moderate degree of variability in the responses collected. Some respondents may have believed that resources were more readily available, while others may have perceived resource availability as less adequate.

The item on schedule planning had an average rating of 1.74, indicating that respondents generally believed that schedule planning for project milestones and deliverables was done adequately. The standard deviation of 0.44084 indicates that there was a noticeable level of

variation in the responses. This means that while some participants rated this particular aspect more favorably, others assigned it a lower score.

Finally, the statement that the anticipated outcomes for the project were identified and planned for before the implementation of the project received a higher average rating of 2.25, suggesting that, on average, respondents felt that identifying and planning for anticipated project outcomes was done more effectively compared to the other aspects. The standard deviation of 0.43519 suggests a moderate level of variability among the responses. This indicates that while some individuals showed a stronger agreement with the statement, others were more hesitant or uncertain in their responses.

In summary, the findings indicate that respondents generally perceived the planning and implementation of project resources, resource availability, and schedule planning to be somewhat adequate. However, they believed that the identification and planning of anticipated project outcomes were more effective in comparison. The standard deviations show that there was variation in respondents' perceptions for each of these aspects, highlighting the need for further investigation and understanding of other factors contributing to these perceptions.

The importance of applying prudent planning procedures at the inception of any project is further emphasized by Müller & Jugdev (2012) who identified planning as one of the critical success factors for project success. Further, Thaddee et al (2020) in their study of Girinka project in Rwanda cited prudent planning as a key determinant of the success of a project.

4.4.2 Schedule Management and educational outcomes

Table 4.3: Descriptive statistics for project schedule management aspects

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Adequate planning of resources needed for full implementation was done prior to the rolling out of the project	32	1.7500	.43519	.189
Adequate resources were availed for the complete implementation of the project	32	1.7300	.44620	.199
Schedule planning for the project was conducted, that is project milestones and deliverables were well outlined prior to the start of project implementation	32	1.7400	.44084	.194
The anticipated outcomes for the project were identified and planned for before the implementation of the project	32	2.2500	.43519	.189
Valid N (listwise)	32			

The descriptive statistics provided for five different aspects of project planning and implementation indicate the following. "Adequate planning of resources needed for full implementation was done prior to the rolling out of the project "had a mean of 1.7500, suggesting that, on average, the respondents rated the adequacy of resource planning for project

implementation at approximately 1.75. This indicates that, in general, the respondents perceived that planning for resources needed for full project implementation was somewhat adequate. The standard deviation, calculated to be 0.43519, indicates the degree of variability observed in the responses collected. This statistic reflects how much the individual responses differ from the average response within the dataset. In this case, it suggests that there was a moderate degree of variation among the responses. Some respondents may have rated resource planning higher, while others may have rated it lower.

"Adequate resources were availed for the complete implementation of the project had a mean of 1.7300, which indicates that, on average, the respondents believed that the availability of resources for complete project implementation was approximately 1.73. This indicates that, in general, the respondents considered the availability of resources to be somewhat adequate. The standard deviation of 0.44620 indicates that there is a moderate degree of variation among the responses. This figure reflects a range of differences in the data collected, suggesting that the responses are neither too closely clustered nor excessively spread apart. Some respondents may have perceived resource availability more positively, while others may have viewed it less favorably.

"Schedule planning for the project was conducted, that is project milestones and deliverables were well outlined prior to the start of project implementation "had a mean of 1.7400, indicating that respondents, on average, felt that schedule planning for project milestones and deliverables was done relatively well. The standard deviation of 0.44084 indicates that the responses varied to some extent. This variability suggests that there were differing opinions or levels of agreement among the participants. While the average perception was positive, some respondents may have rated this aspect more highly than others.

"The anticipated outcomes for the project were identified and planned for before the implementation of the project" received a higher mean rating of 2.2500, suggesting that, on average, respondents perceived that the identification and planning of anticipated project outcomes were done more effectively compared to the other aspects. The standard deviation of 0.43519, the same as the first item, indicates a moderate level of variability in responses.

Some respondents may have strongly agreed with this statement, while others may have been less certain.

"Timelines were strictly followed and controlled during the implementation of the project had a mean of 1.8300, showing that, on average, participants felt that project timelines were somewhat strictly followed and controlled during implementation. The standard deviation of 0.58698 is notably higher compared to the other items, suggesting that there was more variability in respondents' opinions about timeline adherence. Some may have rated this aspect more positively, while others may have been more critical of timeline management.

In summary, the findings suggest that respondents generally perceived the planning and implementation of project resources, resource availability, schedule planning, and the identification of anticipated project outcomes as somewhat adequate. However, they had a slightly more positive view of the identification of anticipated outcomes. The standard deviations show that there was variation in respondents' perceptions for each of these aspects, highlighting the need for further exploration and understanding of the factors contributing to these perceptions. Additionally, project timeline adherence was perceived somewhat less positively, with a wider range of opinions among the respondents.

According to the CQASO interviewed, the training manual used during the planning phase was self-explanatory. However, the cascade method of training was too long and tedious. Others were of the opinion that project planning practices applied were effective and that many

stakeholders were engaged at the planning phase. The CQASO interviewed listed the hallmarks of good project planning practices as effective stakeholder engagement, clear goals and objectives, prudent resource allocation, needs assessment, data driven decision making and community involvement.

At the SIP project planning phase, the CQASO identified failures gaps which included failure to identify risks, weak communication strategy, and lack of alignment with national goals, vague or unclear timelines combined with insufficient financial management abilities among the members of the planning team.

Project scheduling has been identified as one of the aspects that are important for the success of a project. Kishk & Ukaga (2008) in their study noted that found that adopting effective project scheduling practices is critical for project success Ullah et al. (2023) studied the effects of triple constraints on project success. In their studies in Bangladeshi, they found that schedule management is a key determinant of project success.

4.4.3 Stakeholder Management and educational outcomes

Table 4.4: Descriptive statistics for project stakeholder management aspects

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Resource allocation and utilization in line with the implementation schedule was controlled optimally	32	1.7900	.45605	.208

Attempts were made to ensure that the project was completed within schedule	32	1.8000	.49237	.242
Adequate stakeholder identification was conducted	32	1.8000	1.12815	1.273
All the interests of different stakeholders were outlined before the project implementation began	32	1.9500	.38599	.149
Ways of addressing the interests of each stakeholder were agreed on before the implementation of the project	32	1.7900	.45605	.208
Valid N (listwise)	32			

The descriptive statistics provided for five different aspects of project planning and implementation reveal the following. "Resource allocation and utilization in line with the implementation schedule was controlled optimally had a mean of 1.7900, indicating that, on average, respondents perceived that resource allocation and utilization in accordance with the implementation schedule were controlled optimally to a reasonable extent. A standard deviation of 0.45605 indicates a moderate degree of variation in the responses provided. This suggests that while the responses show some consistency, there is also a notable amount of diversity among them. While the average perception was somewhat positive, there was some variation among respondents, with some rating this aspect more positively and others less

positively.

