

Influence of Project Management Practices on the Implementation of Kenya Primary Education Development Project in Nakuru County

¹Catherine Njeri Njenga, ²Dr. Caleb Odhiambo Onjure

¹Student Master of Science Jomo Kenyatta University of Agriculture and Technology-Nakuru CBD

²Lecturer School of Business Jomo Kenyatta University of Agriculture and Technology-Nakuru CBD

ABSTRACT: Donor funded projects are of great interests to the donor agencies, government and the beneficiaries. Among other projects, education based projects are among the highly funded projects by both the government and donors. From the review of literature, major management gaps exist in effective implementation of such projects. This study therefore sought to investigate the extent to which project management practices influence implementation of donor funded education projects in Nakuru County. The main objective was to establish the influence of project management practices specifically project planning, stakeholder involvement; schedule management and monitoring & evaluation on the implementation of the Kenya Primary Education Development project(PRIEDE) in Nakuru County. The scope of the study was in Nakuru County with a target population of 131 schools that have been given funding by World Bank for the School Improvement Plan. The study adopted a descriptive research design method with a target population of 131 schools. Simple random sampling was used to select 57 schools that formed the sample size. A questionnaire was used to collect primary data from the target population. Data was analyzed through SPSS version 25 and relationships between variables were determined using Pearson correlation, regression and analysis of variance (ANOVA). Descriptive statistics gave a summary of the data and a description of the sample characteristics. Correlations analysis showed the relationship among the variables hence finding statistical support of the hypotheses of the study. The study found out that project management practices notably: Project Planning, Stakeholder Involvement, Schedule Management and Monitoring and Evaluation had significant influence on the implementation of the PRIEDE project. The study established that the factors in the study accounted for a combined 75.4% of the total variation in implementation of the PRIEDE project. The study concluded that project management practices had an impact in the implementation of the PRIEDE project. The findings also established a majority agreement on the PRIEDE project being implemented according to the set timelines, budget provision, quality and scope provided by the donor agency. Consequently, the study recommended that the implementation agency should ensure proper mechanism for project planning, consultative forums for stakeholder involvement, well laid out implementation schedule for schedule management and clear structures for monitoring and evaluation are in place for effective implementation.

KEY TERMS: *Project Planning, Stakeholder Involvement, Schedule Management, Monitoring and Evaluation, Project Implementation*

I. INTRODUCTION

The objective of providing basic social programs such as education has been stressed in human rights initiatives and global development projects since 1948 and has been the focus in Kenya's national development programs since its independence. Education is one of the Sustainable Development Goals (SDG) as established by the United Nations in 2015. SDG goal 4 states universal education of good quality for all and opportunities for learning throughout life. In addition, education has been identified as the main driver of human development and this brings about the necessity to understand changing demands context of the new challenges progress in global education. The achievement of the goal calls for improved practices in the implementation of education projects. The Education 2030 Framework for Action places great emphasis on quality, inclusiveness and equity. While access to education remains a priority in the national agenda of many countries, the suggested goals for education in 2030 requires governments to maximize the use of existing policy levers for change (UNESCO, 2016).

There is urgent need for new approaches in the implementation of education projects. The current trends indicate that only 70% of children in low income countries will complete primary school in 2030, a goal that should have been achieved in 2015. What is needed is the political will, the policies, the innovation and the resources to buck this trend (UNESCO, 2016). The need for a deeper analysis is reflected in the empirical evidence showing that international development projects often lack efficiency and effectiveness (Lovegrove, Gebre, Lee, & Kumar, 2011). Project management implementation practices in developing African countries remain very critical due to the advancement of technology, the increasing complexity of projects and the scarcity of human capital. There is need to urgently develop project management implementation practices in developing Africa due to the rapid technological advances and a highly competitive marketplace in the globe (Gitamo, 2018). International development projects in Africa face numerous management challenges which contribute enormously to projects stalling or failing at different phases of the project cycle. The problems that face project in Africa may fall into four main traps: one-size fits all technical trap, the lack of project management capacity trap, the-accountability for results trap and the cultural trap. In order to achieve this, a project oriented mindset needs to be adopted to enable Africa to overcome the huddles to a new phase of development (Gitamo, 2018).

In Sub-Saharan Africa, the region's education systems have become large and complex: their functions and stakeholders are increasingly numerous and their system management is increasingly decentralized. Project management processes are increasing in importance as more and more projects are becoming constrained to budgets, schedules and other performance factors. Such a process involves, among other things, scanning for good-practice examples; adapting the most attractive models to the domestic context; and entering a permanent cycle of implementing, evaluating, and reforming for results. Education leaders and professionals in each country must gain mastery over the entire process, at all levels of responsibility—from strategic planners to managers at the school level. If there is one thing to learn from high-performing countries, it is the need to build this kind of capacity to drive sustained gains in learning outcomes (Bashir, Lockheed, Ninan, & Tan, 2018). In Kenya, the free primary education was informed by unaffordable direct costs of schooling which led to low enrollment rates, education was also hit by low levels of internal efficiency as evidenced by high dropout rate (5-6% annually) and repetition rates (15-16% annually) at primary levels and low transition rates (Muthomi, 2015).

Project management techniques are used as the principal means by which operational and strategic issues are managed in both for profit and not-for-profit organizations (PMI, 2017) As a consequence of the increased international development projects, a number of global players have worked for decades to establish solid project management practice. The World Bank, USAID, the OECD's Development Assistance Committee, and the Canadian International Development Agency have developed their own standards (Landoni&Corti, 2011) and supported related training and education in developing countries directly or through training organizations.

The Kenya Primary Education Development Project (PRIEDE) is a project under the Global Partnership Education (GPE) and was approved in May 2015 by World Bank. A grant of USD 88.4M (Kshs 8.9 billion) was approved and has been disbursed to the Ministry of Education, Science and Technology in tranches where the World Bank is the supervising entity and the grant agent. The Ministry of Education is the implementing agency. The objectives of this project were: Improving early grade mathematics competencies at a cost of \$34.50M (Kshs 3.5 billion); Strengthening primary school management systems at a cost of \$38.80M (Kshs 3.9 billion); Strengthening capacity for evidence-based policy development at national level at a cost of \$10.80M (Kshs 1 billion) and project coordination, monitoring and evaluation at a cost of \$4.30M (Kshs 437 million (GoK, 2018).

