

**STAKEHOLDERS PARTICIPATION AND SCHOOL INFRASTRUCTURAL
PROJECTS IN HODAN DISTRICT
MOGADISHU SOMALIA**

BY

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**A RESEARCH DISSERTATION TO BE SUBMITTED TO THE SCHOOL OF
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DECLARATION

I, Abdirahman Mohamed Hassan, declare to the best of my knowledge that this research dissertation is my own original work and has never been submitted to any other university or institution of higher learning for the award of any certificate, diploma or degree.

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APPROVAL

I confirm that the work in this thesis has been carried out by the candidate under my supervision.

Signature.....

Dr. Wilfred Tarabinah

(Supervisor)

Date.....

DEDICATION

I dedicate this work to my brother Abdibaasid Mohamed Hassan, for the unconditional support and encouragement to my education.

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LIST OF ACRONYMS AND ABBREVIATIONS

BOG	Board of Governors
BOM	Board of Management
EFA	Education For All
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
PTA	Parent Teachers Association
MOEST:	Ministry of Education Science and Technology
SMC:	School Management Committee
SPSS:	Statistical Package for Social Sciences.
MDGs	Millennium Development Goals
SESSP	Somalia Education Sector Support Programme
SWAP	Sector Wide Approach

ABSTRACT

This study sought to establish stakeholders participation and school infrastructural projects in Hodan District, Mogadishu Somalia. The Objectives were; to examine types of school infrastructural projects being carried out by the stakeholders, to analyze the challenges that impede the successful completion of school infrastructural projects and to examine the mechanisms put in place to overcome failure of school infrastructural projects. The study was guided by using the structural functionalism theory which was developed in (1991) by Talcott Parsons. Functionalism is concerned with the thought of order, formal work in corporations and in how order seems to be triumphant in each systems and societies regardless of the adjustments in personnel which commonly takes place. This study followed a cross-sectional research design in order to examine the effect of stakeholders participation on school infrastructural projects in Hodan District. The study applied the quantitative methods with the use of questionnaires. Simple random approach was used during the study. Purposive sampling was also used to select only respondents for the researcher to attain the purpose of the study. Data was collected from primary and secondary sources using questionnaires. The data was presented in tabular form with frequencies and percentages. The study findings regarding the types of school infrastructural projects being carried out by the stakeholders in Hodan district revealed that a mean of 3.54 which is considered High on the likertscal. This implies that there are several types of infrastructure projects conducted in schools in Hodan District, Mogadishu. The study concludes that sponsors such as UNICEF improve the educational standards by promoting manpower and material sources but their full participation is still inadequate. Apparently in the involvement of the sponsor as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when extra demands in relegated and rural areas are met via sponsor managed institutions. The researcher recommends that the management should take the frontline in calling to participate all relevant stakeholders at the relevant periods in infrastructural project development.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and operational definitions of key terms.

1.1 Background to the study

The background of the study covers the conceptual perspective, the historical perspective, theoretical and contextual perspectives as indicated below.

1.1.1 Historical Perspective

Globally, education is universally recognized as a form of investment in human capital for financial benefit of the countries. In USA, secondary school Education was once first an initiative of both the kingdom and the spiritual missionaries who used it as a potential of propagating gospel (Ellen 2009). They each provided the price range required for the school infrastructure and teachers payment. The Elementary and secondary education act (ESEA) first enacted in 1965 and the current reauthorized through the No Child Left Behind Act, was once the principal federal law that affected kindergarten for the duration of the 12th grade in America. This included such stakeholders as the Government, non-secular leaders, and parents.

Abagi(2007) notes that after independence, most governments assumed a higher share of financing education, they put up school infrastructure, provided instructional materials, paid the teachers and took care of operational cost. However, with the government's implementation of the Structural Policy Package from World Bank and IMF, there was a shift in financing of education. In this respect, the National Development Plan 1989-1993 spelled out cost-sharing in education where the government and beneficiaries contributed to educational opportunities.

In Africa, for more than 40 years, stakeholders have partnered to support the improvement of primary education since independence. There has been large growth in the provision of academic opportunities and facilities. There has additionally been diverse stakeholder involvement and infusion of massive sums of money through the

new governments who believe advancement of education is a political necessity (Chimombo, 2005).

In Mogadishu, though different stakeholders have taken a bold step especially in making sure that simple training is accessible for all. Court et al(2005) argued that there is need to improve the training of staff through provision of teaching/learning materials. Abagi (2007) noted that books, education materials and educational infrastructure are fundamental equipment for educational improvement in Hodan District. They have to consequently be on hand at the time when they are wanted if pleasant schooling is to be realised.

Studies by Njenga (2009) on various school management aspects reveal that the role of stakeholders on management of school projects is very crucial particularly because they are in-charge of planning, sourcing and managing school finances; however, their role in school management is highly dependent on other educational stakeholder, such as sponsor, parents, teachers, community and the government.

1.1.2 Theoretical Perspective

The study was based on structural functionalism theory developed in (1991) by Talcott Parsons. Functionalism is concerned with the concept of order, formal work in organizations and in how order seems to prevail in both systems and societies irrespective of the changes in personnel which constantly takes place. According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other.

The theory seeks to understand the relationship between the parts and the whole system in an organization in particular and identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, the government through the Ministry of Education and the school management are the parts of the system while the system is the school.

However, it is crucial to take into account the involvement for participation by each stakeholder and the different interest towards achievement of certain goal. The theory thus appropriately explains that the school management must consider it important in bringing the other parties together into building a cohesive and a goal oriented system that pull together towards achieving goals and how to manage conflicts (Carr, 2005)

1.1.3 Conceptual Perspective

Stakeholders are people or community who may directly or indirectly, positively or negatively affect or be affected by the outcome of the project or program. Those people may be Primary stakeholder and Secondary stakeholder. Primary stakeholder, are the beneficiary of development intervention or those directly affected by it. Secondary stakeholder, Are those who influence a development intervention or are indirectly affected by it (Freeman, 2010).

Stakeholder has also been defined as any group or individual that can affect or is affected by the achievement of corporation or purpose. In response to the explored study the most appropriate definition is, Project stakeholders who are viewed as individual or organization who are actively involved in project and whose interest are affected by the execution of the project or completion of it (PMI, 2000).

Participation can also be viewed as people involvement in decision making process, in implementing program they are sharing in the benefit of development program and their involvement in effort to evaluate such program (Cohen, 2007)

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory (Mulai 2011).

Secondary school projects require financial outlay which calls for the school managers to handle school funds transparently. Any principal who does not know how to handle the school funds can face many problems with parents, Government authorities and the community. The school management must apply sound financial management not only for big school projects but also in small scale purchases; failure to which they will

face crisis from different players in school financing. (Elsbree, 2007).

1.1.4 Contextual Perspective

Successful completion of school projects is undeniably a foremost prerequisite in the fulfillment of our country's educational objectives. Most schools in Hodan district undertake a number of projects such as: procurement of school buses, construction of class rooms, library hall, laboratory, dining hall, social hall, administration block, furniture, water facility, ICT, and electricity infrastructure. These projects are aimed at helping to provide conducive opportunity for achievement of educational goals in the district.

Mulwa (2004) insists on the involvement of stakeholders in the development of projects in Hodan district right from the conceptual stage through the implementation stage up to evaluation stage. He claims that though there is no 'expert' or 'correct' way of developing a project; He agrees that the involvement and participation of project stakeholders is a key element in the implementation and successful completion of projects. He points out that there is a natural tendency of people (stakeholders) reluctance to take up initiatives in participating in project; they opt to rely on authorities, which do not help them in taking control over their resources.

The absence of involvement in the participation of school stakeholders has culminated to poor planning of projects, slow or improper implementation or even failure to complete the initiated school projects. Further, in cases where some participation is involved, some projects still fail to get completed which implies that certain stakeholders face constraints in their endeavour to play their roles.

Mutia (2012) found out that the principals had been left loose to mismanage schools due to the ineffectiveness of the board of management BOMs and out of touch to information by parents. This has led to delayed completion of funded school projects or even misappropriation of school funds and resources.

According to Barn (2011) there has been a tendency of initiating school projects which end up stalling in the process of their implementation. The failure to complete school projects has an impact in that the desired goal of education is never achieved.

1.2 Statement of the Problem

There is statistical evidence that failure of infrastructural projects in schools is a persistent problem(UNDP, 2016). Stories in the media on “failed”, or “failing” projects, is being reported constantly. It is reported that around 15–45 percent of projects are dead failures and project teams have rejected them, 20–50 percent partially fail, with time and cost overruns or other problems. Alternatively, successful infrastructural projects in schools are only 14 of all the projects. Previous researches done in Hodan, Somalia found out projects failure may negatively affect the whole education sector.

In Hodan District, the school directors no longer consult with many of the stakeholders especially the sponsor, parents, teachers and even government officials, when they initiate projects. The Parents Teacher Associations (PTA) who are the main project financiers have not been fully recognized by the law in the management of secondary school and hence they are left with minimal chances in management of school projects.

Adunda (2003)) noted that the school stakeholders are on the periphery with regard to school project formulation, planning and management in Somalia. Thus, the full potential of the country’s school infrastructural projects system is missing out on the full benefit of the synergies that would be generated through the forging of a complete partnership between the Government and other stakeholders’ implementation of school projects.

The UNDP reports on Somalia (2016) notes that in Hodan District some infrastructural projects have taken so long to complete yet many of the stakeholders are in the dark as to what exactly is happening. Due to failure of participatory approach to school projects, the intentions of the projects have failed leading to compromise in the achievement of educational goal. This has hence propelled my quest on the influence of stakeholders on school infrastructural projects in Hodan district.

1.3 Purpose of the Study

To assess the influence of stakeholders participation in the success of school infrastructural projects, in Hodan district.

1.4 Objectives of the study

- i. To examine types of school infrastructural projects being carried out by the stakeholders
- ii. To analyze the challenges that impede the successful completion of school infrastructural projects
- iii. To examine the mechanisms put in place to overcome failure of school infrastructural projects

1.5 Research Questions

- i. What types of school infrastructural projects are carried out by the stakeholders?
- ii. What challenges impede the successful completion of school infrastructural projects?
- iii. What are the mechanisms put in place to overcome failure of school infrastructural projects?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in Hodan district Mogadishu Somalia. The district had a high concentration of schools and so benefits from most of the infrastructural projects targeting schools.

1.6.2 Content Scope

The study sought to establish the influence of stakeholder's participation to the success of infrastructural education projects. The research assessed the types of school infrastructural projects being carried out by the stakeholders, examine the mechanisms put in place to overcome failure of school infrastructural projects, analyze the challenges that impede the successful completion of school infrastructural projects and explore role of stakeholders. The research considered mainly literature produced within the last ten years for the best comparative analysis of earlier research to the current reality of the problem in question.

1.6.3 Time Scope

The study considered data on the organization for a period of ten years (2007-2017). It is expected that school projects would be completed within these period for proper analysis.

1.7 Significance of the Study

This study is geared towards encouraging a participatory approach in the undertaking of school infrastructural projects where all the relevant stakeholders are involved and each playing their roles.

This study will assist the ministry of education to come up with working structures to expand the existing ones in the successful conception, mobilization, implementation and completion of public secondary school projects with every stakeholder being comfortable with all the undertaken procedures.

The study will further offer invaluable insight to the school management as a fraternity to learn the influence brought about by the involvement of the school stakeholders on successful completion of its infrastructural projects and barriers towards achievement of school infrastructural projects by the stakeholders.

The findings of this study will also serve as a stimulant and stepping stone for future researchers and academicians by suggesting area where further studies need to be conducted on the same or similar topics.

1.8 Operational definitions of key terms

School Infrastructural projects- refer to undertakings within the school that are within a budgetary allocation for resources and within the constraints of time and money for example, buying of a school bus, purchasing office materials like photocopier and computers, constructing buildings, buying other facilities like dining hall furniture, laboratory equipment and furniture among others (Kwamboka 2004).

School administration –The school management is an important part of any educational system. Especially the principal in conjunction with the Board of Management (BOM) is tasked various roles such as; overall school administration, the curriculum and what kind of project the school need such as building classes, water tanks, roads within the school atc. He /she should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life(Tondeur, 2008).

Stakeholders- are people or community who may directly or indirectly, positively or negatively affect or be affected by the outcome of the project or program(Freeman, 2010).

Participation-means people’s involvement in decision making process, in implementing program they are sharing in the benefit of development program and their involvement in effort to evaluate such program (Cohen, 2007)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher critically analyzes the works of different authors related to the variables under study. The theoretical review establishes the theory underlying the effect of the two variables: stakeholders participation and school infrastructural projects, conceptual framework, associated literature and associated studies.

2.1 Theoretical Review

The study was guided by using the structural functionalism theory which was developed in (1991) by Talcott Parsons. Functionalism is concerned with the thought of order, formal work in corporations and in how order seems to be triumphant in each systems and societies regardless of the adjustments in personnel which commonly takes place. According to this theory, formal groups incorporate many agencies of unique individuals, all working collectively harmoniously in the direction of achieving a frequent goal. It argues that most corporations are massive and complicated social systems consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametricopposition to each other.

The theory seeks to recognize the relationship between the components and the total system in an organization in particular and identify how stability is for the most part achieved. Moreover, Structural functionalism helps an evaluation of the perceived conflicts of interests evident amongst organizations of personnel. In this scenario, the parents, sponsors (UNICEF), the government through the Ministry of Education and the school administration are the components of the system whilst the system is the school.

However, it is essential to take into account the involvement for participation by way of each stakeholder and the different interest in the direction of the achievement of the precise goal. The theory thus appropriately explains that the school management must consider it important in bringing the other parties together into building a cohesive and a goal oriented system that pull together towards achieving goals and

how to manage conflicts (Carr, 2005)

2.2 Conceptual Framework

The conceptual framework illustrates how variables in the study are conceptualized and related:

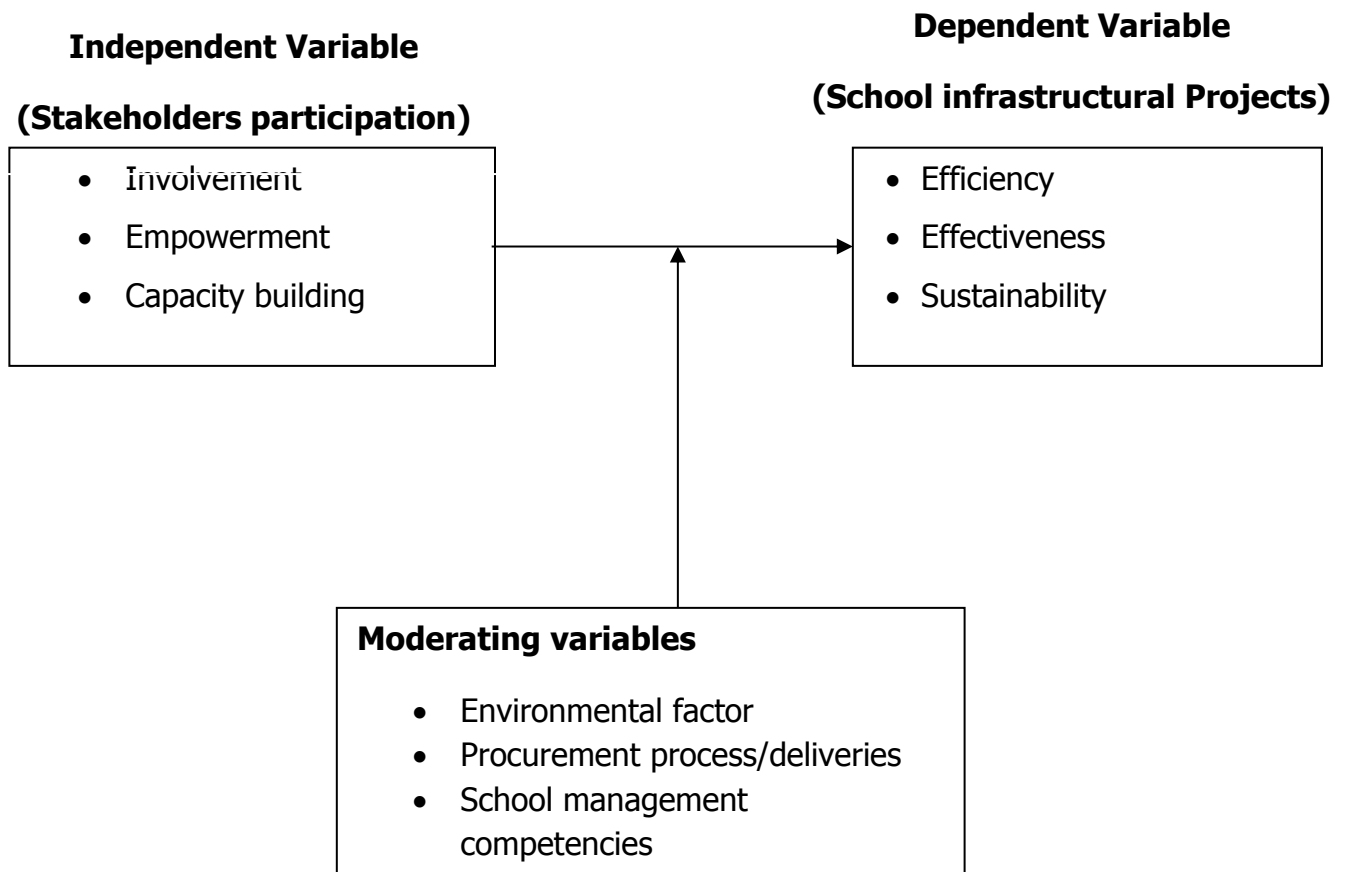


Figure 2. 1: Conceptual framework

Source: Adopted by Robert, (2018)

The conceptual framework in figure 2.1 shows the effect of the independent on the dependent variables which are stakeholders participation and school infrastructural projects in Hodan district MogadishuSomalia, the moderating variable alters the effect and independent variable has on a dependent variable. The moderator thus changes the effect between the two variables.

2.3 Related Literature

2.3.1Types of school infrastructural projects being carried out by the stakeholders.

Ayuso and Rodríguez (2011),did a cross sectional study on education in somalia and finds that Ablaal school is one of 51 schools that have undergone a complete

renovation as part of the 1000 Classrooms Project. Sponsored by the Government of Japan, the project was implemented by the Ministry of Education with support from UNICEF, benefitting nearly 40,000 students in the city of Mogadishu. Fifty-one per cent of these students were girls. As a result of this project, these students now have access to safe and child-friendly learning environments. The project, which took four years to complete, was designed to increase access and retention of students, especially of girls, in basic education and to increase the quality of education for children across Mogadishu.

According to Olembo, et al (2005) most hygiene, sanitation, and water projects focus on upgrading sanitation facilities. However, schools must also put more emphasis on safety and sufficient water supply for drinking, hand washing, food preparation, laundering, cleaning, and watering of the school garden.

Similarly, Mohamed (2016), did a study on The effect of the foreign aid and economic development of Somalia and finds that Turkish government with the collaboration of UNICEF undertook school projects which comprise water sanitation and hygiene services which benefited 20,000 children from 100 schools in Mogadishu districts.

Watson (2011) demonstrated that community participation influences the success of educational infrastructure projects. For instance, Ghana, Tanzania, Ethiopia, Pakistan and Bangladesh, communities build schools and pay for renovation both in money and labour. The parents were also an important source of financial and material support essential for development of schools.

The Education Order of 2009 on board of governors, defines 'sponsor' as voluntary body other than government, local authority or any other department which is responsible for the establishment of the school. The physical expansion of formal education is not only Secondary School Education but also Primary school education, has been as a result of government partnership with sponsor and society's commitment to the development of education; it is through partnership of the government and other stakeholders that a remarkable growth in education is realized (Hussein, 2009)

Hassan (2016) aimed to pick out the challenges and shortcomings of predominant training in Somalia. He further urges that the sponsors played a massive role in the institution of academic institutions. The education act, therefore, provides a provision for sponsor's participation in the administration of the colleges and its operations.

Njoroge, (2013) points out the role played by the sponsors is to provide funds for the development of a school. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. Notably the government cannot alone provide all the educational services required nationally due to limited government resources.

Under the secondary schooling programme, authorities will pay schools about 130 dollars per pupil annually, an amount that is to be allocated in lump sums at the start of each of the three school terms, and which is expected to cover tuition and administration costs, school maintenance and improvements, and class activities. Parents are still responsible for uniforms and lunches - and the subsidy does not cover residence costs for children at boarding school. However some parents are not involved in the planning and implementation to the school projects (Kwamboka, 2004).

Kwamboka, (2004) holds that in spite of these problems, the new secondary education policy was welcomed by some. Once the government pays all students' tuition fees, the school doesn't have to rely on the few parents who are able to clear the annual school fees. With the lump sum schools plan other activities, such as equipping libraries, laboratories and building new class rooms.

Olomolaiye (2010) points that school heads have complained of delays in receiving subsidies, saying this obliged them to seek operating funds in the interim. Government officials ascribed these delays to schools being slow to open new bank accounts that authorities have deemed necessary to avoid misappropriation of subsidies. A child from a poor family cannot afford even the top-up fees. The tuition is just a small fraction of the financial requirement for a secondary school student. Many students live below the poverty line and this will compromise school attendance of many children from poor households.

The major role of a school BOM in accordance with the provisions of Education Act cap 211 is to ensure effective and accountable use of resources in the provision of education in public secondary or private schools. Typically the expansion of the effective and accountable use of resources in the provision of education breeds other components which includes; the governing board should ensure that the school is run to provide educational services in accordance with the provision of relevant education laws and regulations that may be in existent or may come to existence from time to time by holding regular meeting on schedule set by policy to discuss the dispatch of the school's business (Masube , 2008).

According to Mwanthi (2017) the BOM also causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for provision of government grants in the operations of the school in the ensuing year. It ensures that all school funds are properly managed and accounted for by the school head. The board also causes the school administration to submit to relevant authority such information returns and audited accounts as may be required by authorities from time to time. It holds the head of the institution responsible for the effective operations of the school and for provision of information to the board to enable it to be current and make informed decisions on the school.

The BOM is further responsible for the provision of educational facilities. When necessary the board can exercise its powers to acquire sites for school facilities. In addition to providing school facilities, in form of sites and buildings, the board also must provide day-to-day operational materials required for an educational programme.

Kothari (2005) states that secondary schools in India fall into two categories - government funded and private. Government funded schools are divided into national, provincial, county and district levels. Private schools are run by private organizations or individuals. After taking the primary school leaving exam and successfully passing, government funded schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into provincial, county and district schools. Students who fail

examinations either repeat the final school year or pursue technical training opportunities.

Njeru (2003) also posited that a number of students also drop out of school by choice due to poor scores. Under the current system, students attend secondary school for four years before sitting for the school leaving exam at the end of the fourth year. The first class or year of secondary school is known as form 1 and the final year is form 4. At the end of the fourth year, from October to November students sit for the Certificate of Secondary Education examination.

Eshiwani, (2008) asserts that private secondary schools are generally high cost schools offering students an alternative system of education with better or more luxurious facilities compared to public schools. They are often favored for prestige. Most private schools in Kenya offer the British system of education which includes "O- levels" and "A-levels". Few offers the American system of education and good number of them offer the Kenya system. Some of the oldest private schools include Loreto Convent Msongari, St. Mary's School, Braeburn School, Consolata School, Strathmore School, Oshwal Academy, Rift Valley Academy, Aga Khan Academy.

There should be more efficient use of the facilities at certain schools. The government should have had incentives to attract students and teachers to such schools. Experienced teachers and a tradition of good performance attract parents to schools. Perhaps the government should post trained teachers to such schools. However, the issue of teaching staff and infrastructural facilities are problematic (Laurie, 2005).

The current 8-4-4 system has received criticism from many because of the heavy workload it places on students, staff and the grave inadequacy of infrastructural facilities. Teachers report that pupils need to be given extra tuition in the evenings, over weekends and holidays, because the broad syllabus cannot be completed within stipulated time frames. The system puts heavy pressure on students leading to stress that causes many to drop out or resort to drugs. The system has been defended by some saying that students are able to compete and out-perform on a global level since they are used to working hard in school (Munyiri, 2008).

According to Kigotho(2007) sponsors such as UNICEF improve the educational standards by promoting manpower and material sources but their full participation is still inadequate. Apparently in the involvement of the sponsor as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when excess demands in marginalized and rural areas are met by sponsor managed institutions.

Therefore stakeholders are very important in school infrastructure projects since they participate in education policy formulation, preparation, monitoring and management of schools. However, I believe that their full capacity in these projects has not been wholly exploited. Therefore, Somalia is lacking out on the full advantages of the synergies that would be produced through complete partnership between the authorities and the sponsors in the provision of education.

2.3.2 Challenges impeding success of school infrastructural projects

Masube (2008) indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when they fail, they face disapproval from parents. The parents and the community are required to implement programme activities while the government provides technical support and supervisory services through Somalia Education Sector Support Programme (SESSP) based on a Sector Wide Approach to Programme Planning and Implementation (SWAP). This is in line with the government policy of empowering people to actively play their role in National Development (TSC. Report, 2007).

In 2012, the Somali government introduced plans to offer re-construction public schools and free secondary education. The sum of 10,265USD per pupil amounts to only 30 per cent of the actual funds required to attend a public school. One of the tragedies of the school system is re-enacted daily when literally thousands of secondary school youth walk the roadways during the day, sent home for lack of school fees(MOE,2012).

Funding for capital projects such as school infrastructure projects are unavailable unless through a local fundraiser, the work of NGO's, access to CDF (Somalia), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE,2017). One of the biggest challenges parents face are the tuition costs. A part of it was eliminated in 2003 when Somalia re-introduced free Primary education. However the basic fees of a school uniform, text books, PTA fees, and extracurricular activities remain the family's obligation. The primary needs of food, nutrition, health care for younger siblings keep many away from school.

Another major challenge for parents is the transportation of their children. Since good schools are often a long distance from home. Those with the means send their children to private schools. National, provincial, county and District school all have different fee structures. I also think that high achieving students are often unable to attend schools of choice due to lack of school fees and distances that require residency.

Kathuri (2011) claims that; though the parents are the greatest contributors towards development of infrastructure in secondary school education, they have been overshadowed by board of management BOMs. The parents also have very little influence of the money disbursed by the government. He further recommends that the Head teacher should always aspire to enhance harmonious partnership among school stakeholders.

Ngware (2008) notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times they are kept in darkness during the implementation of school projects yet they have a lot that they can bring on board apart from the financial support. Indicate that schools' failure to involve their stakeholders is a clear indication of compromise to quality management and that that jeopardizes provision of quality education.

Lack of infrastructural facilities at schools and busier teachers are trends that spell likely doom for the quality of education in Mwing-East district secondary institutions. Indications are that many public high schools are already struggling to perform well

in national examinations, a situation that could be worsened by pupils entering institutions that are ill-equipped to receive them. Secondary education should properly prepare children for their careers and future life; without passing well in national examinations one's career choices are limited (Munyiri, 2008).

It is responsible for sourcing and management of school finance which includes receiving all fees, grants, donations and any income to the school. The board is required to prepare, approve and implement both recurrent and development budget of the school. It organizes, directs, supervises and monitors approved projects and programmes of the school. The board regulates the admission of students subject to the general directions of the education secretary in the Ministry of Education (MoE)

According to Tondeur (2008) The school management is an important part of any educational system. Especially the principal in conjunction with the Board of Management(BOM) is tasked various roles such as; overall school administration, the curriculum and what kind of project the school need such as building classes, water tanks, roads within the school atc. He /she should strive to enforce traditions of efficiency, effectiveness and quality and these should be reflected in the school life.

Further advances a theory based on sharing leadership, he claims that leadership often exists through a group of people working closely together. He argues that school managers must not do everything alone but should involve other stakeholders in planning decision making and execution. He notes that working with a group is not always easy, but through team building and change of attitude should be part of the leaders' consideration (Mutia, 2002).

In the manual for heads of secondary schools in Kenya, some of the duties of the headteacher (particularly concerning this study)include; the principal is responsible for overall running and control of the school projects and maintenance of standards, maintenance of all buildings and grounds, He/she is responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the school, as the accounting officer of the school responsible for all revenue and expenditure and the secretary to the BOM and PTA.

Combining the roles of the principal and those of the BOM, we realize that the two as the school management team hold higher position in conceiving infrastructural project ideas, involving the other educational partners and coordinating the implementation process until completion. They may be faced with such challenges as insufficient funds, failure if support from other stakeholder and other extraneous challenges. They can also create problems within themselves when cases of misappropriation come up, conflict and cases where transparency is lacking (Mutia, 2002).

The principal plays a coordinative role, he is in-charge of communication and he is the schools accounting officer. Most times he works with the BOM members. If the principal is transparent and open, they are likely to work more harmoniously with the aboard and this can result to him being given freedom to carry many infrastructural projects without sabotage (Mulwa, 2004).

Watson's (2011) found out that many world countries indicated a strong community involvement and commitment in school affairs. In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labour to subsidize. The parents are an important source of financial and material support essential for development of schools (MOE 2007). This is noted because of the cost-sharing plan in offering education services. He recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school.

ROK (2008) indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when they fail, they face disapproval from parents. He claims that though the parents contribute towards development of infrastructure in secondary school education, they have been excluded by BOMs. The parents also have very little influence of the money disbursed by the government. He further recommends that the Headteacher should always aspire to enhance harmonious partnership among school stakeholders.

Though the practice is minimal, the government has taken a move of taking decisions to making to the people. The parents and the community are required to implement programme activities while the government provides technical support and supervisory services through Kenya Education Sector Support Programme based on a Sector Wide Approach to Programme Planning and Implementation.

In 2012, the Somali government introduced plans to offer free secondary education. The sum of 10,265USD per pupil amounts to only 30 per cent of the actual funds required to attend a public school. One of the tragedies of the school system is re-enacted daily when literally thousands of secondary school youth walk the roadways during the day, sent home for lack of school fees.

Funding for capital projects such as infrastructure and water projects are unavailable unless through a local Harambee fundraiser, the work of NGO's, access to CDF (Kenya), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE,2000). One of the biggest challenges parents face are the tuition costs. A part of it was eliminated in 2003 when Kenya re-introduced free Primary education. However the basic fees of a school uniform, text books, PTA fees, and extracurricular activities remain the family's obligation. The primary needs of food, nutrition, health and care for younger siblings keep many away from school.

Another challenge for parents is the transportation of their children. Good schools are often a long distance from home. Those with the means send their children to private schools. National, provincial, county and District school all have different fee structures. They also vary in the quality of education and overall school environment. High achieving students are often unable to attend schools of choice due to lack of school fees and distances that require residency. In order to attend school many children wake up long before sunrise, returning home late in the evening. After this they still have to do their household chores and if there is a source of light they complete their "school preps". This leaves no time for children to play and develop in a natural way (Kwamboka, 2004)

Robert (2009) points that order to report on the cost elements of after-school programs, this report uses a simplified model of the costs that after-school programs and systems would be expected to face in establishing, operating, and sustaining their activities. According to Catsambis (2004) Overall, findings indicate that many parents are willing to participate in the school buildings and in the decision-making processes of high schools. They would also greatly benefit from guidance in their efforts to secure funds for postsecondary education.

The core functions of the Government through the Ministry of Education includes; planning and policy formulation for the whole education system, determination of the national curricula and allocation of resources. Thus, the government plays a major role in disbursement of resources to secondary schools. This calls for Her reason to monitor, supervise and audit school development plans and their implementation (Jeffery 2009).

A study by Hussein (2015) on Educational challenges in post-transitional Somalia. Found that the Somali education system faces difficult and multidimensional challenges that include: the safety and security of teachers, pupils and parents, poor school facilities and infrastructure, a near absence of public schools and an unregulated private education system.

2.3.3 Mechanisms to overcome failure of school projects

Epstein (2000, 2002) points to the importance of school practices in involving all families and helping students succeed in school. Findings from those studies show that minority parents can be successfully involved in their children's education and that school and teacher interventions help these families succeed.

Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school. This is based on the fact that their input and insights can immensely help in clarification of aims, vision and mission as well as establishment of development priorities of the school. Ngunchu (2005) notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times

they are kept in darkness during the implementation of school projects yet they have a lot that they can bring on board apart from the financial support.

Robert (2009), order to report on the cost elements of after-school programs, this report uses a simplified model of the costs that after-school programs and systems would be expected to face in establishing, operating, and sustaining their activities. According to Catsambis (2004) Overall, findings indicate that many parents are willing to participate in the school buildings and in the decision-making processes of high schools. They would also greatly benefit from guidance in their efforts to secure funds for postsecondary education.

Class (2012) further explains that in 2011, the Afghanistan Ministry of Community and Technology (MCT) attempted to reach out to stakeholders in a systematic way before putting together a national electronic government plan. The goal was to ensure a feasible and workable policy for improving public administration and services provided to people, a long-term vision and high-level strategy for Government. One major activity focused on identifying important stakeholders and understanding the interests, expectations, capacity and influence of important. The project initially used an online survey to reach potential stakeholders far and wide, and to see what kinds of groups had an interest in Government. This also helped to ensure that international organizations were not over represented and leveled the playing field so that weaker stakeholders could be heard over the powerful stakeholders. The survey allowed to find out who were really interested to know about different needs and conditions of all the different actors in different areas.

This was in line with the government commitment to ensure that regional special needs and gender disparities were addressed (Ohba, 2009).

Ngunchu (2005) contends that there is always initial involvement of the Government in school project development planning but their role during the implementation, monitoring and consequent continuous improvement process, they become passive players in their participation towards their funded projects. A typical failure for many developing countries when designing electronic government strategies is benchmarking services in developed countries and then recommending those same

services for their country. However, services from developed countries may not be the ones needed or demanded by the citizens in developing countries.

During its campaigns, National Rainbow Coalition (NARC) promised to offer free primary school education (FPE). And true to its promise, after taking over in December 2002, through MoEST, the NARC government introduced FPE in January 2003. And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming (Asyago, 2005).

Unlike the FPE initiative, which had reference to enormous conventions, resolutions and literature, free secondary education initiative could have been triggered by the politically charged climate that engulfed the country during the 2007 general election which implied that the country may not have been very prepared for its implementation. However, there was government commitment to increase transition from primary to secondary by seventy per cent in all districts (Ohba, 2009).

The word 'sponsor' is first used in Section 8(1) of the Education Act in relation to schools formerly managed by the church which was transferred to local authority. The local authority was empowered to appoint the former church manager as the sponsor. The education order of 1969 on board of governors, defines 'sponsor' as voluntary body other than government, local authority or any other department which is responsible for the establishment of the school. The physical expansion of formal education in not only Secondary School Education but also Primary school education, has been as a result of government partnership with church and society's commitment to the development of education; it is through partnership of the government and other stakeholders that a remarkable growth in education is realized (Postewaite, 2014)

Eshwani (2010) noted that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He urges that the missionaries played a big role in the establishment of educational institutions. The education act therefore, provide a provision for sponsors participation in the management the institutions and its operations.

Observes that in order for the minister to be effective, he/she needs to delegate some of his /her functions to other organizations. The main organization to which the minister delegates the management of education at the institutional level is the school BOG. The school BOG deals with effective management, implementation of school projects, discipline and recruitment of teachers among other roles, following the multiplicity of tasks revolving around school management, it is evident that a centralized system is not suitable for school management. The increasing cost of education expenditure, disciplinary problem, spiritual /moral gaps, the cost sharing and the involvement of parents demand for participation of various players in education management, (Sogomo, 2012).

According to Marion (2014) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. Their main role in the management of school institutions is to maintain their religious tradition through representation in the management committees and board of governors.

Cohen (2013) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school e.g the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship.

Chinyio (2010) noted that the government cannot alone provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources. To enhance the role of the church as a sponsor in the management of school activities entails an establishment of a policy that empowers the church sector and a consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education.

Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. The full potential of the church is not being fully exploited. Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education. Most sponsors enhance the academic standards through the provision of manpower and material resources yet their full involvement is still wanting. Apparently in the involvement of the church as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when excess demands in marginalized and rural areas are met by church managed institutions (Kigotho 2007).

Koech commission (2011) observes that, some sponsors have not contributed financially or morally to the development of the sponsored institutions. The commission therefore recommends that, sponsor be required to take an active role in the spiritual, financial and infrastructural development of school in order to maintain sponsor's status.

The need to appreciate and demand for the church as a stakeholder and a partner in education has largely been driven by one trend: - an increase in recognition of its value in education and educational development activities through its provision of resources that leads to quality education. A gap in literature reveals lack of full involvement in educational activities.

Sogomo (2012) observes that in order for the minister to be effective, he/she needs to delegate some of his /her functions to other organizations. The main organization to which the minister delegates the management of education at the institutional level is the school BOG. The school BOG deals with effective management, implementation of school projects, discipline and recruitment of teachers among other roles, following the multiplicity of tasks revolving around school management, it is evident that a centralized system is not suitable for school management. The increasing cost of education expenditure, disciplinary problem, spiritual /moral gaps, the cost sharing and the involvement of parents demand for participation of various players in

education management.

The Ominde report (2014) says that it is the ministry's policy to transfer the responsibility of management of secondary school to board of governors. The device of the board of governors gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

2.4 Research gap

As the foregoing review reveals, involvement as a factor that influences stakeholder participation has not been extensively tackled. A number of studies such as that of Akin, (2001); Bennet, (2013) have been done covering the subject of stakeholder participation however, none of them has covered the aspect of school infrastructure projects through types of school infrastructure projects carried out by stakeholder, hence, providing a content gap that this study covered. The gaps in the literature review were filled during field data collection, which was guided by the purpose and the objectives of the current study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains research methodology that the researcher used. These included research design, study area, study population, sample size, sampling procedure, Research Instruments, validity and reliability, data gathering procedure, data analysis, ethical consideration and limitation of the study.

3.1 Research Design

This study adopted a cross-sectional research design to assess the respondents' views towards stakeholders participation and school infrastructural projects in Hodan district. