

DETERMINANTS OF COMPLETION RATE OF GOVERNMENT FUNDED EARLY CHILDHOOD DEVELOPMENT EDUCATION CLASSROOM PROJECTS IN AWENDO SUB-COUNTY, MIGORI COUNTY, KENYA

¹Neema E. O Weche, ²Dr. John Ouru Nyaega

(Ph.D) Lecturer, School of Open and Distance Learning, University of Nairobi.

Abstract: The purpose of the study was to establish the determinants of completion rate of government-funded early childhood development education classrooms construction projects in Awendo Sub- County. The study was guided by four objectives: to establish the extent to which availability of funds influence completion of government funded early childhood development education classroom projects in Awendo Sub-County; to determine how stakeholders' engagement influence completion of government funded early childhood development education classroom projects in Awendo Sub-County; to establish the extent to which procurement process influence completion of government funded early childhood development education classroom projects in Awendo Sub-County and to assess how monitoring and evaluation influence completion of government funded early childhood development education classroom projects in Awendo Sub-County. A descriptive design will be adopted to carry out the study. The target population was 219 respondents. A sample of 140 respondents will be selected using simple random sampling method by use of Kredjcie and Morgan table. Data collection will be carried out through structured questionnaires. The questionnaires were pretested in Rongo Sub County. Data analysis and interpretation was accomplished by use of SPSS version 21. Hypotheses were tested using Karl Pearson's correlation method. The study findings showed gaps in funding, stakeholder engagement, procurement process and monitoring and evaluation of ECDE classroom construction projects in the study area. The hypotheses tested showed a positive relationship between all the independent variables (funding, stakeholder engagement, procurement process and monitoring and evaluation) and the dependent variable (completion rate). The study concludes that the funding, stakeholder engagement, procurement process and monitoring and evaluation systems for these projects are weak and recommends a strengthening of the same so that the completion rate of these projects can be hastened.

Keywords: Determinants of Completion Rate of Government Funded Early Childhood Development Education Classroom Projects.

LIST OF ABBREVIATIONS AND ACRONYMS

CPM: Construction Project Management

UNCTAD: United Nations Commission for Trade and Development

M&E: Monitoring and Evaluation

NEPAD: Partnership for Africa's Development

%: Percentage

F: Frequency

1. INTRODUCTION

Early childhood education is one of the most important items in the society and also for the national progress. Massive supportive evidence demonstrates there is a need for early development which works as a betterment for the later life of the child. Early childhood education is a policy developed by the Kenyan government to overcome the disadvantages of illiteracy. Internationally, the benefits of ECDE can be traced in education, reduction of social disorder, and other outcomes in the labor market. The effects traced are long-lasting and adds a positive value for the disadvantaged. However, economic inequalities still become one of the greatest disfavours of ECDE. They are largely linked to the promotion of social disadvantages and low incomes in their adulthood. Investment in early childhood education is a strategy meant to mitigate all childhood disadvantages. Over the past few years, stakeholders are getting more concerned over the time taken in construction works for early childhood education classrooms. There has been more pressure put on completion of government-funded early childhood development education classrooms. In the recent years, stakeholders are getting more concerned over the time taken in construction works for early childhood education classrooms. As such, more pressure is put on completion of government funded early childhood development education classrooms as a result of increase in material cost, accumulate bank interests, pressure from the sponsors and clients, cost overrun, and prerogatives and disagreements that may lead to arbitrations and litigations.

Project delays are a rampant problem in the construction business not only with an endless price to society but also with incapacitating impacts on the parties involved in the contract. The notion of delay in the considerable accomplishment of construction works is an international phenomenon. Delays have major effects including the fact that money dedicated on projects does not assist proposed beneficiaries and consequently brings about in cost and time swarm. A recent study by United Nations Commission for Trade and Development (UNCTAD), on African construction business's problems and their effects for New Partnership for Africa's Development (NEPAD) recognized that project delays are costly and is the main problem. Further, it mentions cost performance, quality, and poor project time as some of other major issues. Many government-funded early childhood development education classrooms have not been meeting the stakeholder's expectation conferring to a report delivered at Boston, Massachusetts in the United States of America by the chairman of Standish Group roughly on how particular projects (CHAOS instantaneous 2009 report). Conferring to the report, 32% of developments were effective since they remained to be delivered on time, within reasonable budget and with probable presentation of degree of excellence, 44% of projects were conveyed late, terminated budget and with fewer features and purposes and a consequence were defied and 24% of projects were likewise annulled in advance they were conveyed since they were unsuccessful.

In Palestine, consequences show that the regular postponement is the major issue that hinders project accomplishment. Others being increase in material costs, accessibility of resources as premeditated over project period, regular interruption due to of terminations leading to materials deficiency, accessibility of employees with a great understanding and qualifications, eminence of equipment and fresh materials in project, and management abilities for project managers, (Assaf *et al.*, 2005).

Similar trends have been identified some of the other African countries. Ogunsemi and Jagboro (2006) mentioned that one of the biggest challenges the construction business is experiencing is the project cost overrun, with associated value of finishing projects higher than what was set at the initial phase. Political instability is also one of the primary factors that negatively affect project execution and can have extreme negative impact on construction business as noted in some particular regions in Kenya including Awendo sub-county Rosazuwad (2010). Rosazuwad mentions that some of the issues that greatly affects completion of government funded early childhood development education classrooms between include expiration of contracts, slow procurement process, and unusual account closure. Bestowing to Jonathan (2011) the greatest reason of interruptions in the construction sector in Kenya, is funding by the service provider throughout the project, variations in strategies by the client or representative during the construction, interruptions in contractor's imbursement and non-utilization of expert construction management.

This paper focused on the determinants of completion rate of government-funded early childhood development education classrooms construction projects in Awendo Sub-County. The project will seek to research on the different factors that are necessary to have a successful classroom and also those that hinders successful constructions. Chapter will discuss the literature review and seek to get more insights on what other researchers have found out relating to this subject. Awendo

Sub County has been selected for this study because it has quite a number of projects that have stalled and a small number that have been completed successfully. This, amongst many new factors have encouraged the researcher to conduct this study, analyzing the aspects that affect completion government-sponsored school project especially early childhood development classrooms in Awendo Subcounty, Migori county-Kenya.

2. LITERATURE REVIEW

The concept of Project Completion

In any project undertaking, the prime goal is to get the desired results at the project closure. Best results can only be realized if the project objectives are strictly followed. In the construction industry, projects normally delay in completion due to poor implementation, poor costing and budgeting, logistical challenges, poor manpower and inaccessibility of the sites. The above-mentioned factors affect the overall completion rates. Proper coordination of stakeholders proper budgeting, and realignment of project objectives attributes to timely achievement of deliverables and laying out a track to be followed suite in realizing that the project objectives are achieved to the fullness, completeness and in a timely manner (Weiss and Potts, 2012).