Statement of the Problem

According to a World Bank report: Facing forward: school learning in Africa (2016) there has been tremendous progress in getting children into classrooms for the past 10 to 25 years, however, while total enrollment has increased, the primary school completion rates have not. An estimated 54.6 million African children of primary- and lower secondary school age (averaging 24 percent of this age group) remained out of school in 2015, accounting for 45 percent of the global out-of-school population and many of these children may never attend school. This is despite the heavy intervention of donor funding in education projects. The World Bank has been publishing mid-term reviews for the PRIEDE project in Kenya indicating moderately sufficient results in the four key components. However, a lot of challenges and criticisms have arisen following the implementation of the project. The mid reviews also reported serious concerns in procurement performance as well as financial performance of the PRIEDE project. An audit report reported inconsistencies on the financial performance and gave a qualified opinion on the PRIEDE implementation on non-compliance to approved budget and irregular procurement of consultants (Bariu, 2019). World Bank funded projects have been known to face challenges, such as poor project design, imperfect plans, delays, cost overruns, coordination failure, scope changes and poor institutional environment in developing countries (Ika *et al*, 2012). Despite the evaluation reports on the PRIEDE projects reporting moderate results, the primary schools have faced many project implementation

problems such as the inaccurate assessments of local conditions and absorptive capacity and the virtual neglect of important social, cultural, and political factors. It is a frequently expressed concern that the information provided by monitoring and evaluation neither influence decision-making during project implementation nor planning of ongoing project development and new initiatives. This therefore raises key concerns in the implementation of the PRIEDE project specifically the influence of project practices and this study sought to establish what project management practices are being utilized for its implementation.

General Objective

The general objective of this study is to determine the influence of project management practices on the implementation of the Kenya Primary Education Development project in Nakuru County.

Specific Objectives

- i. To determine the influence of project planning on implementation of the Kenya Primary Education Development project.
- ii. To find out the influence of stakeholder involvement on implementation of the Kenya Primary Education Development project.
- iii. To establish the influence of schedule management on implementation of the Kenya Primary Education Development project.
- iv. To examine the influence of monitoring and evaluation on implementation of the Kenya Primary Education Development project.

Research Hypotheses

H₀₁ Project planning has no statistically significant influence on the implementation of the PRIEDE project.

H₀₂ Stakeholder involvement has no statistically significant influence on the implementation of the PRIEDE project.

H₀₃ Schedule management has no statistically significant influence on the implementation of the PRIEDE project.

H₀₄ Monitoring and evaluation have no statistically significant influence on the implementation of the PRIEDE project.

II. LITERATURE REVIEW

Theory of Planning

Theory of planning was introduced by Andreas Faludi in 1973 where planning is defined as the application of scientific methods in policy making. The approach makes a difference between Theory in planning (substantive theory) which helps planners to understand their area of concern and Theory of planning (procedural theory) which helps planners understand themselves and their operating methods. It is also noted the theory in planning and theory of planning are both needed for effective planning (Mukhopadhyay&Faludi, 2015).

The theory of planning follows three main stages: Conceptualization where there is a managerial part and an effector part in the project, the primary function of the managerial part is planning and the primary function of the effector part is to translate the resultant plan into action. The second is principles which entail the current state of the world, the desired goal state and the allowable transformations of state that can be achieved by actions, a series of actions from where a plan can be deduced. The plan is translated into reality by the effector part of the organization. Finally, the assumptions which are: translating a plan into action is a simple process, by following directions and the internal planning of a task is a matter of the person to whom the task has been assigned.

Planning should therefore focus on structuring the environment to contribute to purposeful acting. The look-ahead planning aims at alignment of plan and situation. Should represents the tasks in the plan, while Can represents those tasks that realistically will be possible to start in the situation. Thus, look-ahead planning subscribes to the view of human action as situated - a foundational assumption of managing-as organizing, while also acknowledging the significance of plans for action, as advocated by managing, as planning (Koskela& Howell, 2002). In this study, the theory of planning was used to test hypothesis 1.

Stakeholder Theory

Freeman, the proponent of the Stakeholder theory in 1984, holds the traditional definition of a stakeholder as any group or individual who can affect or is affected by the achievement of the organization's objectives. He also adds the core idea of the stakeholder theory is that organizations that manage their stakeholder relationships effectively would survive longer and perform better than those organizations that do not. The stakeholder theory provides principles in which community interests as a stakeholder are identified, analyzed and can be fulfilled. It also looks at the relationships between an organization and others in its internal and external environment (Kimiti&Moronge, 2018).

It is further opined that stakeholders are crucial to the successful implementation of projects since their non-commitment to continuously support the vision and/or objectives of the project may lead to the failure. (Ochieng, 2018) states that stakeholders could affect an organization's functioning, goals, development and

even survival. According to Khwaja (2004) participation is attained through collaborative or joint involvement of project beneficiaries and the implementing agencies. The real value of participation stems from the finding that mobilizing the entire stakeholders, rather than engaging people on an individualized basis, leads to more effective results. In this study, this theory was used to test hypothesis 2.

Theory of Constraints

The theory of constraints, introduced by Eliyahu Goldratt in 1984, aims to help organizations to achieve their goals with focus on the concept of critical chain management. The theory can be used to demonstrate how managers can effectively manage organizations based on the assumption of system thinking and constraint management (Rahman, 2011). The theory of constraint focuses on goal achievement. It bases on the premise that the rate of goal achievement by a goal oriented system is limited by at least one constraint. Critical chain project management is a method of managing projects that puts emphasis on resource such as people, equipment and physical space required to execute project tasks. A critical chain project network strives to keep resources leveled, and requires that they be flexible in start times (Gitamo, 2018).

The theory of constraints hence focuses on change at three levels; mind-set of the organization, measures that drive the organization and methods employed within the organization and asserts that constraints have to be managed (Rahman, 2011). Constraints can be internal such as skilled human resources or external such as donor practices. According to Muriuki and Ngugi (2017) most projects are difficult to manage because they involve uncertainty, and involve three different and opposing commitments i.e. due date, budget, and content. Triple constraints criteria (time, scope and cost) in project management have been accepted as a measure of project success. The Theory of Constraints was used to test hypothesis 3 for this research.

Theory of Change

The theory of change popularized by Carol Weiss in 1995 provides a basis of defining how and why a programme or intervention will work. Theory of change is a theory-based approach to planning, implementing or evaluating change at an individual, organizational or community level (Ruesga, 2010). The model explains how an intervention is expected to lead to intended or observed impacts and utility. Policy makers often make policies without being clear about the impact and the assumptions which underpin the activities required achieving the policy. Without careful consideration and planning, activities can be performed without bringing about the intended change. The theory of change is a tool used to develop milestones and targets while showing a logical process of how activities lead to impact. The theory, further, illustrates the series of assumptions and links identifying the presumed relationships and has great relevance to planning and coordination.