"Attempts were made to ensure that the project was completed within schedule “had a mean of 1.8000, suggesting that, on average, respondents felt that there were attempts to ensure that the project was completed within schedule. The calculated standard deviation of 0.49237 suggests a significant level of variability among the responses, indicating that the data points are more dispersed from the mean. Some respondents may have perceived more substantial efforts to adhere to the project schedule, while others may have seen these attempts as less effective.

"Adequate stakeholder identification was conducted had a mean rating of 1.8000, suggesting that, on average, respondents believed that adequate stakeholder identification was conducted. However, it's important to note that the relatively high standard deviation of 1.12815 indicates significant variability in responses, making it less clear how respondents generally perceived this aspect. The large standard deviation in this case suggests a wide range of opinions among respondents, with some rating stakeholder identification much more
positively than others.

"All the interests of different stakeholders were outlined before the project implementation began received an average rating of 1.9500, indicating that, on average, respondents felt that all the interests of different stakeholders were outlined before project implementation started. This suggests a relatively positive perception of this aspect. The standard deviation of 0.38599 is lower than the previous items, implying less variability in responses. Most respondents seemed to have a somewhat consistent view regarding the outlining of
stakeholder interests.

"Ways of addressing the interests of each stakeholder were agreed on before the implementation of the project had a mean rating of 1.7900, which implies that, on average, respondents believed that ways of addressing the interests of each stakeholder were agreed on before project

implementation. This indicates a somewhat positive perception. The standard deviation of 0.45605 is similar to the first item, suggesting moderate variability in responses.

In summary, the findings indicate that, on average, respondents perceived resource allocation and utilization in line with the schedule, attempts to complete the project within schedule, and the outlining of stakeholder interests as somewhat positive. However, there was significant variability in perceptions, particularly in the case of stakeholder identification. Respondents seemed to have a more consistent view regarding the outlining of stakeholder interests. The standard deviations highlight that there was variation in respondents' perceptions for each of these aspects, which suggests indicates that there is a necessity for deeper investigation and comprehension of the various elements that shape these perceptions.

Further, the response from the interviews administered to the CQASOs indicated that the SIP projects were planned and implemented by various stakeholders. These included CDE, CPC, CQASO, CSA, Head teachers, Deputy head teachers, BOM chair, parent representatives and teacher representatives. Consequently, a diverse range of stakeholders participated in both the planning and execution of the SIP projects, indicating a thoughtful approach to stakeholder management. The executive BOM in the SIP schools were engaged in mapping out and identifying the stakeholders. The stakeholders were trained and were engaged in identifying the needs of the schools. Further, the stakeholders were engaged in planning, feedback mechanism, collaborating and partnership, monitoring and evaluation, supply of labour and locally available materials and celebrating the achievements.

Effective stakeholder management was hampered by various factors. These included transfer of head teachers, thus breaking the continuity, ineffective communication, weak feedback mechanism, lack of transparency, conflict of interests, inadequate capacity building, ignorance among some stakeholders and resource mobilization challenges.

The contribution of effective schedule management to project success has been agreed on by many researchers. Atkin & Skitmore, (2008) woring on a construction project and Mambwe et al. (2020) working on a construction project in Lusaka concur that effective stakeholder management is crucial for project success.

4.3.4 Monitoring and Evaluation and educational outcomes

Table 4.5: Descriptive statistics for project monitoring and evaluation aspects

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
The techniques employed to oversee the execution of the project proved to be highly effective in ensuring its proper implementation.	32	1.8700	.39325	.155
The methods used to monitor the implementation of the project were adequate	32	1.7900	.45605	.208
The approaches employed for monitoring and evaluating the project's implementation were sufficiently participatory, encouraging active involvement from stakeholders throughout the process.	32	1.9900	.71767	.515

Both forma ive and summative valuations ut were carried o nd were effective	32	1.9300	.49757	.248
Valid N (listwise)	32			

The descriptive statistics provided for four different aspects related to monitoring and evaluation of a project's implementation reveal the following. "The methods used to monitor the implementation of the project were effective had a mean rating of 1.8700, indicating that, on average, respondents perceived the methods used for monitoring project implementation as reasonably effective. A standard deviation of 0.39325 indicates that there is a moderate degree of variability among the responses gathered. While the average perception was somewhat positive, there was some variation among respondents, with some rating this aspect more positively and others less positively.

"The methods used to monitor the implementation of the project were adequate had a mean rating of 1.7900, suggesting that, on average, respondents felt that the methods used for monitoring project implementation were somewhat adequate. The standard deviation of 0.45605 indicates moderate variability in the responses. Some respondents may have perceived the methods as more adequate, while others may have seen them as less so.

"The methods used to carry out the monitoring and evaluation of the implementation of the project were participatory enough" received an average rating of 1.9900, indicating that, on average, respondents believed that the methods used for monitoring and evaluation of project implementation were somewhat participatory. The standard deviation of 0.71767 indicates a considerable level of variability in the responses, which is relatively high. This suggests that there is a significant degree of differences among the answers provided. Some respondents may have found the methods highly participatory, while others may have considered them

less so.

"Both formative and summative evaluations were carried out and were effective had a mean rating for this item is 1.9300, implying that, on average, respondents felt that both formative and summative evaluations were carried out and were reasonably effective. A standard deviation of 0.49757 indicates that there is a moderate degree of variability in the responses collected. This suggests that the responses are somewhat dispersed around the mean, reflecting a mix of similar and differing opinions among participants. Some participants may have perceived the evaluations as more effective, while others may have seen them as less effective.

In summary, the findings indicate that, on average, respondents perceived the methods used for monitoring and evaluation as reasonably effective and somewhat adequate. However, there was notable variability in respondents' perceptions, particularly regarding the participatory nature of the methods. The standard deviations suggest that there was variation in respondents' views for each of these aspects, emphasizing the importance of delving deeper into and comprehending the various factors that shape these perceptions.

The views of the head teachers on the effectiveness of the monitoring and effectiveness of the practices used for the SIP project were supported by the responses from the CQASO. According to the CQASO, monitoring and evaluation teams were formed at the county and sub county levels and monitoring and evaluation tool was developed by the CDE, CPC, CQASO and the SCDE's office. The tool defined the key performance indicators, collection of data, analysis of data, reporting and stakeholder involvement and finally record keeping and visits of project team.

Despite the strengths of the monitoring and evaluation practices as reported, various gaps were identified. The gaps in the M&E systems included lack of adequate funds allocated to M&E,

inadequate data collection in some cases, limited stakeholder involvement, inconsistent formative evaluation, weak feedback mechanism, data management challenges and lack of accountability.

Monitoring and evaluation is a key ingredient of a successful project. This was the finding of this study. This finding concurs with the findings of Phiri (2015) in his study on African Virtual University and Kissi et al (2020) in their study based on construction projects in Ghana.

4.4 Project Success

Table 4.6: Descriptive statistics for indicators of project success

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Completion within budget	32	9.0200	.59848	.358
Completion within schedule	32	8.6570	.79012	.624
Completion within the specifications	32	8.7690	.68707	.472
Meets the stakeholders' expectations	32	8.9730	.65240	.426
Meets the expected outcomes	32	8.9200	.78096	.610
Valid N (listwise)	32			

The descriptive statistics provided for five different aspects related to project completion and satisfaction reveal the following. "Completion within budget "had a mean rating of 90.2%,

which indicates that, on average, respondents perceived that project completion within the budget was very positive, with a high rating of 90.2%. A standard deviation of 0.59848 indicates that there is a moderate degree of variability among the responses provided. While the average perception was very favorable, there was still some variation among respondents, with some rating this aspect even more positively and others slightly less positively.