Availability of funds and Project Completion

Chan and his friends hold that the greatest important cause of interruptions in the construction sector is funding by the contractor throughout the project, variations in designs by the owner or his agent throughout the construction, suspensions in contractor's expense and non-utilization of professional construction organization. Someone contended that speculation in a constructed capability signifies a cost in the little term that yields benefits only over the long-term use of the talent. Thus, prices happen earlier than the assistances, and proprietors of facilities need to find the capital resources to backing the costs of construction. A project cannot continue deprived of adequate funding, and the cost of providing satisfactory finance can be quite huge. For these details, attention to project money is a significant aspect of project administration. Money is also an alarm to the other organizations elaborate in a project such as the over-all contractor also material dealers. Except an owner directly also totally covers the costs incurred by each contributor, these administrations face funding problems of their own.

Nyamu (2015) found out that project implementation can be greatly affected by delayed funding, stakeholder demands, expectations as they occasionally caused long delays, beyond the control of the implementing agencies. Other factors that influenced completion of the projects include inadequate funding, complicated government procurement procedures, lack of proper planning, contractor operations procedures and poor supervision. The projects are initiated, designed and planned and implemented. Project inputs that facilitate the execution of the county construction projects are in form of funds they get from the project financiers. Project finances are supposed to be used effectively to enable successful completion of the county construction projects (Osedo, 2017).

In addition to this cost also designs are thoroughly related and it is significant to safeguard that projects are brought within their accepted budgets and that the design signifies price for money. Projects must be intended taking description of both capital and functioning costs, whole-life estimate is a vital share of the design procedure, and whole-life costs of crucial components of a facility should be considered during the design process. To ensure worth for money, stability should be smash into among initial capital costs also expected replacement prices over the life of the capability. It is perceived that at an additional general level, project finance is solitary one aspect of the over-all problem of corporate finance. If many projects are well-thought-out and financed collected together, then the net cash flow necessities institute the corporate financing challenge for capital investment. There are suggestions that whether project finance is done at the project or at the corporate stage does not change the simple financing challenge. In essence, the project finance challenge is to find funds to link the time amid making expenses and gaining revenues. For ECDE classroom project to be delivered ahead of time the right completion rate, funds ought to be adequately allocated in order to ensure adequate materials and manpower is procured. Therefore, it is prudent for the researcher to do an enquiry in order to ascertain whether or not, availability of funds has any influence on project completion rate.

Stakeholders' engagement is a procedure which captures both specialist and lay knowledge in project management. Although many shades of participation exist, it is noteworthy that all forms embrace one kind of stakeholder involvement or another. The critical question is which variety of stakeholders' engagement is appropriate for a particular setting and

what level of intensity is deemed sustainable Fraser (2006). Aaltonen, Jaakko and Tuomas (2008) mentions that stakeholders can be classified as either claimants or influencers and consider the potential of stakeholders to threaten or cooperate with the organization. Stakeholders can also be separated into internal and external stakeholders, or primary or secondary stakeholders. Internal stakeholders are, for example, employees, customers and shareholders, while examples of external stakeholders are community activists, media, advocacy groups and other non-governmental organizations (Botchway, 2001). Secondary stakeholders are not directly connected with the crucial business because they lack a “formal contractual bond with the firm” or “direct legal authority” over the firm. However, primary stakeholders, such as employees and customers, are in an undeviating association with the firm, indulged in transactions with the firm or have direct legal authority over the firm. In turn, secondary stakeholders are not directly engaged with economic activity, but are still able to impact an organization. Moral and legitimate claims are often emphasized in correlation with less important stakeholders.

Botchway (2001) however held added that stakeholders may also been separated into strategic and moral stakeholders. Strategic stakeholders are measured to be able to impose decisions on the firm, thus the management of their interests is essential. Moral stakeholders are those who are rather affected by the firm. Other works however disagrees with earlier stakeholder conceptualizations and categorizations for uncertainty and suggests that a difference should be made between stakeholders, stake watchers and stake keepers. In terms of classification, stakeholders are those who have a tangible and real stake in a company. Stake watchers, in turn, do not actually have a stake themselves but they guard the interests of actual stakeholders. Examples of stake watchers are unions and community pressure groups. Finally, Botchway (2001) postulates that stake keepers are the autonomous regulators who have no stake in the firm but have influence and control, such as governments, regulatory agencies and certification organizations (Giordano, Passarella, Uricchio and Vurro (2007).

According to Bush (2007), managing early childhood education center is a complex process and needs a visionary and committed leader. In this regard, Kelechukwu (2011) says that the principal is task with the responsibility of managing early childhood education center resources including students, staff, finances, facilities, and community relations. Therefore, in such a setup the principal takes up the role of the project manager. Conforming to Prabhakar (2008), the steps involved in project management include project initiation, project planning, project execution, project control, and completion or closing procedures. As such, the early childhood education center principal acts as a project manager. Based on the above fact, the principal will be required to plan, execute, maintain, manage, and assess the whole education system human resource, financial inputs, students, physical facilities, and the curriculum in order to prepare them to engage better in construction projects within the early childhood education center. Therefore, it is important that early childhood education center heads undergo adequate project management training courses to effectively carry out early childhood education center management responsibilities. Nevertheless, in Kenya, the early childhood education center principals are selected from serving teachers based on their track records Okumbe (2008). As mentioned by Okumbe (2008) and Olembo (2012), the task that principals do is still undermined because the nature of work that they do involves managing big projects. This is one of the major reasons why many early childhood education center projects in Kenya are stalling, early childhood education centers registering poor performance, and dilatated structures. According to Okumbe (2008), it is challenging to measure efficiency and effectiveness of managing project in early childhood education center set up. Okumbe attributes this to the fact that different early childhood education centers have different resource distribution and financial abilities. Therefore, this study limited the research to the perceived effectiveness of early childhood education center principal in managing projects.

Kumar and Prasad (2013) describes a competent professional as that person who can do deliver quality results within the available budget and timeline and with minimal supervision. Competency requires that the objectives of a particular job are consistently met as mentioned by Ireland (2004). The scope of competence is generally based on these three areas: skills, knowledge, and attitude. Ireland (2004) says that knowledge is made up of specific and general practices, concepts, processes, procedures, theories, and methodologies of project management that apply to the complexity projects being undertaken. It is crucial that the project manager have relevant knowledge concerning the technical characteristics of the service or product being constructed.

Skill is another aspect of competence and this refers to application of knowledge to facilitate completion of a project in an efficient and effective way states Ireland. There exist three crucial skills that every manager should poses including

human, technical, and conceptual skills (Katz, 1974). Technical skills refer to the techniques and knowledge relevant to the job that is required to carry out the different tasks proficiently. These are very essential skills especially for the first line managers since they are literally supervising staff/ workers who employ the different techniques and use the various tools to deliver a service or a product for the client Robbins & Coulter (2012). Typically, human skills refer to the ability to cooperate with other human beings at a group or individual level. Daft (2012) mentions that if a manager has good human skills, he/she will be able to bring out the best out of the people he/she manages. Daft further says that some of the human skills include ability to coordinate, facilitate, communicate, lead, motivate, and conflict resolution. Finally, according to Reok (2014), conceptual skills are 'thinking skills', that is, the ability of a person to conceptualize about complex and abstract scenarios. Managers employ these skills to have and logical view of the entire institution and get more insights about the relationships of the different subunits.