As a monitoring tool Theory of Change helps organizations ask important questions about their work. It can strengthen partnerships, support organizational development, and facilitate communication. Theory of Change originated as an evaluation tool, and as such it explains the pathways of change that lead to the long-term goal and the connections between activities, outputs and outcomes that occur at each step along the way. The clarity of purposes, results, and strategies that Theory of Change delivers sharpens interventions and evaluation designs and strengthens the ability of practitioners to take credit for outcomes that were predicted in their theory. One aspect that stands out in the theory of change is its innovation in bringing out the distinction between the desired outcome and the real outcomes before deciding on types of intervention to get the expected output (Taplin, Clark, Collins & Colby, 2013).

The theory of change can reinforce the broader goals of a policy, programme or project in terms of promoting collaboration and engagement among key stakeholders. When applied during the design phase, it sharpens the planning and implementation of an initiative. This is because stakeholders have the opportunity to specify the expected outcomes of the project. Furthermore, it identifies the implementation of activities intended to achieve these outcomes-and helps to guide choices about when and how to measure those elements. Articulating a theory of change at the outset of a project and gaining agreement on it by all stakeholders reduces problems associated with causal attribution of impact (Ntoyanto, 2017).

Muchelule (2018) opines that the Theory of change is helpful to not only measure outcomes but also to understand the role of the project and other factors in contributing to outcomes. The main objective of this theory is checking if project monitoring and evaluation practices techniques are contributing to the intended change in line with the underlying theory of change and if the theory of change needs to be revised in order to align by organizational techniques to achieve its performance. Consequently, the Theory of Change was used to test hypothesis 4 for this study.

Conceptual Framework

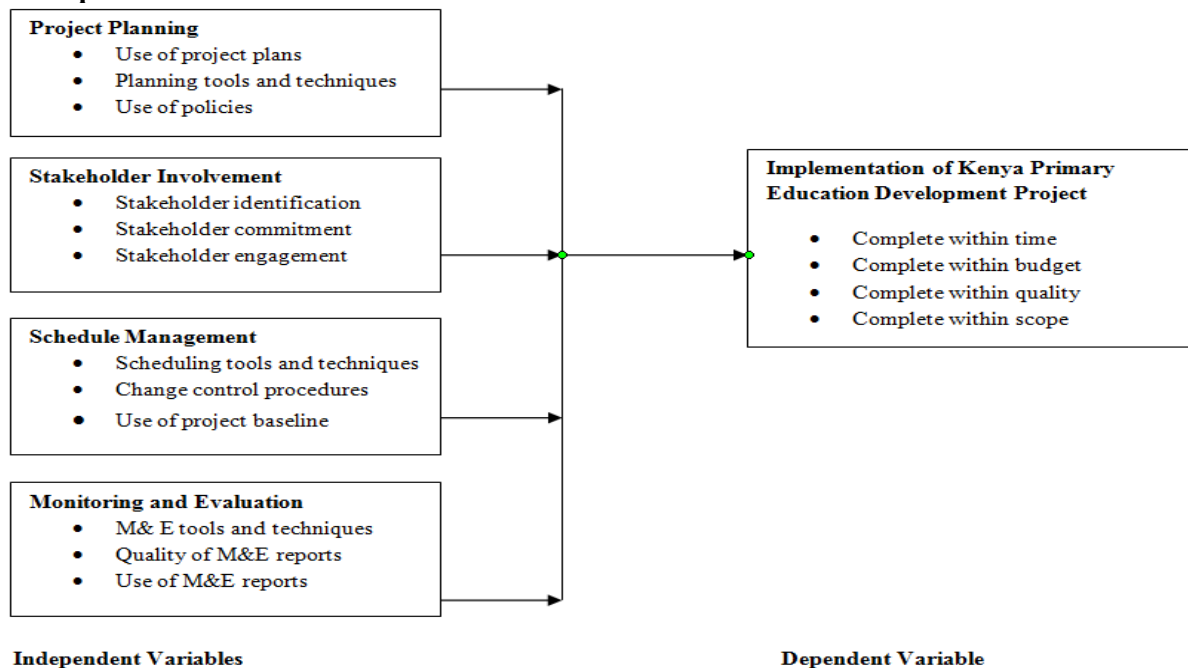


Figure 1: Conceptual Framework

III. RESEARCH METHODOLOGY

Research Design

A research design provides a framework for the collection and analysis of data (Bryman & Bell, 2011). The study used a descriptive survey design to establish the influence of project management practices in the implementation of the PRIEDE project. The descriptive design was used to describe how project planning, stakeholder involvement, schedule management and monitoring and evaluation influence the implementation of the PRIEDE project without manipulating the variables in any manner. This study therefore adopted this research design since it enabled the study to carry out both descriptive and inferential analysis and get deep insights into the project management practices that contribute towards implementation of the PRIEDE project.

Target Population

Target population refers to all the members of a hypothetical or real group of subjects, objects or individuals to whom a researcher desires to generalize the conclusions of the study (Kothari, 2014). The target population of the study was the 131 schools that have been issued with funds for the Kenya Primary Education Development project in Nakuru County. The head teachers of the primary schools were the target who responded to the questionnaires.

Table 3.1: PRIEDE schools in Nakuru County

S/ No.	Categories of Regions	No. of Schools
1.	Gilgil	11
2.	Kuresoi	27
3.	Molo	16
4.	Naivasha	23
5.	Nakuru Town	16
6.	Nakuru North	02
7.	Njoro	24
8.	Rongai	06
9.	Subukia	06
	Total Number of PRIEDE schools	131

Source: GoK, 2018

Sampling Frame

Kothari (2014) describes sampling frame as a list of members of the research population from which a random sample may be drawn. A sampling frame should be large to allow the researcher to make inferences of the entire population (Silverman, 2005). The sampling frame for this study comprised of the 131 head teachers from the schools implementing the PRIEDE project.

Sampling Technique

The sampling technique that was used in the study was simple random sampling. With simple random sampling, each unit of the population has an equal probability of inclusion in the sample (Bryman & Bell, 2011). The sample size was calculated at 10% precision (e) levels. Confidence level to be used was 95% with degree of variability (p) equivalent to 50% (0.5). Using the Yamane formula a sample size from a population of 131 was 57 schools.

$$n = \frac{N}{1 + N(e)^2}$$

$$N = \frac{131}{1 + (131 * 0.1)^2}$$

$$N = 57$$

Data Collection Instrument

According to Greener (2008) primary data is the data collected directly from first hand occurrence which has not been exposed to processing or any other handling. Primary data for this data was collected through questionnaires. They were preferred as they are easy to analyze, save time and easy to administer. The questionnaires were designed according to the objectives of the study by highlighting the four independent variables of the study on a Likert scale. These types of scales are useful in measuring the perception, values and behaviors of respondents (Mugenda & Mugenda, 2003). Secondary data refers to data collected by someone other than the user (Ngechu, 2004). This study referred to the World Bank and the Ministry of Education organizational records on the PRIEDE project that were accessed online.