"Completion within schedule “had a mean rating for this statement is 86.57%, implying that, on average, respondents believed that completing the project within the schedule was quite positive, with a rating of 86.6%. The standard deviation of 0.79012 suggests that there is a considerable amount of variability among the responses, indicating a diverse range of opinions or experiences. While the average perception was positive, there was a wider range of opinions among the respondents, with some rating this aspect very positively and others less so.

"Completion within the specifications" received an average rating of 87.69%, suggesting that, on average, respondents felt that completing the project within the specified requirements and specifications was quite positive, with a rating of 87.7%. A standard deviation of 0.68707 indicates that there is a moderate degree of variation among the responses provided. Similar to the previous aspects, there was variation in how respondents perceived this criterion, with some rating it more positively and others slightly less so.

"Meets the stakeholders’ expectations" had a mean rating for this item is 89.73%, indicating that, on average, respondents believed that meeting the stakeholders' expectations was quite positive, with a rating of 89.7%. The standard deviation of 0.65240 indicates that there is a moderate degree of variation among the responses provided. While the average perception was positive, there was some variation among respondents, with some rating this aspect more positively and others less so.

"Meets the expected outcomes" had a mean rating for this statement is 89.20%, implying that, on average, respondents believed that the project met the expected outcomes quite positively, with a rating of 89.2%. The standard deviation of 0.78096 suggests that there is a moderate degree of variability present in the responses collected. Similar to the other aspects, there was variation in how respondents perceived this criterion, with some rating it more positively and others slightly less so.

In summary, the findings indicate that, on average, respondents had very positive perceptions of project completion within budget, schedule, specifications, meeting stakeholders' expectations, and achieving expected outcomes. However, there was still some variability in respondents' views for each of these aspects, highlighting the need for further exploration and understanding of the factors influencing these perceptions.

In response to the assessment of the extent to which the SIP projects were successful, there was a unanimous response that the project was very successful as depicted by the improvement in the outcomes as envisaged at the beginning of the project. One of the respondents averred that,

> *"The SIP project was successful to a big extent because of the following: 1. It was well planned and implemented in accordance with the stated objectives and specifications 2. There was regular monitoring and evaluation 3. There was active engagement of stakeholders 4. There was planning for long term sustainability 5. There was community support 6. There was a good alignment with beneficiary expectations 7. There was efficient management of project resources.8. As a result of the project, there was notable improvement in KCPE mean scores…"* Interviewee

The data collected using Focus Group Discussions (FGDs) administered to class 8 pupils indicated that there are remarkable developments that have been made through the SIP project. When asked whether in the school there are physical developments that were put up through the SIP Project, there were a variety of responses. The responses indicated that there were refurbished girls' ablution block, repair of girls' latrines, repair of the girls' latrines, water tanks, tables, removal of window grills, repaired doors to open outside, repair of latrines, repair of windows, repair of blackboard, repair of fence, purchasing of new desks, repaired window panes, new toilets, water points and urinal. In addition, there was the installation of a water harvesting system and buying of supplementary books and learning materials. As for the physical developments used to enhance learning that were put in place through the SIP Project, the pupils cited personal hygiene and keeping latrine clean, water harvesting, blackboards are now visible, windows prevent heavy wind from blowing in classrooms, additional books are used for reference and revision, improved learning environment as the observable physical development that will enhance teaching and learning. As for the adequacy of the developments made through SIP Project to address the school needs, majority of the respondents said that although there was improvement on the learning environment, the facilities were still not adequate for all the learners. For instance, one of the FGDs said that only three subjects were funded leaving all the others unattended. Hence, they underscored the need for more funding and more focus in improving the school infrastructure. Majority of the FGDs said that the developments made through SIP Projects are effective as the learning environment was improved and that most of the developments are functional/ operational. However, as for the maintenance, the FGDs said that due to the high number of the pupils, especially girls competing for the few facilities, they get worn out with time and repairs and maintenance practices need to be enhanced. Finally, the FGDs, said that they perceived the SIP Project to be

successful since it led to the improvement of mathematics and sciences at KCSE level, there was an improvement on the standards of hygiene in the schools and pupils got adequate books.

Document analysis carried out on two SIP schools revealed remarkable improvements in various areas. Table 4.7 displays the changes in the numbers of various facilities as a result of the implementation of the SIP Project.

Figure 4.7: Growth of infrastructure and resources as after implementation of SIP Project

SN.	Physical Infrastructure/ Learning Resources	School 1		School 2	
		Before SIP Project	After SIP Project	Before SIP Project	After SIP Project
1	Available classrooms (no. that is in usable conditions)	16	16	8	12
2	Boys' toilets (doors)	8	8	6	10
3	Girls' toilets (doors)	12	12	6	10
4	Water points	2	2	1	4
5	Boys' urinal	1	1	0	1
6	Revision materials per subject	0	80	0	126
	-maths	0	193	0	0
	-English	0	350	0	285
	-Kiswahili	0	100	0	0
	-social studies	0	40	0	0
	-cre/ire				

The information displayed on Table 4.7 indicates that there was remarkable increase in the numbers of facilities and resources in each of the school after the implementation of the SIP Project.

The research also aimed to determine the effects of the SIP Project on school enrollment rates, KCPE candidature and KCPE Mean scores. Figure 7, 8 and 9 indicate the trend of the three parameters based on the data collected in two SIP schools.

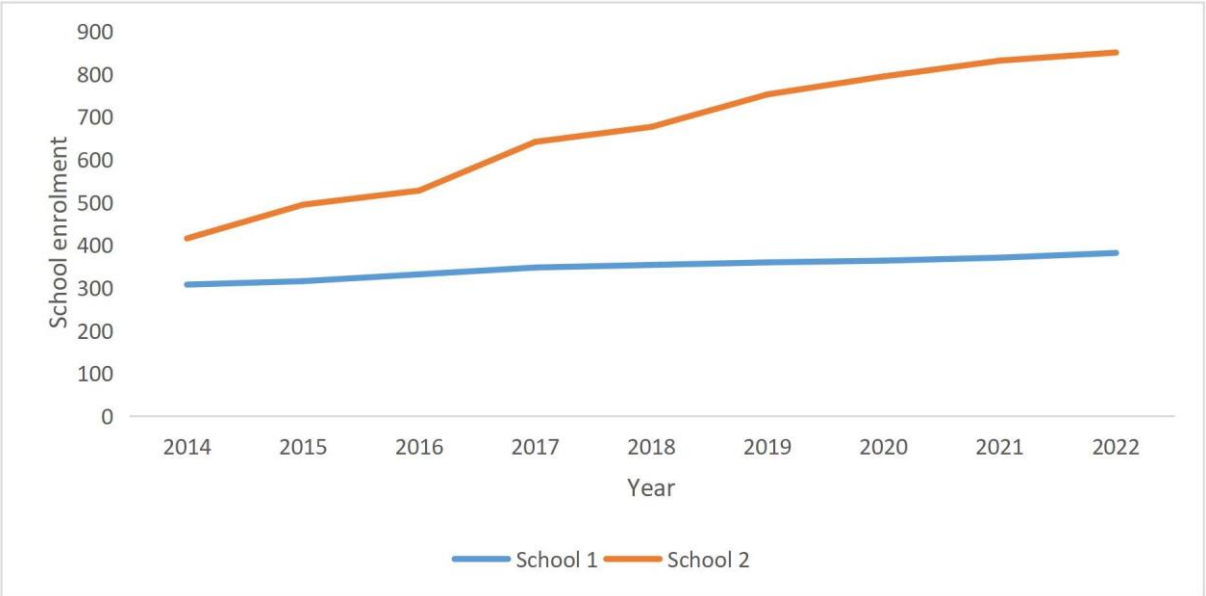

Figure 4: Trend of school enrolment

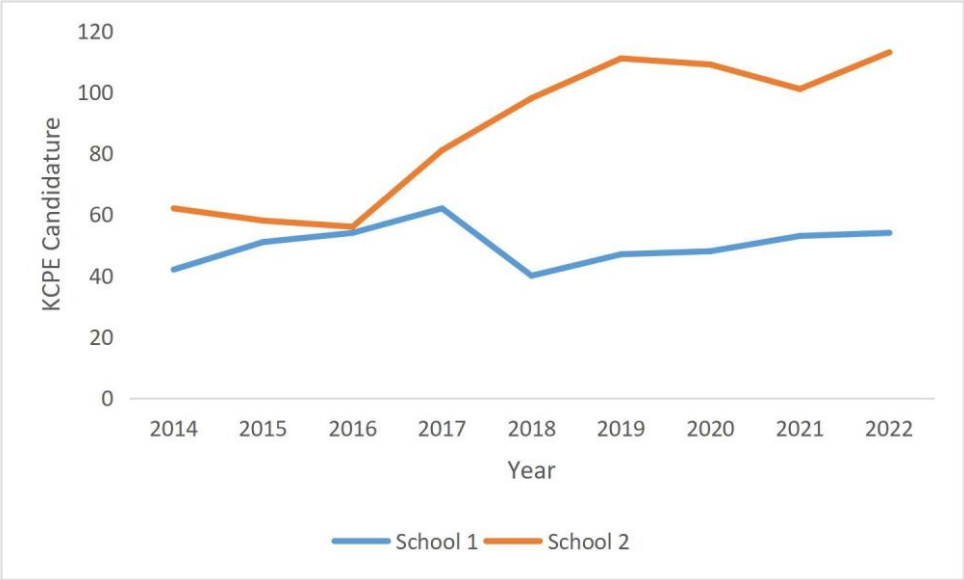

Figure 5: Trend of KCPE Candidature

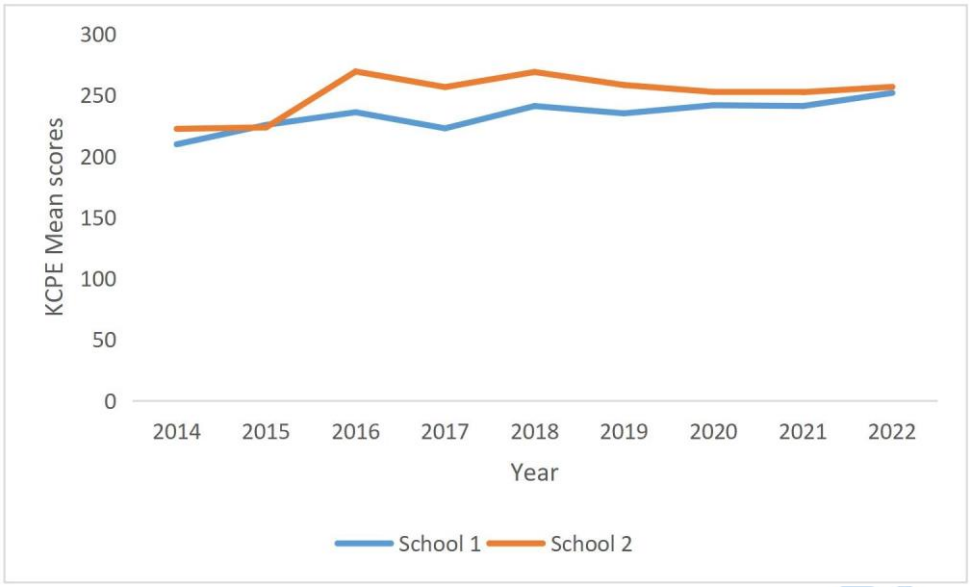

Figure 6: Trend of KCPE Mean scores

The data presented in Figures 7, 8 and 9 indicates that there has been a general increasing trend of school enrolment, KCPE candidature and KCPE mean scores since the implementation of the SIP Project. This suggests that SIP project had a profound impact on the school enrolment, number of KCPE candidates completing the eight-year course and the school academic performance as indicated by the general increase in the KCPE mean scores over the period.

4.5 Inferential Analysis

4.5.1 Correlational Analysis

The study sought to determine whether there was significant correlation between the growth in school enrolment, KCPE men score growth and the average success of the implementation of the SIP projects. Table 4.8 displays the results obtained.

Table 4.8: Pearson Correlation between Growth in enrolment KCPE mean score growth and Average SIP project success

		Growth in enrolment	Growth in KCPE Mean score	Average Project Success
Growth in enrolment	Pearson Correlation	1	.159	.187
	Sig. (2-tailed)		.114	.063
	N	32	100	100
Growth in KCPE Mean score	Pearson Correlation	.159	1	.930**
	Sig. (2-tailed)	.114		.000
	N	32	100	100
Average Project Success	Pearson Correlation	.187	.930**	1
	Sig. (2-tailed)	.063	.000	
	N	32	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

The correlational analysis presents correlations between three variables: Growth in enrolment, Growth in KCPE mean score (Kenya Certificate of Primary Education mean score), and Average Project Success.

The Pearson Correlation coefficient between Growth in enrolment and Growth in KCPE mean score is approximately 0.159. The p-value (Sig. or significance value) is 0.114, which is greater than 0.05 (alpha level of significance). The findings indicate that the correlation observed is not statistically significant at the 0.05 threshold. Specifically, there exists a weak positive correlation of 0.159 between the growth in enrollment and the increase in the mean score for

the Kenya Certificate of Primary Education (KCPE). However, this correlation lacks statistical significance, which implies that there is not a substantial relationship between the growth in enrollment numbers and the corresponding growth in KCPE mean scores within the sample of 32 cases examined.

The Pearson Correlation coefficient between Growth in KCPE mean score and Average Project Success is approximately 0.930. The p-value reported is exceptionally low, specifically "0.000," which signifies that the correlation is extremely statistically significant at the 0.01 level (two-tailed). There exists a robust positive correlation of 0.930 between the growth in the mean score of the Kenya Certificate of Primary Education (KCPE) and the average success of projects. This notably low p-value reinforces the idea that the correlation is highly statistically significant, indicating a meaningful relationship between the KCPE mean scores and the average project success rates. In simpler terms, an increase in the KCPE mean score is associated with a corresponding rise in the average success of projects.