Finally, the third aspect of professional competence is attitude. This refers to professional and personal demeanor that a person displays while carrying out his/her normal duties. Ireland (2004) mentions that attitude is made up of dedication, energy, drive, and good instincts. With regards to competence, this would be associated with positive energy. Ireland further explains that it is necessary for every project manager to show appropriate attitudes to all the project stakeholders including senior management, sponsors, project team, clients, and other groups interested in the project. Many researchers have recognized leadership and management as the primary factors that cause delay in accomplishing the different early childhood education center construction projects. According to Kerzner (2008), inadequate supervision, late instruction issuance, and incomplete drawings are some of the key aspects that causes projects to delay or stall in early childhood education centers. As concluded by Kumar and Prasard (2013), insufficient supervision by the early childhood education center principals/managers was the main reason as to why many early childhoods education center's constructions projects delay. Besides, Pongpeng and Liston (2013) points out other factors that leads to delay such as inadequate project management experience by early childhood education center managers, delays in approving the key modifications in the scope of work, and lateness in the review of design documents. Additionally, a study carried out in America points out that inadequate site inspection and delays in design work are the major cause delays (Arditi and Mochtar, 2010). Other factors identified include changes in requirements during construction, design errors, and communication barriers amongst stakeholders. A different study done by Chan and Kumaraswamy (2007) identified other factors including inadequate experience by the design team and discrepancies and mistakes in design documents as some of the aspects that causes delay to project completion.

The success of any project is majorly dependent on the performance of the project team-mostly the designers, otherwise known as *inter alia*. In any construction project, designers play a significant role because they are required to be present from the time the project is started to its completion. The reason why we are mentioning designers as crucial stakeholders is because, any decision they make at the beginning of the project will affect how to project completes and dictates if the requirements have been met. According to Al-momami (2010), producing designs that are defective may lead to project failures because they adversely affect the entire project team and project performance. Such design inefficiencies could be very costly, time and resource consuming because it may require rework or redesign of the project or may lead to delivery of poor-quality outcome. Oyedele and Tham (2006) came up with a performance criterion for ranking designers based on client reviews which relate to timeliness in issuing designs, quality of design, and smooth flow of work, dimensional inaccuracies, and missing information.

Project management, as argued by Dainty et al. (2002), exemplifies a single criterion upon which performance of any project is contingent. However, this can also be debated upon since it is not the systems or processes that deliver project but people- the human beings. Issues such as poor-quality work, budget overruns, multiple claims and litigations, and schedule delays is caused by selection of inefficient contractor to take up on the construction projects according to Pongpeng and Liston (2003).

This raises the need to have quality management for any construction project. Quality management is necessary because it is used to measure the competency or effectiveness of a contractor or consultant and ensure that the delivered product is in line with the quality standard agreed at the beginning of the project. Quality management can be achieved through continuous supervision. Supervision is very essential as it seeks to make sure that there is timely delivery of quality product according to Kaminget al (2007). Consultants, on the other hand are responsible for assessing the quality and speed of construction through: quality management information processing requirements, clean working environment,

sufficient quality management inspection resources, and work or material rejection rate. On the other hand, the speed of construction depends on the effectiveness of the contractor in terms of construction management. Some of the factors that should be put in to consideration with regards to contractor include analysis of: work sequencing, movement of resources, methods of construction, response rate, monitoring and updating, taking advantage of emerging opportunities, addressing and recovering from emerging problems, and creating a relevant organizational structure to keep the workflow consistent.

Procurement is the entire process of acquiring materials, property and services required for a particular project. The process starts with the identification of need, followed by a decision on procurement requirements. The process continues through risk assessment, identification and evaluation of alternative solutions, contract award, delivery and payment of the property or service. World Health Organization report (2007) explains that an effective procurement process ensures that materials are available at the right time, right quantity, for the right client, and at a reasonable price and quality. Ombaka (2009) further emphasizes that it does not merely entail the act of buying, but a wide range of business, operational, information technology, legal systems, safety and risk management, all undertaken to address an organization's needs. The ability to satisfy desired needs depends on the speed at which the good is delivered; otherwise a negative externality is created on the end users.

Nyamu (2015) notes that procurement process also references the process for the selection of a preferred supplier ("Tender Process") and the process for the actual order and delivery of the procured products ("Procurement Process"). The Public Procurement and Disposal Act 2005 defines procurement as the acquisition by purchase, rental, lease, hire, license, tenancy, franchise or by any other contractual means of any type of works, assets, services or goods including livestock or any combination. Weele (2010) further contends that procurement may involve bidding process known as tendering. The competitive process aims to get the best value for consumers while enhancing access, competition and fairness. The majority of contracts awarded to small and medium enterprises are done on a competitive basis, making it the most common process used by the government.

Mokaya (2014) notes that, Public Procurement as the main process through which the government operate and spends public money. The Public Procurement system in Kenya has grown from a rudimentary stage during the colonial and post-colonial period to a vibrant regulated system that compares well with the international standards. The Kenya Constitution, 2010 outlines principles for Public Procurement and Disposal i.e.: Fair, Equitable, Transparent, Competitive and Cost-effective. The Public Procurement and Disposal (Preference and Reservations) Regulations 2011 cover groups or regions that have been disadvantaged over time and cannot be able to compete favourably with more established firms and hence must be given preference. The target groups include: Small enterprises, Micro enterprises, Disadvantaged groups, Citizen Contractors, Local contractors and Citizen Contractors in joint venture with foreign forms. The objective of the Regulations is to promote local firms/industries and disadvantaged groups or individuals.

Monyoncho (2015) recommended that, the procurement process should also uphold integrity by ensuring that there are no malpractices; informed decision making, which requires public bodies to base decisions on accurate information and ensure that basic requirements are being met. Moreover, the procurement practice should be responsive to aspirations, expectations and needs of the target society. The clean the procurement process the less the malpractices endured thus enhancing project completion.

Project monitoring and evaluation is a key component that tracks the progressive records of any particular project. When a project is monitored and evaluated to the required standards successful project completion is realized. Project monitoring is the continuous assessment of Project implementation in relation to design schedules, and of the use of inputs, infrastructure, and services by project beneficiaries. Simon further observes that project evaluation is the periodic assessment of a project's relevance, performance, efficiency, and impact both expected and unexpected in relation to stated objectives (Simon, 1986 as cited in Barasa, 2014).

Projects monitoring and evaluation provide managers and stakeholders with continuous feedback on implementation, interim and terminal evaluations. These are conducted on projects as ways to identify necessary adjustments in project design and to assess the projects effects and their potential completion Paul (2005).