IV. FINDINGS AND DISCUSSIONS

Descriptive Analysis

The study sought to examine the influence of project management practices on the influence of the Kenya Primary Education Development Project in Nakuru County. The main project management practices studied included project planning, stakeholder involvement, schedule management and monitoring and evaluation while the dependent variable was implementation of the Kenya Primary Education Development Project in Nakuru County.

Influence of project planning on implementation of the Kenya Primary Education Development project

This section is in line with the first study objective which sought to establish the influence of project planning on implementation of the Kenya Primary Education Development project. The findings from the analysis were as shown in Table 1.0

Table 1.1: Descriptive Statistics on Project Planning Practices

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. Dev
Project plan is well applicable in the school activities	24.5	57.1	4.1	12.2	2.0	3.90	.984
Staff is well trained on effective project plan practices in the school PRIEDE project	6.1	40.8	16.3	24.5	12.2	3.04	1.190
A feasibility study was carried out for the functional and technical specifications of the PRIEDE project	8.2	38.8	26.5	22.4	4.1	3.24	1.031
The view of the project stakeholders were considered in the project planning	10.2	34.7	26.5	22.4	6.1	3.20	1.099
The project is well coordinated by the project team-MoE and World Bank	22.4	44.9	18.4	12.2	2.0	3.73	1.016
The planning tools and techniques are well understood by the teachers - work plan and log frame	6.1	42.9	22.4	16.3	12.2	3.14	1.155
The planning policies on the project planning are well understood for implementation	12.2	42.9	10.2	22.4	12.2	3.20	1.274
Valid N (listwise)	49						

The study finding observed 81.6% agreement with a mean of 3.90 within standard deviation of 0.984, that project plan is well applicable in the school activities. Traditional wisdom is that planning and analysis are very important and the more there is in a project, the more successful the project will be, and inadequate analysis and planning will lead to a failed project (Wang & Gibson, 2008; Thomas, Jacques, Adams, & Kihneman-Woote, 2008). According to Michelle (2018) there are many complex reasons why projects fail but if you get the planning stage right then that is one more reason to help you succeed so your project does not become one of the ones that never delivered on its promises.

The findings also observed that staff is well trained on effective project plan practices in the PRIEDE project with a mean of 3.04 within standard deviation of 1.190. This indicated a majority agreement. According to the findings by Elnaga and Imran (2013) without proper training, staff does not receive information and develop skills set necessary for successful project implementation.

Moreover, the findings observed a majority agreement with a mean of 3.24 within a standard deviation of 1.031 that a feasibility study was carried out for the functional and technical specifications of the PRIEDE project. According to Koskela and Howell (2002) planning should focus on structuring the environment to contribute to purposeful acting. The feasibility studies carried out in advance enable alignment of plan and situation.

Additionally, the findings established that the views of the project stakeholders were considered in the project planning of PRIEDE with a mean of 3.20 within a standard deviation of 1.099. According to Michelle (2018) when stakeholder views are considered in project planning, then this ensures that they are fully committed to the project and will work to drive progress forward. Without them being involved, the stakeholders become disillusioned about the project and may lead to poor implementation. The findings also observed 67.3% agreement with a mean of 3.73 within a standard deviation of 1.016, that the project is well coordinated by the project team, that is, Ministry of Education and World Bank. According to Mukhopadhyay and Faludi (2015) an effective plan is established when there is coordination between the managerial part and the effector part.

The findings also established a majority agreement with a mean of 3.14 within a standard deviation of 1.155, that the planning tools and techniques are well understood by the teachers. The tools considered were a work plan and the log frame. Montes-Guerra *et al* (2015) opined that when planning tools and techniques are well understood and properly used, this can lead to successful project implementation. Finally, the findings established a majority agreement with a mean of 3.20 within a standard deviation of 1.274, that the planning policies on the project planning were well understood for implementation. Kimiti and Moronge (2018) had similar findings agreeing that the essence of project planning was to increase the likelihood that a project shall be implemented successfully. This is achieved when the policies are clearly understood by all the stakeholders.

Influence of Stakeholder Involvement on the Implementation of the Kenya Primary Education Development project

This section is in line with the second study objective which sought to establish the influence of stakeholder involvement on implementation of the Kenya Primary Education Development project. The findings from the analysis were as shown in Table 1.1

Table 1.1: Descriptive Statistics on Stakeholder Involvement

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. Dev
The stakeholders are clearly identified and actively engaged in the PRIEDE project	18.4	36.7	16.3	22.4	6.1	3.39	1.204
The implementing agency has measures put in place to motivate stakeholder engagement	14.3	40.8	16.3	16.3	12.2	3.29	1.258
The implementing agency engages stakeholders in putting in place a process to monitor and evaluate progress	16.3	40.8	18.4	16.3	8.2	3.41	1.189
The project management team continuously provide information on project implementation progress to the stakeholders	24.5	38.8	20.4	10.2	6.1	3.65	1.147
Stakeholder involvement in project implementation reduces conflict of interest	24.5	40.8	18.4	10.2	6.1	3.67	1.144
Participation of stakeholders reflects the community's needs and stimulate people's implementation in the project	20.4	51.0	12.2	10.2	6.1	3.69	1.103

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. Dev
The stakeholders are clearly identified and actively engaged in the PRIEDE project	18.4	36.7	16.3	22.4	6.1	3.39	1.204
The implementing agency has measures put in place to motivate stakeholder engagement	14.3	40.8	16.3	16.3	12.2	3.29	1.258
The implementing agency engages stakeholders in putting in place a process to monitor and evaluate progress	16.3	40.8	18.4	16.3	8.2	3.41	1.189
The project management team continuously provide information on project implementation progress to the stakeholders	24.5	38.8	20.4	10.2	6.1	3.65	1.147
Stakeholder involvement in project implementation reduces conflict of interest	24.5	40.8	18.4	10.2	6.1	3.67	1.144
Participation of stakeholders reflects the community's needs and stimulate people's implementation in the project	20.4	51.0	12.2	10.2	6.1	3.69	1.103
Valid N (listwise)	49						

The findings established a majority agreement with a mean of 3.39 within a standard deviation of 1.204, that the stakeholders are clearly identified and actively engaged in the PRIEDE project. This is consistent with the findings by Kimiti and Moronge (2018) who found out those organizations that identify, engage and manage their stakeholders effectively survive longer and perform better than organizations that do not. Similarly, the findings also observed a majority agreement with a mean of 3.29 within a standard deviation of 1.258, that the implementing agency has measures put in place to motivate stakeholder engagement. According to Khwaja (2004) participation is attained through collaborative or joint involvement of project beneficiaries and the implementing agencies. The real value of participation stems from mobilizing the entire stakeholders, rather than engaging people on an individualized basis, leads to more effective results which is consistent with the findings that the implementing agency has measures in place to motivate stakeholders which is critical for effective implementation.