The Pearson Correlation coefficient between Growth in enrolment and Average Project Success is approximately 0.187. The p-value obtained is 0.063, which exceeds the conventional alpha level of significance set at 0.05 but falls below 0.01. This analysis reveals a moderately positive correlation of 0.187 between the growth in enrolment and the average success rate of projects. The p-value is noteworthy at the 0.01 significance level, implying that this correlation is statistically significant when applying a slightly more stringent threshold for significance. This finding indicates a significant, albeit relatively weak, positive relationship between the increase in enrolment numbers and the overall success of the projects being evaluated.

In summary, the correlational analysis reveals that there is a strong and highly significant positive correlation between Growth in KCPE Mean score and Average Project Success, while

there is a weaker, but still statistically significant, positive correlation between Growth in enrolment and Average Project Success. The correlation between Growth in enrolment and Growth in KCPE Mean score is positive but not statistically significant.

CHAPTER FIVE

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

5.1 Introduction

This chapter offers a comprehensive overview, drawing conclusions and presenting recommendations that arise from the research conducted. The insights contained herein are based on the findings that were detailed and analyzed in the previous chapter.

5.2 Summary of Major Findings

The following sections present a comprehensive overview of the findings from the study, structured in accordance with the established objectives.

5.2.1 Effect of Planning on Educational Outcomes

The data suggest that the respondents generally considered the planning and execution of project resources, availability of resources, and timetable preparation to be somewhat sufficient. Nevertheless, they held the belief that the process of identifying and strategizing for projected project results was more efficient in contrast. The presence of standard deviations indicates that there was variability in the respondents' beliefs on each of these features. This underscores the need for more research and comprehension of other variables that influence these perceptions.

As per the CQASO questioned, the training booklet used during the planning process was clear and easy to understand. Nevertheless, the cascade training strategy proved to be too time-consuming and monotonous. Some individuals held the view that the project planning

procedures used were efficacious, and that a multitude of stakeholders were actively involved throughout the planning stage. The questioned CQASO identified effective stakeholder engagement, defined goals and objectives, prudent resource allocation, needs assessment, data-driven decision making, and community participation as the key elements of excellent project planning procedures. During the SIP project planning phase, the CQASO discovered many shortcomings and gaps. These included a failure to recognize risks, a weak communication strategy, a lack of alignment with national objectives, poorly specified timetables, an absence of effective financial management skills within the members of the planning team..

5.2.2 Influence of Stakeholder management on Educational Outcomes

The results suggest that, on average, participants viewed the distribution and use of resources in accordance with the planned timetable, efforts to finish the project on time, and the identification of stakeholder concerns as moderately favorable. Nevertheless, there was notable diversity in attitudes, especially when it came to identifying stakeholders. Respondents exhibited a higher level of consensus when it came to delineating stakeholder interests. The presence of standard deviations indicates that there was variability in how respondents saw each of these features. This implies that there is a need to go deeper and have a better knowledge of the variables that influence these views.

In addition, the interviews conducted with the CQASO revealed that the SIP projects were both planned and executed by several stakeholders. The individuals involved in this group were CDE, CPC, CQASO, CSA, Head teachers, Deputy head teachers, BOM char, parent representatives, and teacher representatives. Hence, the planning and execution of the SIP

projects encompassed a diverse range of stakeholders, indicating the need of effective stakeholder management. The executive Board of Management (BOM) of the SIP schools were actively involved in delineating and identifying the stakeholders. The stakeholders had training and actively participated in defining the requirements of the schools. In addition, the stakeholders actively participated in activities such as strategic planning, providing input, fostering collaboration and cooperation, monitoring and evaluating progress, ensuring the availability of labor and locally sourced materials, and commemorating the accomplishments.

Multiple obstacles hindered the successful management of stakeholders. The issues included the relocation of head teachers, resulting in a disruption of continuity, inefficient communication, a deficient feedback system, a lack of openness, conflicts of interest, insufficient capacity development, limited awareness among some stakeholders, and difficulty in mobilizing resources.

5.2.3 Influence of schedule management on Educational Outcomes

The results indicate that the participants generally considered the schedule planning and the identification of expected project objectives to be reasonably satisfactory. Nevertheless, they had a somewhat more favorable perspective on the identification of expected results. The standard deviations indicate the presence of variability in respondents' beliefs on each of these features, emphasizing the need for more investigation and comprehension of the variables influencing these perceptions. Furthermore, the conformity to the project timeframe was considerably less favorably viewed, exhibiting a broader spectrum of viewpoints among the participants.

As per the questioned CQASO, the training document used during the planning process was clear and easy to understand. Nevertheless, the cascade training strategy proved to be too time-consuming and laborious. Some individuals believed that the project planning procedures used were efficient, and that many stakeholders were actively involved throughout the planning stage. The questioned CQASO identified effective stakeholder engagement, clear goals and objectives, prudent resource allocation, needs assessment, datadriven decision making, and community participation as the key characteristics of excellent project planning methods. During the SIP project planning phase, the CQASO observed many failures gaps. These gaps included the failure to recognize risks, a weak communication strategy, a lack of connection with national objectives, poorly specified timetables, and a lack of financial management skills among the members of the planning team. Project scheduling plays a vital role in ensuring that a project is completed successfully. It is widely acknowledged as a key element that significantly influences the overall outcome of any project.

5.2.4 Impact of monitoring and evaluation of SIP Projects on Educational Outcomes

The results suggest that, on average, participants regarded the techniques used for monitoring and assessment as somewhat efficient and moderately sufficient. Nevertheless, there was significant variation in how respondents saw the approaches, especially in terms of their level of participation. The presence of standard deviations indicates that there was variability in the opinions of the respondents on each of these elements. This emphasizes the need for more investigation and comprehension of the variables that influence these perceptions. The head teachers' perspectives on the efficacy of monitoring and techniques used for the SIP project were corroborated by the feedback received from the CQASO. The CQASO established monitoring and evaluation teams at both the county and sub-county levels. Additionally, a monitoring and evaluation instrument was created by the CDE, CPC, CQASO, and the

SCDE's office. The tool encompasses the identification of key performance indicators, the gathering and analysis of data, the generation of reports, the engagement of stakeholders, and the maintenance of records and project team visits. Although the monitoring and evaluation processes were considered to have strengths, some deficiencies were observed. The deficiencies in the monitoring and evaluation systems encompassed insufficient allocation of funds, inadequate data collection in certain instances, limited engagement of stakeholders, inconsistent formative evaluation, ineffective feedback mechanism, challenges in data management, and absence of accountability.

5.2.5 Educational Outcomes of SIP Project

The study's results suggest that, on average, respondents had very favorable attitudes of the successful completion of projects within the allocated budget, according to the established timetable and specifications, fulfilling stakeholders' expectations, and attaining the desired goals. Regarding the evaluation of the performance of the SIP projects, there was a universal agreement that the project was very successful, as shown by the significant improvement in the expected results from the project's inception. The data gathered from Focus Group Discussions (FGDs) conducted with class 8 students revealed significant advancements achieved via the SIP project. When questioned about the presence of physical improvements implemented via the SIP Project at the school, there were diverse answers. The survey

results revealed the presence of renovated facilities for girls' ablution, repaired girls' latrines, installed water tanks, provided tables, removed window grills, fixed doors to open outward, repaired latrines and windows, restored blackboards, repaired fences, procured new desks, replaced window panes, installed new toilets, water points, and urinals. Furthermore, a water

collecting system was installed and additional books and learning materials were purchased. The pupils identified several physical developments implemented through the SIP Project that will enhance teaching and learning. These include promoting personal hygiene and maintaining clean latrines, implementing water harvesting systems, ensuring visible blackboards, installing windows to prevent strong winds from entering classrooms, providing additional books for reference and revision, and creating an improved learning environment.

Regarding the effectiveness of the advancements achieved via the SIP Project in meeting the school's requirements, most of the participants said that although there was an increase in the learning environment, the facilities were still insufficient for all the students. One of the focus group discussions (FGDs) reported that just three issues received funding, while the others were neglected. Therefore, they emphasized the need for more financing and greater attention towards enhancing the school infrastructure. The majority of the focus group discussions (FGDs) indicated that the improvements achieved via the Systematic Investment Plan (SIP) Projects have been beneficial in enhancing the learning environment. Furthermore, it was noted that most of the advances are fully functional and operational. Regarding maintenance, the FGDs noted that the large number of students, particularly females, vying for the limited facilities leads to wear and tear over time. Therefore, it is necessary to improve repair and maintenance methods. The FGDs said that they considered the SIP Project to be successful since it resulted in enhanced performance in mathematics and sciences at the KCSE level, improved sanitary standards in schools, and ensured that kids had sufficient books. Analysis conducted on two SIP schools showed significant improvements in several domains. After the execution of the SIP Project, there was a significant rise in the quantity of facilities and resources in each school. Furthermore, there has been a consistent upward trajectory in school

enrollment, KCPE candidacy, and KCPE mean scores since the initiation of the SIP Project. This indicates that the SIP project had a significant influence on the school's enrollment, the number of KCPE candidates who completed the eight-year course, and the academic achievement of the school, as shown by the overall rise in KCPE mean scores throughout the time.

5.2.6: Impact of SIP Projects on Education Outcomes

The research aimed to determine the influence of the effectiveness of the SIP Project on educational results, namely the increase in school enrollment and the rise in KCPE mean score. Correlational analysis demonstrated a robust and highly significant positive correlation between the increase in KCPE Mean score and the average success of projects. Additionally, there is a less strong but still statistically significant positive correlation between the growth in enrollment and the average project success. The association between the increase in enrollment and the increase in KCPE mean score is positive, however, it is not statistically significant. Moreover, the regression analysis indicates a feeble and statistically inconsequential correlation between "Average Project Success" and "Growth in Enrolment." The model lacks compelling data to substantiate the notion that "Average Project Success" is a major predictor of "Growth in Enrolment" in this particular scenario. Regression study demonstrates that the variable "Average Project Success" is a very influential predictor of the variable "Growth in KCPE Mean score." The model accounts for a significant amount of the variation in KCPE Mean score (86.5%), indicating a very robust association. Both the model and the predictor exhibit extremely significant p-values (both p-values are 0.000), suggesting a strong and reliable association between Average Project Success and Growth in KCPE

Mean score.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made;

i. Project implementers such as school grant projects need to carry out prudent planning to identify priority areas and prioritize the project activities such that they can be completed within the funding available.

ii. Project implementers for school grant projects need to carry out in-depth stakeholder identification and management so as to bring on board all those who have a stake in the project and consider all their interests when designing and implementing the projects.

iii. Project implementers need to schedule project activities such that the projects once completed can deliver benefits to the beneficiaries at the earliest opportunity. Also the project schedule should be structured in a way to ensure that the projects are completed and are operational within the funds available.

iv. Project funders and implementers need to establish elaborate monitoring and evaluation systems which in collaboration with the stakeholders and beneficiaries of the project to ensure that the projects are completed within the specifications and serve the needs of the beneficiaries effectively.

5.4 Recommendation for Further Study

The study focused on only one of the many grant projects that are implemented in schools. More studies need to be carried out to cover more projects so as to come up with findings that cut across a wider range of projects. The study also focused on the stages and aspects of the project itself. Further studies need to be carried out to address other aspects of grant projects such as beneficiary specifications, project selection and identification as well as the funding

aspects of the projects. Finally, the roles of different stakeholders need to be mapped and identified. This was not adequately addressed in the present study.

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APPENDICES

APPENDIX I: INFORMED CONSENT

Dear Respondent,

I am a graduate student at the Mount Kenya University. Currently, I am doing a study that examines the influence of the School Improvement Program (SIP) grant on educational results in Kenya, with a focus on Laikipia County. You are being invited to participate in a research study titled "Influence of the School Improvement Program (SIP) Grant Project on Educational Outcomes of Primary Schools in Laikipia County, Kenya." Before making a decision about your participation in this study, it is crucial for you to grasp the study's objectives, the nature of your involvement, and any associated risks and benefits. We encourage you to thoroughly review this informed consent document. Should you have any inquiries or apprehensions, please do not hesitate to reach out to the researcher whose contact information is provided at the conclusion of this document. Your involvement as a responder in the current research is much appreciated.

Principal Investigator: Beatrice Wangari Wachira

Institution: Mount Kenya University

Purpose:

The purpose of this research study is to examine the influence of the School Improvement Program (SIP) grant project on the educational outcomes of primary schools. The study aims to investigate the effectiveness of the SIP grant program in enhancing educational outcomes such as academic achievement, student engagement, and overall school improvement.

Procedures:

Should you choose to take part in this research study, you will be required to:

Provide consent for your primary school to participate in the research.

Allow the researchers to collect data from various sources, including existing school records, surveys, interviews, and observations.

Cooperate with the researchers by providing accurate and honest responses to any inquiries related to the study.

Agree to have your school's data analyzed and aggregated with other participating schools for research purposes.

Risks and Benefits:

Participation in this study poses minimal risks. However, there is a possibility of discomfort or inconvenience while providing data or participating in interviews or surveys. It is important to note that any information collected during this study will be treated with strict confidentiality, and all efforts will be made to ensure your anonymity.

There are no direct benefits to you or your school for participating in this study. However, the findings from this research may contribute to a better understanding of the effectiveness of the School Improvement Program (SIP) grant project, potentially leading to improvements in educational practices and policies.

Confidentiality:

The protection of your privacy and confidentiality is our top priority. All information gathered during this research will be treated with the highest level of confidentiality. The data will be securely stored and will only be accessible to members of the research team. Additionally, both your personal identity and that of your educational institution will be anonymized in any reports or publications that stem from this study, ensuring that your participation remains private.

Voluntary Participation:

Your involvement in this study is completely voluntary, and you are free to withdraw at any point without facing any penalties or losing any benefits you would normally receive. Choosing to take part in the study or deciding to withdraw will have no impact on your relationship with your school or the researcher involved.

Contact Information:

If you have any questions, concerns, or complaints regarding the research study, you may contact the following individual:

Beatrice Wangari Wachira-+254 727 646 529.

Mount Kenya University

Consent:

I acknowledge that I have reviewed and comprehended the details outlined in this consent form. I have also been given the chance to ask any questions I might have and have received satisfactory responses. By willingly signing my name below, I give my consent to take part in

the research study titled "Influence of the School Improvement Program (SIP) Grant Project on Educational Outcomes of Primary Schools in Laikipia County, Kenya."

Participant's Name: _____

Date: _____

Participant's Signature: _____

Researcher's Name: _____

Date: _____

Researcher's Signature: _____

APPENDIX II: QUESTIONNAIRE

SECTION I: DEMOGRAPHCI INFORMATION

(Please tick (√) as appropriate in the provided boxes)

1. **Gender**

   Male Female

2. **Age Bracket**

   Below 25 Years 25-35 Years

   36-45 Years 46-55 Years

   Above 55 Years

3. **What is your highest level of education?**

   Primary O-Level

   A-Level College Diploma/Certificate

   Undergraduate Post Graduate

4. **How long have you served as the head teacher in this school?**

   Less than 1 Year 1-5 Years

   6-10 Years 11-15 Years

   16-20 Years More than 20 Years

SECTION II: PROJECT PLANNING (PP)

4. Please indicate your level of agreement or disagreement with the given statements by marking the relevant box next to the choice that best matches your position. Mark the appropriate answer using the scale from 1 for Strongly Agree (SA) to 5 for Strongly Disagree (SD).

Project Planning		1- SA	2	3	4	5 - SD
PP1	Adequate planning of resources needed for full implementation was done prior to the rolling out of the project					
PP2	Adequate resources were availed for the complete implementation of the project					
PP3	Schedule planning for the project was conducted, that is project milestones and deliverables were well outlined prior to the start of project implementation					
PP4	The anticipated outcomes for the project were identified and planned for before the implementation of the project					
PP5	Procedures of measuring the attainment of the outcomes were outlined in the project plan					

SECTION III: SCHEDULE MANAGEMENT AND CONTROL (SMC)

5. Please indicate your level of agreement or disagreement with the given statements by marking the relevant box next to the choice that best matches your position. Mark the

appropriate answer using the scale from 1 for Strongly Agree (SA) to 5 for Strongly Disagree (SD).

Schedule Management (SMC)		1- SA	2	3	4	5 - SD
SMC1	Project timelines, milestones and deliverables were documented and adhered to during the implementation of the project					
SMC2	Proper schedule control measures were put in place during the project implementation					
SMC3	Timeline were strictly followed and controlled during the implementation of the project					
SMC4	Resource allocation and utilization in line with the implementation schedule was controlled optimally					
SMC5	Attempts were made to ensure that the project was completed within schedule					

SECTION IV: STAKEHOLDER MANAGEMENT (SM)

6. Please indicate your level of agreement or disagreement with the given statements by marking the relevant box next to the choice that best matches your position. Mark the appropriate answer using the scale from 1 for Strongly Agree (SA) to 5 for Strongly Disagree (SD).

Stakeholder Management (SM)	1- SA	2	3	4	5 - SD

SM1	Adequate stakeholder identification was conducted					
SM2	All the interests of different stakeholders were outlined before the project implementation began					
SM3	Ways of addressing the interests of each stakeholder were agreed on before the implementation of the project					
SM4	Ways of engaging the stakeholders in the implementation of the project were agreed upon					
SM5	Stakeholder participation in the project implementation was adequately done.					

SECTION IV: MONITORING AND EVALUATION (M&E)

7. Please indicate your level of agreement or disagreement with the given statements by marking the relevant box next to the choice that best matches your position. Mark the appropriate answer using the scale from 1 for Strongly Agree (SA) to 5 for Strongly Disagree (SD).

Monitoring and Evaluation (M&E)	**1- SA**	**2**	**3**	**4**	**5 - SD**

M&E1	The methods used to monitor the implementation of the project were effective					
M&E2	The methods used to monitor the implementation of the project were adequate					
M&E3	The methods used to carry out the monitoring and evaluation of the implementation of the project were participatory enough					
M&E4	Both formative and summative evaluations were carried out and were effective.					

SECTION V: PROJECT SUCCESS (PS)

In your own assessment, rate the success of the SIP project implemented in your school on the basis of the following.

ASPECT OF PROJECT SUCCESS		**PERCENT SUCCESS (%)**
PS1	Completion within budget	
PS2	Completion within schedule	
PS3	Completion within the specifications	
PS4	Meets the stakeholders' expectations	

PS5	Meets the expected outcomes	
PS	**AVERAGE PERCENT PROJECT SUCCESS**	

APPENDIX III: FOCUS GROUP DISCUSSION

Discuss the following questions as they apply to your school within your group and write your common response in the spaces provided.

1. In the school, there are physical developments that were put up through the SIP Project. If so, list the physical developments that you can see in your school.

_____

_____

_____

_____

2. Are the developments put up through the SIP Project utilized by the teachers during teaching and learning? If so, list down how the physical developments are used to enhance learning in your school.

_____

_____

_____

_____

3. Are the developments made through the SIP Project in your school?

(a) Adequate? _____Specify_____

_____

_____

(b) Effective? _____Specify_____

_____

_____

(c) Operational/ Functional? _____ Specify_____

_____

_____

(d) Well maintained? _____Specify_____

_____

_____

4. Was the SIP Project successful in addressing the needs of the school? _____Specify____

APPENDIX IV: INTERVIEW GUIDE

1. How long have you served in this county in the position you hold currently?

2. Who was involved in the planning and execution of the SIP Project in the school in the County?

3. In your own assessment, was the planning of the implementation of the SIP Project at the school level effective?

What were the strengths and gaps in the planning phase?

4.Comment on the SIP Project's schedule management at the school level. How effective was it?

What were the strengths and weaknesses?

5.How were stakeholders in the SIP Project at the school level identified and managed?

How were they engaged through the project implementation process?

What were the strengths and gaps in the stakeholder management?

6.How was the monitoring and evaluation for the implementation of the SIP Project carried out at school level?

What were the strengths and gaps in monitoring and evaluation for the SIP Project at the school level?

7. In your own assessment, to what extent was the SIP Project successful in meeting the objectives, specifications, expected outcomes and expectations of the funders and beneficiaries?

APPENDIX V: DOCUMENT ANALYSIS GUIDE

1. Physical Infrastructure/ Learning Resources before and after the SIP Project

SN.	Physical Infrastructure/ Learning Resources	Before SIP Project	After SIP Project
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

2. Academic performance, candidature and enrolment before and after the implementation of the SIP Project

YEAR	SCHOOL ENROLMENT	KCPE CANDIDATURE	KCPE MEAN SCORE
2014			
2015			
2016			
2017			
2018			
2019			
2020			
2021			
MEAN CHANGE			

APPENDIX VI: THE STUDY LOCALE

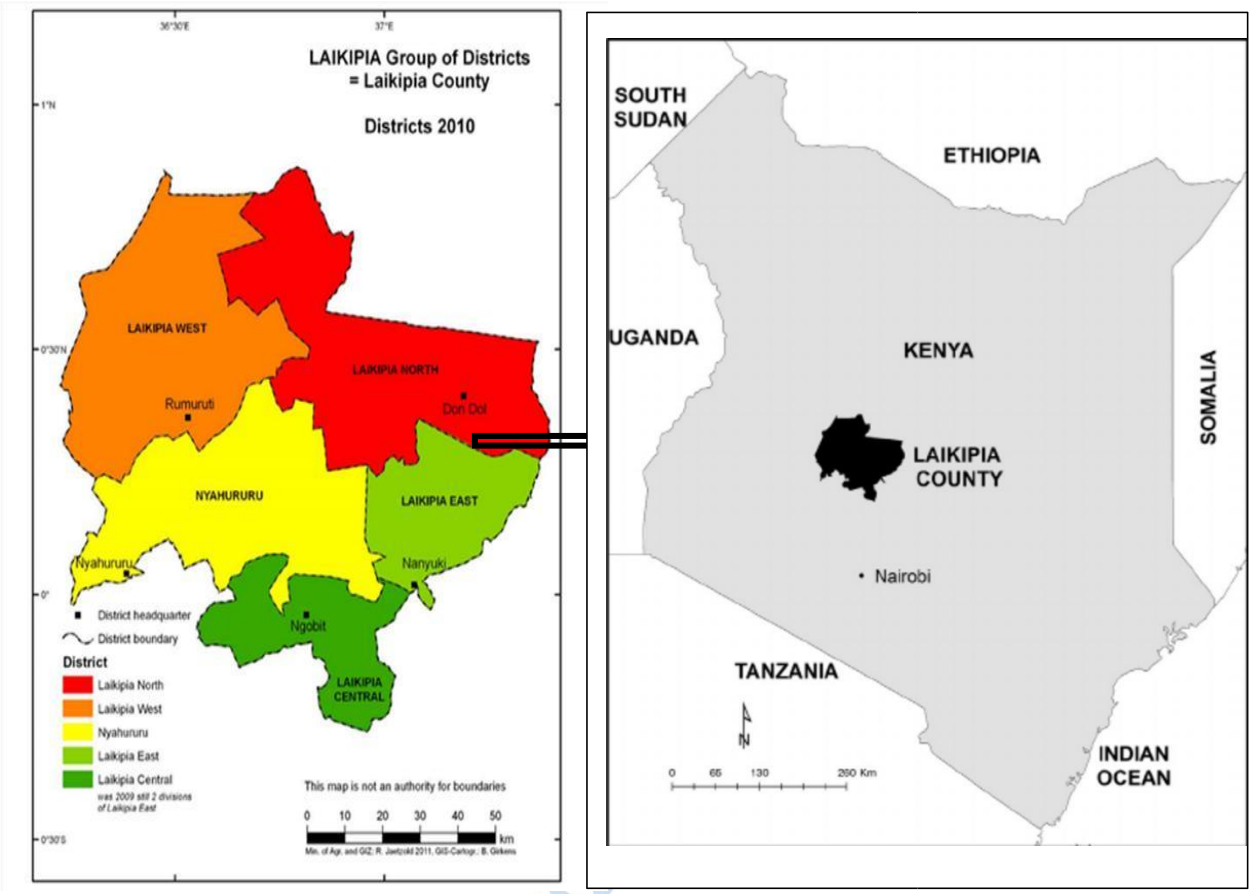

Figure 3.1: Map of Laikipia County, The study locale

APPENDIX VII: LIST OF SIP SCHOOLS IN LAIKIPIA

LAIKIPIA CENTRAL	CHUMA PRIMARY	LAIKIPIA EAST	DAIGA PRIMARY
		LAIKIPIA EAST	ERERI PRIMARY
LAIKIPIA CENTRAL	IMENTI PRIMARY	LAIKIPIA EAST	GAKEU PRIMARY
		LAIKIPIA EAST	LIKII PRIMARY
LAIKIPIA CENTRAL	KIHATO PRIMARY	LAIKIPIA EAST	MUKIMA
LAIKIPIA CENTRAL	MALE PRIMARY	LAIKIPIA EAST	MURAMATI PRIMARY
LAIKIPIA CENTRAL	MATHENYA PRIMARY	LAIKIPIA EAST	MURUNGAI PRIMARY
LAIKIPIA CENTRAL	NAIRUCHI PRIMARY	LAIKIPIA EAST	NYARIGINU PRIMARY
LAIKIPIA CENTRAL	RUTUNGURU PRIMARY	LAIKIPIA EAST	SILOH NAOBOR PRIMARY
LAIKIPIA CENTRAL	WITHARE PRIMARY	LAIKIPIA EAST	UASO NYIRO PRIMARY

LAIKIPIA EAST	MUGUMO PRIMARY
LAIKIPIA EAST	BINGWA PRIMARY
LAIKIPIA NORTH	ILPOLEI PRIMARY
LAIKIPIA NORTH	KIMANJO PRIMARY
LAIKIPIA NORTH	KIWANJA PRIMARY
LAIKIPIA WEST	MURUAI PRIMARY
LAIKIPIA WEST	MATHIRA PRIMARY
LAIKIPIA WEST	MANYATTA PRIMARY
LAIKIPIA WEST	MUTARA PRIMARY
LAIKIPIA WEST	

LAIKIPIA EAST	UMANDE PRIMARY
LAIKIPIA EAST	MIA MOJA PRIMARY
LAIKIPIA WEST	NDURUMO PRIMARY
LAIKIPIA WEST	NORTH TETU PRIMARY
LAIKIPIA WEST	KIAHITI PRIMARY
LAIKIPIA WEST	MERIGWIT PRIMARY
LAIKIPIA WEST	KAGAA PRIMARY
LAIKIPIA WEST	AINAPMOI PRIMARY
LAIKIPIA WEST	NGAREMARE PRIMARY
LAIKIPIA WEST	MAJANI PRIMARY

	KAHUHO PRIMARY	NYAHURURU	OLNGARAU PRIMARY
LAIKIPIA WEST	BONDENI PRIMARY	NYAHURURU	NGUU PRIMARY
		NYAHURURU	THAMA PRIMARY
LAIKIPIA WEST	MITHURI PRIMARY	NYAHURURU	OLORABEL PRIMARY

NYAHURURU	KIGUMO PRIMARY	NYAHURURU	SALAMA PRIMARY
NYAHURURU	KARIAINI PRIMARY	NYAHURURU	MAHUA PRIMARY
NYAHURURU	MUTETA PRIMARY	NYAHURURU	THIGIO PRIMARY
NYAHURURU	MAKUTANO PRIMARY	NYAHURURU	KARANDI PRIMARY
NYAHURURU	BETHEL PRIMARY		
NYAHURURU	BUSTANI PRIMARY		
NYAHURURU	GATERO PRIMARY		
NYAHURURU	MILIMANI PRIMARY		
NYAHURURU	KWANJIKU PRIMARY		

Figure 3.2 list of sip schools in Laikipia County