According to Barasa (2014) Monitoring and Evaluation of projects in the entire republic should be emphasized. They should work with other sectors such as relevant ministries which should in turn facilitate by availing guidelines such as

adherence to the estimates for construction in the bill of quantities as approved in the strategic plan. Kariuki (2013) in his findings noted that high education level contributes towards understanding of the different facets of government policies. It emerged that people with low income tend to exhibit high levels of participation to supplement their annual income. Seemingly high literacy levels increase the ability to communicate effectively ultimately generating easy in participation. He further stressed the need for adherence to structured leadership selection criteria based on academic qualifications, leadership skills and adherence to stipulated process of selecting committee members. Monitoring of projects creates a good environment for their successful completion.

A project in its straight forward description is a brief attempt assumed by people who work cooperatively together to create a unique product or service within an established time frame and within reputable budget to produce distinguishable deliverables. Project victory has been well-defined by the standards of time, budget and deliverables. A project is solitary fruitful if it derives on plan, on budget, it accomplishes the deliverables first set for it also it is recognized and used by the customers for whom the project was proposed. Projects possess definite characteristics that differentiate them from several other activities in the business. These comprise of the fact that projects are brief meaning that any project will have a start date also end date though it has nothing to do with short period.

Completion of projects within plan is a chief influence to the reasonable edge in administrations. This is founded on the understanding that the victory of the targeted aims is unwavering by the capacity to convey the targeted productivity within the required time. Though timely conclusion of the project is one of the elements of its success, it is significant to manage each project founded on its exclusivity. Project achievement factors can be classified into managerial factors, efficient project scheduling and intelligibility of aims, identify two phases within project lifespan as the distribution also post-delivery phases. The supply phase consents on average measures which consist of “doing things right” while the post-delivery stage is the concern of the customers and business to certify that things were done correct. It is founded on this method that “getting things right” is apparent to be more important equated to “doing things right”.

Enactment of the projects typically needs resources given that most of the time project execution is based on thorough plan, which reflects also peripheral factors also restraints. Scheduling, execution and supervisory of project is the primary field of project organization. The nature of the enactment procedures will be contingent on the type and size of the project. Possibility, time, cost, risk, quality, project organization, human resources, communications and procurement must be achieved. These opinions are no diverse from that who assumes that enactment is the carrying out, performance, or repetition of a plan, a technique, or any design, idea, model, requirement, typical or policy for undertaking something. As such, process is the action that needs to follow any initial thinking in order for something to truly happen.

3. RESEARCH METHODOLOGY

Research Design

Descriptive research survey design was employed in this study. This is because this design is focused on recording, describing, reporting, and analyzing existing conditions Kothari (2009). A descriptive design is recommended for studies that seek to portray and describe features of a group of people, situation, event, or an existing population. As described by Mugenda and Mugenda (2003), a survey design is a trial to gather information from a sample population to identify current population status with respect to one or more variables. This is a data collection technique where questionnaires or interview are administered to the sample population. It is used to collate data regarding the attitude, habits, opinions, social, or education issues of the people Kathuri (1993).

This design suits this study since there is the need to elaborate and explain the respondents concerning their opinion and attitude about the various aspects that influence completion of construction project in early childhood education centers in Awendo Sub-county. A research design should explicitly show reliability and protection against biasness while putting the economic conditions into consideration during the completion of the research study (Kothari, 2009). As such, the need to employ descriptive survey arose to make sure that participants maintain truthfulness, anonymity, and give more reliable responses.

Data collection Instruments

A questionnaire was used to collect data from respondents. The questionnaires were made up of both unstructured and structured questions. The use of questionnaires were preferred because they were cheap and easy to administer and analyzing data as stated by Mugenda and Mugenda (2003). The questionnaires will be subdivided into different sections, to address the specific objectives of the study.

Pilot testing

It is important to pretest the questionnaire before distributing it to the whole sample. Pre-testing helps a researcher to detect weaknesses in the instrument. A researcher would usually use colleagues, respondent surrogates, or actual respondents to evaluate and refine a measuring instrument (Gakuu, 2016).

The number of cases in a pretest should not be very large. Normally the pretest sample is between 1% to 10% depending on the sample size; the bigger the sample, the smaller the percentage. Subjects in the actual sample should not be used for the pretest. The procedures used in pretesting questionnaires should be identical to those which will be used during the actual data collection. This will allow the researcher to make meaningful observations. The subjects should be encouraged to make comments and suggestions concerning instructions, clarity of questions and relevance (Mugenda, 2003).

A pilot test will be conducted in Rongo Sub County before the final data collection. For this purpose, 14 questionnaires were administered to respondents and the results so obtained were used to make improvements in the data collection instruments.

Validity of the data collection instrument

'Validity is the degree to which a statistical technique accurately measures or predicts a value. It is the strength of our conclusions, inferences or propositions. In Validity, the researcher determines whether the study measures truly what it was intended to measure or the extent to which the study results are truthful' (Gakuu, 2016).

'Validity is the strength of our conclusions, inferences and propositions. Face validity is an assessment of whether a measure appears, on the face of it to measure the concept it is intended to measure. Internal/ content validity is a measure of the degree to which data collected using a particular instrument represents content of a particular concept. In designing an instrument that will yield a content valid data, the researcher must specify the domain of indicators which are relevant to the concept being measured' (Gakuu, 2016)

'The usual procedure in assessing content validity is to use professionals or experts in a particular field. The instrument is given to two groups of experts, one group is requested to to assess what concept the instrument is trying to measure. The other group is asked to determine whether the set of items or checklist accurately represents the concept under study' (Mugenda, 2003)

Reliability of the Instrument

'Reliability has to do with the quality of measurement. It is the degree of consistence over time and whether the study results are an accurate representation of the total population being studied'' (Gakuu, 2016). Reliability enables the researcher identify ambiguities and inadequate items in the research instrument. The research process tries to minimize random error and hence increase data reliability. The reliability coefficient can be computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a high degree of reliability of data'' (Mugenda, 2003).

'The test retest method was used to assess the reliability of the instrument. This process involves administering the same instrument twice to the same group of subjects. There is usually a time lapse between the first test and the second test. The correlation coefficient obtained is referred to as 'coefficient of reliability or stability.' If the coefficient is high, the instrument is said to yield data that have high test retest reliability'' (Mugenda, 2003).

For this study a test-retest reliability coefficient obtained was 0.78, indicating that the tool was reliable for collecting data

Data Collection Procedure

After the approval of the research report, the researcher obtained an introductory letter from the university. A research permit was obtained from the National council of science and technology. Afterwards, the researcher proceeded to the

study area and pay courtesy call to the managers at the various schools of interest to seek for permission. Identification of respondents will then take place. The questionnaires were coded but remain anonymous. The purpose of the study was explained and respondents who were willing to participate were given the questionnaire to fill and return to the researcher later on.