In addition, the findings observed a majority agreement with a mean of 3.41 within a standard deviation of 1.189 that the implementing agency engages stakeholders in putting in place to monitor and evaluate progress. This is consistent with findings by Muthomi (2015) who found out that when stakeholders are involve in monitoring and evaluating progress of a project, there is less likelihood of conflicts or delays which leads to effective implementation of the project. In addition, the findings established a 63.3% agreement with a mean of 3.65 within a standard deviation of 1.147 that, the project management team continuously provided information on project implementation progress to stakeholders. This is in line with findings by Nyingi (2017) who found out that provision of information to stakeholders ensures smooth flow of operations and thus effective implementation and consequent success of the project.

The findings also established a 65.3% agreement with a mean of 3.67 within a standard deviation of 1.144, that stakeholder involvement in project implementation reduces conflict of interest. This is consistent with findings from Wamugu & Ogolla (2017) that the importance of stakeholder involvement in a project facilitates a reduction in distrust of the project process or outcome, an increase in commitment to the project objectives and processes, and heightened credibility of the project's outcome.

Finally the findings observed a 71.4% agreement with a mean of 3.69 within a standard deviation of 1.103 that, participation of stakeholders reflect the community's needs and stimulates people's implementation in the PRIEDE project. According to Nyakundi (2014) stakeholder involvement helps empower them by creating opportunities for them to reflect critically on the projects direction and help decide on the improvements; build understanding and capacity; motivate and stimulate learning amongst those committed to making the project a success and assess progress and so enable accountability requirements to be met which is consistent with the findings that participation stimulates successful implementation of the PRIEDE project.

Influence of Schedule Management on the Implementation of the Kenya Primary Education Development project

This section is in line with the third study objective which sought to establish the influence of schedule management on the implementation of the Kenya Primary Education Development project. The findings from the analysis were as shown in Table 1.2.

Table 1.2: Descriptive Statistics on Schedule Management

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. Dev
There are specific schedule activities to produce definite project schedule	8.2	40.8	26.5	14.3	10.2	3.22	1.123
The tools and techniques used in scheduling are clear and well understood	8.2	36.7	20.4	22.4	12.2	3.06	1.197
Network diagrams and frameworks are used in scheduling the PRIEDE project	8.2	34.7	36.7	12.2	8.2	3.22	1.046
Use of baseline information improves the project implementation	16.3	51.0	22.4	6.1	4.1	3.69	.962
Baseline information helps in measuring extent of project changes for beneficiaries	10.2	55.1	22.4	12.2	0.0	3.63	.834
Change control procedures are clear and well understood	10.2	30.6	22.4	18.4	18.4	2.96	1.290
Change control request are well handled and documented in the school	10.2	30.6	30.6	10.2	18.4	3.04	1.258
Valid N (listwise)	49						

The findings observed a majority agreement with a mean of 3.22 within a standard deviation of 1.123 that, there are specific schedule activities to produce definite project schedule. According to Kerzner (2013) a schedule shows when activities or accomplishments will be started and/or completed. The primary objective of scheduling is to coordinate activities to complete the project with the: best time, least cost and least risk.

Further, the findings established a majority agreement with a mean of 3.06 within a standard deviation of 1.197 that, the tools and techniques used in scheduling are clear and well understood. The findings also observed a 42.9% agreement with a mean of 3.22 within a standard deviation of 1.046 that, network diagrams and frameworks were used in scheduling the PRIEDE project. According to Muchelule (2018) the choice of tools used for scheduling rely upon the data required, partners and cost included. With the use of network diagrams and frameworks, project managers and the involved stakeholders are able to lay out the steps needed to achieve the desired results. There is thus an increased understanding of the project goals as well as the objectives. In addition, the findings established a majority agreement with a mean of 3.69 within a standard deviation of 0.962 that, use of baseline information improved the project implementation. This is consistent with the findings of Ochieng (2018) who found out that a project implemented without the baseline study faced serious challenges on tracking its progress effectively on indicators.

The findings also observed a 65.3% agreement, with a mean of 3.63 within a standard deviation of 0.834 that, baseline information helped in measuring the extent of project changes for beneficiaries. This is consistent with the findings by Muchelule (2018) and Ochieng (2018) that found out that changes introduced during implementation are directed by the baseline studies conducted beforehand. The findings also observed that a majority agreement that change control procedures are clear and well understood with a mean of 2.96 within a standard deviation of 1.290. Finally, the findings observed that change control requests are well handled and documented in the school records with a mean of 3.04 within a standard deviation of 1.258. This is consistent with findings of Muchelule (2018) who found out that change control procedures and requests when articulated in schedule management is effective in implementation and performance in organizations and projects.

Influence of Monitoring and evaluation practices on the Implementation of the Kenya Primary Education Development Project

This section is in line with the fourth study objective which sought to establish the influence of monitoring and evaluation on implementation of the Kenya Primary Education Development project. The findings from the analysis were as shown in Table 1.3

Table 1.3: Descriptive Statistics on Monitoring and evaluation practices

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. Dev
Formal systems of monitoring and evaluation are provided in the project implementation	24.5	40.8	18.4	10.2	6.1	3.67	1.144
There is proper awareness on adopted monitoring and evaluation practices conducted by World Bank	20.4	30.6	30.6	12.2	6.1	3.47	1.138
The procedures on adopting monitoring and evaluation practices are definitive, clear and easily understood in the project.	14.3	30.6	28.6	16.3	10.2	3.22	1.195
The school provides feedback on monitoring and evaluation practices conducted	34.7	34.7	12.2	8.2	10.2	3.76	1.300
The information obtained from monitoring and evaluation reports is used in implementation	18.4	44.9	16.3	18.4	2.0	3.59	1.059
The monitoring and evaluation conducted has improved project quality	38.8	26.5	26.5	2.0	6.1	3.90	1.141
Valid N (listwise)	49						

The findings established a 65.3% agreement with a mean of 3.67 within a standard deviation of 1.144 that formal systems of monitoring and evaluation were provided in the project implementation. This is consistent with findings by Nyakundi (2014) who found out that formal systems of monitoring and evaluation are facilitated by funding agencies for project compliance within the required parameters. The findings has established that World Bank had provided formal systems of monitoring and evaluation for the implementation of the PRIEDE project.

The findings also observed that there was proper awareness on the adopted monitoring and evaluation practices conducted by World Bank with a mean of 3.47 within a standard deviation of 1.138. This is consistent with findings by Mulandi (2013) who found that donor funded projects received adequate awareness on monitoring and evaluation practices adopted by the donor agency. The PRIEDE project is funded by World Bank and the findings established there was proper awareness on the monitoring and evaluation practices. Moreover, the findings observed a majority agreement with a mean of 3.22 within a standard deviation of 1.195 that the procedures on adopting monitoring and evaluation practices were definitive, clear and easily understood in the PRIEDE project. This is in line with findings by Muthomi (2015) who found high number of respondents agreed that donor funded education projects had clear procedures on monitoring and evaluation practices.

The findings also established that the school provided feedback on monitoring and evaluation practices conducted with a mean of 3.76 within a standard deviation of 1.300. According to Muchelule (2018) monitoring and evaluation not only measure outcomes but also helps to understand the role of the project and other factors in contributing to outcomes. This includes getting feedback from the progress reports and availing the information to stakeholders.

In addition the findings observed a majority agreement with a mean of 3.59 within a standard deviation of 1.059 that, the information obtained from the monitoring and evaluation reports was used in implementation. According to Ruesga (2010) the information obtained from monitoring and evaluation is used to lead to intended impact and utility. Finally, the findings established that, the monitoring and evaluation conducted had improved the project quality with a mean of 3.90 within a standard deviation of 1.141. This is consistent with findings by Ntoyanto (2017) who found out that monitoring and evaluation sharpens the planning and implementation of a project by identifying the activities to achieve the set outcomes.

Implementation of the Kenya Primary Education Development Project

The findings on the implementation of the Kenya Primary Education Development Project were analyzed. Table 1.4 shows the statistical results.

Table 1.4: Descriptive Statistics on Project Implementation

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. Dev
The PRIEDE project is implemented according to the set timelines with timely delivery of resources	24.5	22.4	18.4	24.5	10.2	3.27	1.351

The PRIEDE project is implemented according to the budget provisions	28.6	34.7	26.5	6.1	4.1	3.78	1.066
The PRIEDE project is implemented according to the set quality standards	10.2	44.9	26.5	18.4	0.0	3.47	.915
The PRIEDE project is implemented according to the scope provided by the World Bank	28.6	28.6	34.7	8.2	0.0	3.78	.963
Valid N (listwise)	49						

The findings established that the PRIEDE project was implemented according to the set timelines with timely delivery of resources with a mean of 3.27 and a standard deviation of 1.351. Hassan (2017) observed that because of strict guidelines imposed by donors, most of the donor funded projects are managed effectively.

The findings also established a 63.3% agreement with a mean of 3.78 and a standard deviation of 1.066 that the PRIEDE project was implemented according to the budget provisions. The implication is similar to finding by Muthomi (2015) that donor funded education projects were implemented in accordance to the budget provisions since the donor agencies had overall authority on the financial resources put in the project implementation.

In addition, the findings also observed that the PRIEDE project was implemented according to the set quality standards with a mean of 3.47 and a standard deviation of 0.915. This is in line with findings by Muthomi (2015) and Ochieng (2018) who found out that the quality of projects and project information has a significant influence on successful project implementation.

Furthermore, the findings established that the PRIEDE project was implemented according to the scope provided by World Bank with a mean of 3.78 and a standard deviation of 0.963. This is consistent with the findings by Ochieng (2018) who observed that project completion within scope is considered as a success factor.

Correlation Analysis

Correlation analysis was undertaken to establish the relationship between the independent variables: Project planning, Stakeholder Involvement, Schedule Management and Monitoring and Evaluation, and the dependent variable: Implementation of the PRIEDE project. The structuring of the questionnaire in a five point Likert scale enabled the responses to be computed into composite scores of their means for all the study variables. The composite mean scores for the independent variables were correlated with the composite mean scores for the dependent variable. Pearson correlation coefficient was utilized in examining the relationships.

Project Planning Practices and Implementation of PRIEDE project

The relationship between project planning practices and implementation of PRIEDE was analyzed where both variables were correlated and findings were as shown in Table 1.5.

Table 1.5: Correlation Between Project Planning Practices and Project Implementation

		Project Planning Practices
Project Implementation	Pearson Correlation	.792**
	Sig. (2-tailed)	.000
	N	49

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

It was observed that there was a strong positive significant ($r=0.792$, $p=.000$) relationship between project planning practices and implementation. This means that project planning practices had a positive impact on project implementation. Hence the successful implementation of the PRIEDE project in schools was dependent on the project planning practices of the institutions. These findings were consistent to Blomquist, Hällgren, Nilsson and Söderholm (2010) who stated that plans are a cornerstone of any project and as so, planning is a dominant activity within a project context. Different industries may require different types of projects and have different project management needs. This may have an impact on the need for planning and the effect of planning on success.

Stakeholder Involvement and Implementation of PRIEDE project

The study established the relationship between stakeholder involvement and implementation of the PRIEDE project. The findings from the analysis were as presented in the Table 1.6

Table 1.6: Correlation between Stakeholder involvement and Project Implementation

		Stakeholder Involvement
Project Implementation	Pearson Correlation	.706**
	Sig. (2-tailed)	.000
	N	49

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

From the findings, it was established that there was a strong positive significant ($r=0.706$, $p=.000$) relationship between stakeholder involvement and project implementation. Therefore, stakeholder involvement directly affects project implementation. As such, schools should enhance stakeholder involvement in order to enhance project implementation. This means that stakeholder involvement has an important role in determining project implementation. One of the most valuable roles of stakeholders is facilitating participatory process during implementation such as through participatory baseline survey, local impact assessment or annual project reviews. Involving stakeholders increases local ownership of the project and thus the likelihood of a sustained impact (Nyakundi, 2014).

Schedule Management and Implementation of PRIEDE project

Further, the relationship between schedule management and implementation of PRIEDE was established. Findings were as presented in Table 1.7

Table 1.7: Correlation between Schedule Management and Project Implementation

		Schedule Management
Project Implementation	Pearson Correlation	.823**
	Sig. (2-tailed)	.000
	N	49

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

The findings established that there was a very strong positive significant ($r=0.823$, $p=.000$) relationship between schedule management and implementation of the PRIEDE project. Hence, schedule management plays an important role in project implementation. Hence, increase in schedule management leads to an enhancement in project implementation in primary education development project. Studies have also found that scheduling tools provide the means of adjusting various parameters and components that are typical in a modeling process for example applying resources, adding constraints, capturing a specific schedule as a baseline or target schedule and changing various parameters within the schedule model. In addition, schedule control is concerned with: determining the current status of the project schedule; influencing the factors that create schedule changes; determining that the project schedule has changed, and managing the actual changes as they occur (PMI, 2017).

Monitoring and Evaluation Practices and Implementation of PRIEDE project

Concerning the relationship between monitoring and evaluation practices and implementation of PRIEDE, the findings were as presented in Table 1.8

Table 1.8: Correlation between Monitoring and Evaluation Practices and Project Implementation

		Monitoring and Evaluation Practices
Project Implementation	Pearson Correlation	.804**
	Sig. (2-tailed)	.000
	N	49

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

From the table, findings indicated that there was a very strong positive significant ($r=.804$, $p=.000$) relationship between monitoring and evaluation practices and implementation of the PRIEDE project. As such, monitoring and evaluation had a crucial role in determining project implementation in the Kenya Primary Education Development project. Enhancing the procedures for monitoring and evaluation go a long way in enhancing successful project implementation. These findings agreed with findings of Nyagah (2015) who asserted that evaluation involves identifying and reflecting upon the effects of what has been done, and judging their worth. Evaluation aims at determining as systematically and objectively as possible the effectiveness, efficiency, relevance, sustainability and impact of a project or program. It aims to provide valuable management information, judge the value and merits of an intervention, and draw lessons which can be used to make decision in future

Regression Analysis

The study carried out multiple regression analysis to establish contribution of independent variables on the dependent variable. Findings established an R-squared value of .754. This meant that when all the independent variables were taken together, they gave an R-squared value of .754. Thus the independent variables (project planning practices, stakeholder involvement, schedule management and monitoring and evaluation practices) taken together could account for up to 75.4% of the total variation in project implementation. The remaining 24.6% in the variation in project implementation could be explained by other factors not in the model. Controlling for the extraneous variables, the adjusted R-square value was 0.732. This meant that in an ideal situation without interference from extraneous variables, the independent variables accounted for up to 73.2% of the total variance in project implementation. This also aided in the development of the regression equation model through the estimation of the parameter estimates for the various variables. The findings from the analysis were as presented in table 1.9

Table 1.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.754	.732	.47976

a. Predictors: (Constant), Monitoring and Evaluation Practices, Project Planning Practices, Schedule Management, Stakeholder Involvement

In order to examine on whether the data was good fit for regression model, the ANOVA was undertaken and the data being good fit for data was tested at 5% level of significance. Since from the Table 2.0 the observed p value was 0.000 which was less than 0.05 (5%), it therefore implied that the regression model was good fit for data. This implies that the probability of the regression model giving wrong prediction effect on the dependent variable is 0% which is less than the set level of significance of 5%. Therefore, the regression model was adopted.

Table 2.0: ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.123	4	7.781	33.804	.000 ^a
	Residual	10.127	44	.230		
	Total	41.250	48			

a. Predictors: (Constant), Monitoring and Evaluation Practices, Project Planning Practices, Schedule Management, Stakeholder Involvement

b. Dependent Variable: Project Implementation

Results indicated an F-value of 33.804 which was significant at $p < 0.05$ level of significance. This demonstrated that all the independent variables (project planning practices, stakeholder involvement, schedule management and monitoring and evaluation practices) taken together had a significant influence on implementation of the PRIEDE project. Hence, the independent variables have a very significant role to play as far as project implementation is concerned. The model coefficients values were as shown in Table 2.1

Table 2.1: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.662	.285		2.324	.025
	Project Planning Practices	.258	.168	.249	1.534	.002
	Stakeholder Involvement	-.543	.209	-.537	-2.603	.013
	Schedule Management	.525	.216	.498	2.426	.019
	Monitoring and Evaluation Practices	.622	.198	.655	3.146	.003

a. Dependent Variable: Project Implementation

From the model it was observed that the autonomous value of project implementation with all other factors held constant was .662 with a t-value of 2.324 that was significant $p < 0.05$ level of significance. Further, the table indicated that the parameter estimate (β) for project planning practices was .258 with a t-value of 1.534 which was significant at $p < 0.05$ level of significance. Therefore, project planning practices significantly influences project implementation. In addition, the parameter estimate (β) for stakeholder involvement was -0.543 with a t-

value of -2.603. The t-value was significant at $p < .05$ level of significance. Also, the parameter estimate (β) for schedule management was .525 with a t-value of 2.426 which was significant at $p < .05$ level of significance. In addition, the parameter estimate (β) for monitoring and evaluation practices was .622 with a t-value of 3.146. The t-value was found to be significant at $p < .05$ level of significance.

The following regression model was fitted

$$Y = .662 + .258X_1 - .543X_2 + .525X_3 + .622X_4$$

Where:

Y = Project Implementation

X_1 = Project Planning Practices

X_2 = Stakeholder Involvement

X_3 = Schedule Management

X_4 = Monitoring and Evaluation Practice

From the model, a unit increase in project planning practices results to 0.258 increase change in project implementation. Further, a unit increase in stakeholders involvement result to a 0.543 decrease in project implementation. On the other hand, a unit increase in schedule management results to a 0.525 increase in project implementation. Additionally, a unit increase in monitoring and evaluation results to a 0.622 increase in project implementation.

Hypothesis Testing

The hypotheses were tested under the null hypothesis.

H₀₁ Project planning has no statistically significant influence on the implementation of the PRIEDE project

The hypothesis was tested by determining the relationship between project planning and implementation of the PRIEDE project using multiple regressions whose results are shown on Table 2.1. The test was done at a significant level 0.05. The test results show that there exists a statistically significant correlation between project initiation and project performance ($\beta = 0.258$, $\rho = 0.002 < 0.05$). The result leads to the rejection of the null hypothesis, hence a conclusion that there exists a significant influence of project planning on implementation of the Kenya Primary Education Development Project.

H₀₂ Stakeholder involvement has no statistically significant influence on the implementation of the PRIEDE project

The hypothesis was tested by determining the relationship between stakeholder involvement and the implementation of the PRIEDE project using multiple regressions whose results are shown on Table 2.1. The test was done at a significant level 0.05. The test results show that there exists a statistically significant correlation between project initiation and project performance ($\beta = -0.543$, $\rho = 0.013 < 0.05$). The result leads to the rejection of the null hypothesis, hence a conclusion that there exists a significant influence of stakeholder involvement on implementation of the Kenya Primary Education Development Project.

H₀₃ Schedule management has no statistically significant influence on the implementation of the PRIEDE project.

The hypothesis was tested by determining the relationship between schedule management and implementation of the PRIEDE project using multiple regressions whose results are shown on Table 2.1. The test was done at a significant level 0.05. The test results show that there exists a statistically significant correlation between project initiation and project performance ($\beta = 0.525$, $\rho = 0.019 < 0.05$). The result leads to the rejection of the null hypothesis, hence a conclusion that there exists a significant influence of schedule management on implementation of the Kenya Primary Education Development Project.

H₀₄ Monitoring and evaluation have no statistically significant influence on the implementation of the PRIEDE project.

The hypothesis was tested by determining the relationship between monitoring and evaluation and implementation of the PRIEDE project using multiple regressions whose results are shown on Table 2.1. The test was done at a significant level 0.05. The test results show that there exists a statistically significant correlation between project initiation and project performance ($\beta = 0.622$, $\rho = 0.003 < 0.05$). The result leads to the rejection of the null hypothesis, hence a conclusion that there exists a significant influence of monitoring and evaluation on implementation of the Kenya Primary Education Development Project.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study Findings

The first objective was to determine the influence of project planning on the implementation of the Kenya Primary Education Development Project in Nakuru County. Descriptive results revealed that the project plan is well applicable in the school activities as well as coordination by the project team. The findings also revealed

that a feasibility study was carried out for the functional and technical specifications of the PRIEDE project and that the staff had been well trained on effective project planning practices in their respective schools for the PRIEDE project. Furthermore, the findings established that the planning tools and techniques which were the work plan and the log frame were well understood by teachers. The findings also established that the planning policies on the project planning were well understood for the implementation of the PRIEDE project. To establish the effect of project planning on the implementation of the project, correlation analysis showed that there was a positive and strong significance. Regression analysis showed that project planning practices are able to account for up to 62.7% of the total variation in project implementation. The hypothesis results indicated that project planning has a statistically significant influence on the implementation of the Kenya Primary Education Development Project.

The second objective was to find out the influence of stakeholder involvement on the implementation of the Kenya Primary Education Development Project in Nakuru County. The findings established that stakeholders were clearly identified and actively engaged in the PRIEDE project. It was also observed that the implementing agency had measures put in place to motivate stakeholder engagement. In addition, the study established that implementing agency engaged stakeholders in putting in place a process to monitor and evaluate progress. Additionally, the study found out that the project management team continuously provided information on project implementation progress to the stakeholders. It was also observed that stakeholder involvement in project implementation reduces conflict of interest. Consequently the study established that participation of stakeholders reflected the community's needs and stimulated people's implementation in the PRIEDE project. Moreover, correlation analysis demonstrated that stakeholders' involvement is correlated with implementation of the PRIEDE project. Additionally, regression analysis showed that stakeholders' involvement significantly accounts for up to 49.8% of the total variation implementation of the PRIEDE project.

The third objective was to establish the influence of schedule management on the influence of the Kenya Primary Education Development Project in Nakuru County. The findings observed there are specific schedule activities to produce definite project schedule for the PRIEDE project. Similarly the findings the tools and techniques used in scheduling were clear and well understood. In addition, the findings established that network diagrams and frameworks were used in scheduling the PRIEDE project. Moreover, the findings established that use of baseline information improved the project implementation and that the baseline information helped in measuring the extent of project changes for beneficiaries. Consequently the findings observed a majority agreement on the change control procedures being clear and well understood for the PRIEDE project as well as the change control request were well handled and documented in the school. Correlation analysis demonstrated that schedule management has a very strong positive significant relationship with project implementation. Further, regression analysis demonstrated that schedule management can significantly account for up to 67.7% of the total variation in project implementation.

The final objective was to examine the influence of monitoring and evaluation in the implementation of the Kenya Primary Education Development Project in Nakuru County. The findings observed that formal systems of monitoring and evaluations were provided in the project implementation. The findings also established that there was proper awareness on adopted monitoring and evaluation practices conducted by World Bank. On the other hand, the findings observed a majority agreement that the procedures on adopting monitoring and evaluation practices were definitive, clear and easily understood in the project as well as the school provided feedback on monitoring and evaluation practices conducted. Consequently, the findings established that the information obtained from monitoring and evaluation reports was used in implementation and that monitoring and evaluation conducted had improved project quality of PRIEDE. Correlation analysis demonstrated that monitoring and evaluation have a very strong positive significant relationship with project implementation. Additionally, regression analysis showed that monitoring and evaluation accounts for 64.6% of the total variation in project implementation in school development projects. Hence, monitoring and evaluation plays a very significant role in implementation of the PRIEDE project.

Consequently, the findings established that the PRIEDE project was implemented according to the set timelines with timely delivery of resources. The findings also observed that the PRIEDE project was implemented according to the budget provisions. In addition, the findings established that the PRIEDE project was implemented according to the set quality standards. Finally, the findings established that the PRIEDE project was implemented according to the scope provided by the World Bank. Multiple regression analysis demonstrated that the independent variables (project planning practices, stakeholder involvement, schedule management and monitoring and evaluation practices) taken together could account for up to 75.4% of the total variation in project implementation. Therefore, the findings established that the independent variables were very crucial in successful project implementation of the PRIEDE project.

Conclusions of the Study

The study concluded that the Kenya Primary Education Development Project utilized project planning as a project management practice. Correlation and regression analysis demonstrated a positive correlation between project planning and the implementation of the PRIEDE project. The study also concluded that stakeholder involvement has a significant influence on the implementation of the project. In addition, the study concluded that schedule management has a significant influence on the implementation of the PRIEDE project. The study found out that schedule management positively influenced the implementation of projects. Consequently, the study concluded that monitoring and evaluation have a significant influence on the implementation of PRIEDE project. The study found that monitoring and evaluation practices also had a very strong correlation with project implementation.

Recommendations of the Study

The study recommends that the project implementation team should set up mechanism for which they will be able to oversee that all project management practices are implemented to ensure successful project implementation. Additionally, the study recommends project implementation team should ensure there is a project planning committee to forge the way in which the education projects are implemented. As such proper mechanisms need to be laid out for stakeholder involvement such as having consultative forums, communication channels for information gatherings and feedback to ensure there is continued but controlled engagement throughout project implementation process. The study further recommends that the implementation team should ensure that all the activities in implementation phase are well within the planned schedule. The study finally recommends that there should be well established structures for monitoring and evaluation. These should be designed to factor in every stage of project implementation. The implementation team should have measurable goals at every stage to enable monitoring and evaluation of the extent to which implementation is successful or not. Further monitoring and evaluation would help to determine whether additional strategies could be employed to enhance the process.

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