Data Analysis Techniques

After successfully collecting the data, it would be necessary to analyze it so as to identify the different trends that relate to the study area. Data coding will be employed with regards to source and type. Data was interpreted and analyzed both quantitatively and qualitatively in line with the objectives of the study. To identify the relationship strength between the different variables of interest Karl Pearson Correlation will was employed. Additionally, Statistical Package for Social Science (SPSS) software was used to analyze quantitative data. The findings will be interpreted and presented in descriptive format such as frequencies, tables, statistics, and percentages.

4. DATA ANALYSIS, PRESENTATION AND DISCUSSION

Influence of Availability of Funding on Completion rate of Projects

The results of the study were as shown below:

Availability of funding on completion rate of projects

The study sought to establish how the availability of funding influenced the completion rate of ECDE classroom construction projects in Awendo Sub County. The table 1 shows the summary of responses from the respondents:

Table 1. Availability of funding and completion of projects

Statement		1	2	3	4	5	TOTAL
ECDE classroom budgets are available	F	7	27	42	31	5	112
	%	6.3	24.1	37.5	27.7	4.5	100.0
Funds are allocated based on budgets	F	4	18	44	39	7	112
	%	3.6	16.1	39.3	34.8	6.3	100.0
Funding is done consistently	F	0	1	23	59	29	112
	%	0	0.9	20.5	52.7	25.9	100.0
Funding is done in a timely manner	F	0	2	16	46	48	112
	%	0	1.8	14.3	41.1	42.9	100.0
Proper management of the funds is practiced	F	1	1	7	27	76	112
	%	0.9	0.9	6.3	24.1	67.9	100.0

KEY: 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree

Form the table 1:

On availability of ECDE classroom construction budgets, 6.3% of the respondents strongly agreed, 24.1% agreed, 37.5% remained neutral, 27.7% disagreed and 4.5% of the respondents strongly disagreed. Asked to indicate whether funds allocated for ECDE classroom construction was based on the budgets, 3.6% strongly agreed, 16.1% agreed, 39.3% remained neutral, 34.8% disagreed and 6.3% of the respondents strongly disagreed. The respondents were also required to indicate whether the funding was consistently done. Only 0.9% agreed, 20.5% remained neutral, 52.7% disagreed and 25.9% of the respondents strongly disagreed. On whether the funding was being done in a timely manner, 1.8% agreed, 14.3% remained neutral, 41.1% disagreed and 42.9% strongly disagreed.

Lastly, the respondents were asked to indicate whether proper management of the project funds was being practiced during the construction of ECDE classrooms. In their responses, 0.9% strongly agreed, 0.9% agreed, 6.3% remained neutral, 24.1% disagreed while 67.9% strongly disagreed.

Relationship between availability of funding and completion of projects

The relationship between availability of funding and completion rate of ECDE classroom construction projects was tested using correlation analysis. The results of the test are shown in the table 2:

Table 2: Correlation of availability of funding and completion rate of projects

		COMPLETION RATE	AVAILABILITY OF FUNDS	OF
COMPLETION RATE	Pearson Correlation	1	.089	
	Sig. (2-tailed)		.351	
	N	112	112	
AVAILABILITY OF FUNDS	Pearson Correlation	.089	1	
	Sig. (2-tailed)	.351		
	N	112	112	

From the table above, there is a positive relationship between availability of funding and completion rate of ECDE classroom construction projects.

Influence of Stakeholder Participation on Completion Rate of Projects

The study sought to establish the influence of stakeholder participation on completion rate of ECDE classroom construction projects in Awendo sucounty. Their responses are as shown in the table 3

Table 3: Stakeholder participation and completion rate of projects

Statement		1	2	3	4	5	TOTAL
Public participation was done before planning of the project.	F	9	28	36	28	11	112
	%	8.0	25.0	32.1	25.0	9.8	100.0
Different levels of stakeholders are involved.	F	1	13	42	46	10	112
	%	0.9	11.6	37.5	41.1	8.9	100.0
Stakeholders are involved during design, implementation, and monitoring and evaluation of the projects.	F	0	2	28	49	33	112
	%	0	1.8	25.0	43.8	29.5	100.0
Stakeholders make frequent site meetings to monitor progress	F	0	4	18	54	36	112
	%	0	3.6	16.1	48.2	32.1	100.0
Stakeholders have regular meetings to appraise project progress.	F	0	3	11	26	72	112
	%	0	2.7	9.8	23.2	64.3	100.0

KEY: 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree

From table 3,

On whether public participation was done before planning the project, 8% of the respondents strongly agreed, 25% agreed, 32.1% remained neutral, 25% disagreed and 9.8% strongly disagreed. Asked to indicate whether different levels of stakeholders were involved, 0.9% of the respondents strongly agreed, 11.6% agreed, 37.5% remained neutral, 41.1% disagreed and 8.9% strongly disagreed. On whether stakeholders were involved during the planning, implementation and monitoring and evaluation stages of the projects, 1.8% agreed, 25% remained neutral, 43.8% disagreed, and 29.5% strongly disagreed. Asked to indicate whether stakeholders made frequent site meetings to monitor project progress, 3.6% agreed, 16.1% remained neutral, 48.2% disagreed and 32.1% strongly disagreed. Lastly, respondents were required to indicate whether the stakeholders met frequently to appraise the progress of the projects. Only 2.7% agreed, 9.8% remained neutral, 23.2% disagreed and 64.3% strongly disagreed.

Relationship between stakeholder participation and completion of projects

The relationship between stakeholder participation and completion rate of ECDE classroom construction projects was tested using correlation analysis. The results of the test are as shown in the table 4:

Table 4: Correlation between stakeholder participation and completion of projects

		Completion rate	Stakeholders participation
Completion rate	Pearson Correlation	1	.409**
	Sig. (2-tailed)		.000
	N	112	112
Stakeholder participation	Pearson Correlation	.409**	1
	Sig. (2-tailed)	.000	
	N	112	112

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

From table 4, there is a positive correlation between stakeholder participation and completion rate of ECDE classroom construction projects. This relationship is significant at the 0.01 significance level (2-tailed test)

Influence of Procurement Process on Completion Rate of Projects

The study sought to establish the influence of the procurement process on the completion rate of ECDE classroom construction projects in Awendo Sub County. The results are shown in the table 5:

Table 5: Procurement process and completion rate of projects

Statement		1	2	3	4	5	TOTAL
Procurement plan is available	F	18	19	37	28	10	112
	%	16.1	17.0	33.0	25.0	8.9	100.0
Procurement is done from prequalified suppliers	F	4	12	23	52	21	112
	%	3.6	10.7	20.5	46.4	18.8	100.0
Procured items are inspected by inspection and acceptance team	F	4	8	22	42	36	112
	%	3.6	7.1	19.6	37.5	32.1	100.0
Procured supplies are safely stored	F	2	5	17	35	53	112
	%	1.8	4.5	15.2	31.3	47.3	100.0
Tenders are awarded transparently and openly	F	1	6	12	39	54	112
	%	0.9	5.4	10.7	34.8	48.2	100.0
Tenders are awarded to competent contractors	F	0	3	17	44	48	112
	%	0	2.7	15.2	39.3	42.9	100.0
Documentation is properly done	F	1	3	3	43	62	112
	%	0.9	2.7	2.7	38.4	55.4	100.0

KEY: 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree

From table 5:

On availability of the procurement plan, 16.1% of the respondents strongly agreed, 17% agreed, 33% remained neutral, 25% disagreed and 8.9% strongly disagreed. Organizations are required to develop a procurement plan as a guide to all procurement operations for a given period of time On whether the procured items were inspected by the inspection and acceptance team, 3.6% strongly agreed, 7.1% agreed, 19.6% remained neutral, 37.5% disagreed and 32.1% strongly disagreed. Inspection of procured supplies ensures right quality and quantity of supplies are received by the procuring entity. Procured supplies are required to be stored properly to prevent spoilage and theft. Asked to indicate whether the items procured were safely stored, 1.8% strongly agreed, 4.5% agreed, 15.2% remained neutral, 31.3% disagreed and 47.3% strongly disagreed.

International Journal of Novel Research in Education and Learning

Vol. 6, Issue 6, pp: (18-34), Month: November - December 2019, Available at: www.noveltyjournals.com

They were also required to indicate their opinion as to whether tenders were being awarded transparently and openly as required. The percentage of respondents who strongly agreed was 0.9%; 5.4% agreed, 10.7% remained neutral, and 34.8% disagreed while 48.2% strongly disagreed. Awarding tenders to competent contractors is also important so as to ensure that high quality work is achieved. In this regard, respondents were asked to indicate whether the contactors who have awarded ECDE classroom construction works were competent. In their response, 2.7% agreed, 15.2% remained neutral, 39.3% disagreed and 42.9% strongly disagreed. Awarding tenders transparently is meant to ensure that all interested and qualified contractors are given level playing ground. It is also paramount that the procurement process be documented properly so as to facilitate accountability and also for future reference. Respondents were asked to indicate whether the procurement documentation was being done as per requirements. A small percentage (0.9%) of the respondents strongly agreed, 2.7% agreed, 2.7% remained neutral, 38.4% disagreed and 55.4% strongly disagreed.

Relationship between procurement process and completion rate of projects

The relationship between the procurement process and completion of ECDE rate of ECDE classroom construction projects was tested using correlation analysis. The results of the test are as shown in the table 6:

Table 6: Correlation between procurement process and completion of projects

		Completion rate	Procurement process
Completion Rate	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	112	112
Procurement process	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	112	112

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

From table 4.9 above, there is a positive correlation between the procurement process and completion rate of ECDE classroom construction projects. This relationship is significant at the 0.01 significance level (2-tailed test).

Influence of Monitoring and Evaluation on Completion Rate of Projects

The study wanted to establish the influence of monitoring and evaluation on completion rate of ECDE center construction projects in Awendo Sub County. The respnses given are as shown in the table 7:

Table 7: Monitoring and evaluation and completion rate of projects

Statement		1	2	3	4	5	TOTAL
The monitoring and evaluation team is knowledgeable on M&E	F	0	13	37	52	10	112
	%	0	11.6	33.0	46.4	8.9	100
M&E done regularly	F	0	4	14	50	44	112
	%	0	3.6	12.5	44.6	39.3	100
M&E is done using a standard checklist	F	2	9	14	29	58	112
	%	1.8	8.0	12.5	25.9	51.8	100
Other stakeholders are involved in M&E	F	0	1	34	44	33	112
	%	0	0.9	30.4	39.3	29.5	100
M&E feedback is provided to all stakeholders in a regular basis	F	0	3	27	49	33	112
	%	0	2.7	24.1	43.8	29.5	100
Accountability in the systems of M&E registers successful completion of projects	F	2	3	11	42	54	112
	%	1.8	2.7	9.8	37.5	48.2	100

KEY: 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree

From table 7:

The study sought to establish whether the monitoring and evaluation was knowledgeable on monitoring and evaluation. A small percentage (11.6%) agreed, 33% remained neutral, 46.4% disagreed and 8.9% strongly disagreed. On whether the monitoring and evaluation was done regularly, 3.6% of the respondents agreed. 12.5% remained neutral, 44.6% disagreed and 39.3% strongly disagreed. Asked whether monitoring and evaluation was done using a standard checklist, 1.8% of respondents strongly agreed, 8% agreed, 12.5% remained neutral, 25.9% disagreed and 51.8% strongly disagreed. On whether other stakeholders were being involved in monitoring and evaluation, 0.9% agreed, 30.4% remained neutral, 39.3% disagreed and 29.5% strongly disagreed. Asked whether monitoring and evaluation feedback was being given to all stakeholders on regular basis, 2.7% of the respondents agreed, 24.1% of respondents remained neutral, 43.8% of the respondents disagreed and 29.5% of the respondents strongly disagreed. The study also wanted to establish from the respondents whether the accountability in the systems of monitoring and evaluation did register successful completion of ECDE classroom construction projects. Only 1.8% of the respondents strongly agreed, 2.7% agreed, 9.8% remained neutral, 37.5% disagreed and 48.2% strongly disagreed.

Relationship between monitoring and evaluation and completion rate of projects

The relationship between monitoring and evaluation and completion rate of ECDE classroom construction projects was tested using correlation analysis. The results of the test are shown in the table 8:

Table 8: Correlation between monitoring and evaluation and completion rate of projects

		Completion Rate	M&E
Completion Rate	Pearson Correlation	1	.257**
	Sig. (2-tailed)		.006
	N	112	112
M&E	Pearson Correlation	.257**	1
	Sig. (2-tailed)	.006	
	N	112	112

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

From table 8, there is a positive relationship between monitoring and evaluation and completion rate of ECDE classroom construction projects. This relationship is significant at the 0.01 significance level (2-tailed test)

Completion Rate of Projects

The study sought to establish the completion rate of ECDE centers construction projects in Awendo Sub County. The findings are as shown in the table 9:

Table 9: Completion rate of projects

Statement		1	2	3	4	5	TOTAL
Project is progressing as per schedule	F	3	9	24	52	24	112
	%	2.7	8.0	21.4	46.4	21.4	100.0
The workmanship is of high quality	F	0	3	14	52	43	112
	%	0	2.7	12.5	46.4	38.4	100.0
The process is efficient	F	0	7	11	40	54	112
	%	0	6.3	9.8	35.7	48.2	100.0
Stakeholders are satisfied with the progress of the project	F	0	2	8	54	48	112
	%	0	1.8	7.1	48.2	42.9	100.0

KEY: 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree

From table 9

Concerning whether the projects are progressing as per schedule, 2.7% of the respondents strongly agreed, 8% agreed, 21.4% remained neutral, 46.4% disagreed and 21.4% strongly disagreed. Asked to indicate whether the workmanship in the construction projects was of high quality, 2.7% agreed, 12.5% remained neutral, 46.4% disagreed and 38.4% strongly disagreed. The respondents were also asked to indicate whether the process of ECDE classroom construction was being carried out efficiently. In their responses, 6.3% agreed, 9.8% remained neutral, 35.7% disagreed and 48.2% strongly disagreed. On whether stakeholders were satisfied with the progress of the project, 1.8% agreed, 7.1% remained neutral, 48.2% disagreed and 42.9% strongly disagreed.

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The first objective of the study was to establish the influence of availability funding on completion rate of government funded early childhood development education centers projects in Awendo Sub-County. From the study findings 30.4% of the respondents indicated that the budgets for construction of ECDE classrooms were available and 32.2% indicated that budgets were not available. Those who remained neutral accounted for 37.5% of the respondents. Only 19.7% of the respondents indicated that funds for the projects were allocated according to the budgets. 0.9% of the respondents indicated that the funding was consistent and 1.8% of the respondents indicated that the funding was timely. In terms of financial management for projects funds, only 1.8% of the respondents indicated that the finances were being properly managed.

The second objective of the study was to determine the influence of stakeholders' engagement on completion rate of government funded early childhood development education centers projects in Awendo Sub-County. The study findings, 33% of the respondents indicated that public participation was done before planning the projects; 17.5% of the respondents indicated that different levels of stakeholders were involved; only 1.8% of the respondents indicated that stakeholders were being involved during planning, implementation and monitoring and evaluation of the projects; 3.6% indicated that stakeholders had frequent site meetings to monitor project progress and 2.7% indicated that stakeholders held regular meetings to appraise the progress of the projects.

The third objective of the study was to establish the influence of procurement process on completion rate of government funded early childhood development education centers projects in Awendo Sub-County. From the study findings 33.1% of the respondents indicated that procurement plans were available; 10.7% of the respondents indicated that the procured supplies were being inspected by inspection and acceptance team; 6.3% indicated that procured supplies were being stored properly; 6.3% of the respondents indicated that tenders were being awarded in a transparent and open manner; 2.7% indicated that tenders were being awarded to competent contractors and 3.6% of the respondents indicated that documentation of the procurement process was being done properly.

The fourth objective of the study was to assess how monitoring and evaluation influence completion rate of government funded early childhood development education centers projects in Awendo Sub-County. From the study findings 11.6% of the respondents indicated that the monitoring and evaluation team was knowledgeable; 3.6% indicated that monitoring and evaluation was being done regularly; 9.8% indicated that monitoring and evaluation was done using standard checklist; 0.9% indicated that stakeholders were being involved in monitoring and evaluation; 2.7% indicated that stakeholders were being given monitoring and evaluation feedback and 4.5% indicated that accountability in the monitoring and evaluation systems did register successful completion of ECDE classroom construction projects.

From the dependent variable, majority of the respondents indicated that the projects are not progressing according to schedule; majority also indicated that the workmanship is sub-standard; there is inefficiency in the construction process; majority of the stakeholders are not satisfied with the progress in the projects.

Conclusions

From the first objective, the study concludes that there is a gap in funding for construction of ECDE centers in Awendo Sub County. This is manifested by failure to set aside adequate budgetary allocation for the projects. Flow of funds for the projects is inconsistent and in a non-timely manner. Proper financial management is also not being practiced.

From the second objective, the study concludes that stakeholder engagement in ECDE centers construction projects is not being adequately practiced. There is minimal stakeholder engagement in planning, implementation and monitoring and evaluation of the ECDE classroom construction projects in Awendo Sub County.

International Journal of Novel Research in Education and Learning

Vol. 6, Issue 6, pp: (18-34), Month: November - December 2019, Available at: www.noveltyjournals.com

From the third objective, the study concludes that there exists a gap in the procurement process during the construction of ECDE centers in Awendo Sub County. Procurement plans are not available, supplies procured are not subjected to proper inspection and storage, transparency and openness during procurement is minimal, tenders are awarded to incompetent contractors and documentation of the procurement process is suboptimal.

From the fourth objective the study concludes that the monitoring and evaluation system has gaps to be filled. The monitoring and evaluation team lack knowledge about the process, M&E is done irregularly, there is minimal use of standard checklist during M&E, involvement of stakeholders in M&E minimal, M&E feedback to stakeholders is irregular, site meetings by stakeholders to monitor project are irregular and that meetings by stakeholders to appraise progress of the projects are irregularly conducted

From the dependent variable, the study concludes that the ECDE classroom construction projects are operating behind schedule, the workmanship is below expectations and inefficient and that most stakeholders are dissatisfied with the progress of the projects.

Recommendations

From the first objective the study recommends that the County Government needs to factor in budgetary allocation for ECDE centers construction projects and disburse these funds in a timely manner and consistently so to ensure construction work goes on as per schedule. The custodians of the funds need to be trained in financial management for skills necessary for proper financial management for the projects.

From the second objective the study recommends that for success of the projects stakeholders must be involved in all the stages of the project cycle. They should be facilitated to conduct regular meetings to monitor the progress of the project.

From the third objective the study recommends that procurement plans be prepared and followed to the later. The law should be followed when undertaking procurement procedures. The supplies should be inspected and stored properly. Tenders should be awarded to competent contractors and documentation of procurement procedures done according to laid down guidelines.

From the fourth objective, the study concludes that the monitoring and evaluation system needs to be strengthened by training the M&E Team on monitoring and evaluation, adopting use of standard checklist for M&E, involving stakeholders in M&E, conducting regular M& E and giving regular M&E feedback to stakeholders.

Recommendations for further research

Table 10: Areas recommended for further research

SNo.	Objective	Recommendation for further research
1.	To establish the influence of funding on completion rate of government funded early childhood development education classroom projects in Awendo Sub-County.	The study can be conducted in other Sub Counties in Kenya to compare the results
2.	To determine the influence of stakeholders' engagement on completion rate of government funded early childhood development education classroom projects in Awendo Sub-County	The study can be conducted in other Sub Counties in Kenya to compare the results
3.	To establish the influence of procurement process on completion rate of government funded early childhood development education classroom projects in Awendo Sub-County	The study can be conducted in other Sub Counties in Kenya to compare the results
4.	To assess how monitoring and evaluation influence completion rate of government funded early childhood development education classroom projects in Awendo Sub-County	The study can be conducted in other Sub Counties in Kenya to compare the results

REFERENCES

- [1] Aaltonen, K.; Jaakko, K.; Tuomas, O. (2008). *Stakeholder salience in global projects*, International Journal of Project Management 26: 509–516.
- [2] Achterkamp, M. C., Vos J. F. J., 2008. *Investigating the use of the stakeholder notion in project management literature, a meta-analysis*. International Journal of Project Management, 26 (7), 749-757.
- [3] Arditi, D. and Mochtar, K. (2010) Trends in Productivity Improvement in the US Construction Industry. *Construction Management and Economics*, 18, 15-27.
- [4] Assaf, S.A. and Al-hejji, S. (2006) Causes of Delay in Large Construction Projects. *International Journal of Project Management*, 24(7), 349-357.
- [5] Assaf, S.A., Al-Khalil, M. and Al-Hazml, M. (2005) „Causes of Delay in Large Building Construction Projects“, *Journal of Management in Engineering*, Vol. 11, No. 2.
- [6] Best, R. and Kahn, C. (2006) Evaluation of Construction Contractor Performance: A Critical Analysis of Some Recent Research. *Construction Management and Economics*, 24, 439-445.
- [7] Botchway, K. (2001). *Paradox of Empowerment: Reflections on a Case Study from Northern Ghana*. World Development, 29 (1), 135-153.
- [8] Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, 27(3), 391-406.
- [9] Chan D.W.M, & Kumaraswamy M.M (2005) A Study of Factors Affecting Construction Durations in Hong Kong; *Construction Management & Economics*, E& FS Spon
- [10] Chan, D.W.M and Kumaraswamy, M.M. (2007), „ A Comparative Study of Causes of Time Overruns in Hong Kong Construction Projects“, *International Journal of Project Management Vol. 15, No. 1, pp. 55-63*
- [11] Chan, W. K., Suhaiza, Z. and Yudi, F., (2008). Critical factors influencing the project success amongst manufacturing companies in Malaysia, University Sains Malaysia, 11800 Penang, Malaysia
- [12] Daft, R. L. (2012). *New era of management* (International Edition). Mason, OH: South-Western, Cengage Learning.
- [13] Dainty, A.R.J., Cheng, M. and Moore, D.R. (2012) Redefining Performance Measures for Construction Project Managers: An Empirical Evaluation. *Journal of Construction Management and Economics*, 21, 209-218.
- [14] Fraser, et al., (2006). Bottom up and top down: Analysis of participatory processes for sustainability indicator identification as a pathway to community empowerment and sustainable environmental management. *Journal of Environmental Management*, 78, 114-127.
- [15] Gakuu, K. K. (2016). *Fundamentals of research methods*. Nairobi: aura publishers.
- [16] Harris, J.O and MacCaffer, R. (2005) *Modern Construction Management*, Iowa State Press, Fifth Edition, Blackwell Publishing Company, Ames, Iowa, USA.
- [17] Ireland, L. (2004). *Project manager: The competent professional*. Available at: <http://xa.yimg.com/kq/groups/1554571/55793773/name/Ireland-PMCompetency.pdf>
- [18] Ireland, V. (2004) „The Role of Managerial Actions in the Cost, Time and Quality Performance of High-Rise Commercial Building Projects“, *Construction Management and Economics*, 3, 59-87.
- [19] Kaming, P.F., Olomolaiye, P.O., Holt, G.D. and Harris, F.C. (2007), „ Factors Influencing Construction Time and Cost Overruns on High-Rise Projects in Indonesia“, *Construction Management and Economics*, 7, 83-94.
- [20] Kelechukwu, N. (2011). Analysis of administrative roles of principals in private early childhood education centers in Abia education zone of Abia State. *Continental Journal of Education Research*, 4(1), 18 – 27.
- [21] Kerzner, H.(2008).*Project Management. Sixth Edition. John Wiley and Sons Incorporated, Canada.*

International Journal of Novel Research in Education and Learning

 Vol. 6, Issue 6, pp: (18-34), Month: November - December 2019, Available at: www.noveltyjournals.com

- [22] Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd Revised Edition). New Delhi: New Age International.
- [23] Kumar, R. K. & Prasad, G. V. B. (2013). What challenges are to be prioritized by the project manager to gain stake holders or customer's confidence? *International Journal of Science, Engineering and Technology Research*, 2(1), 96 – 102.
- [24] Laudon, K., & Laudon, J. (2010). "Management Information Systems: Managing the Digital Firm." Eleventh Edition (11 ed.). New Jersey: Prentice Hall
- [25] Lock, D., (2007). Project Management, 9th edition, Gower Publishing, England Barnes, M., (2012). Association of Project Management President: At its most Fundamental, Project Management is about people getting things done
- [26] Monyoncho, G. O (2015). "Determinants of Implementation of Government Funded Construction Projects in Lamu County, Kenya." Unpublished thesis. University of Nairobi, Kenya.
- [27] Mugenda, O., & Mugenda, A.G. (2003). *Research Methods – Quantitative and Qualitative approaches*: Nairobi, ACTS Press
- [28] Nyamu, M. K. (2015), Influences of Completion of Government Funded Projects on Post-Secondary Institutions: The Case of Kirinyaga County, Kenya. Unpublished thesis. University of Nairobi, Kenya.
- [29] Ogunsemi, D.R and Jagboro, G.O (2006) Time-cost Model for Building Projects in Nigeria, *Journal of Construction Management and Economics*, Vol. 24, pp253-258.
- [30] Okumbe, J. A. (2008). *Educational management: Theory and practice*. Nairobi: Nairobi University Press.
- [31] Olembo, J. O, Wang P. E & Karagu N. M. (2012). *Management of education*. Nairobi: Educational Research and Publications.
- [32] Ombaka, E. (2009). Management of Medicines Procurement in Developing Countries. Accessed Online at <http://health-care-procurement.com/content/pdf/1689-2231-6-8.pdf>
- [33] Osazuwad, G.O. (1998) An Evaluation of the factors that cause delays on Construction Project in Nigeria, *African Journal of Development Studies*, Vol. 1, Ed.1&2: pp 105-114.
- [34] Osedo, A.A. (2017). Determinants of Effective Implementation of County Construction Projects in Kenya: *Imperial Journal of Interdisciplinary Research (IJIR) Vol-3, Issue-3, 2017 ISSN: 2454-1362, http://www.onlinejournal.in*
- [35] Oyedele, L.O. and Tham, K.W. (2006) Clients' Assessment of Architects' 265 Performance in Building Delivery process: Evidence from Nigeria. *Building and Environment*, 42(5), 2 090-2 099.
- [36] Prabhakar, G. P. (2008). Projects and their management: A literature review. *International Journal of Business and Management*, 3(8), 1 – 9.
- [37] Punch, K.F. (2010) *Developing effective research reports*. 2nd Ed. London: Sage Publications
- [38] Rosazuwad, M., (2010). The Factors and Effects of Delay in Government Construction Project (Case Study In Uganda) -Retrieved on 6.01. 2014.
- [39] Sweis, G., Sweis, R., Hammad, A.A. and Shboul, A. (2008). Delays in construction projects: case of Jordan. *International Journal of Project Management* 26(6): pp. 665-674.
- [40] Talukhaba A, A, (2009), An Investigation into Factors Causing Project Delays in Kenya. Case Study of High-Rise Buildings in Nairobi, unpublished PhD Thesis, University of Nairobi
- [41] Weiss, J. and Potts, D. eds. (2012). *Current Issues in Project Analysis for Development*. Edward Elgar, UK.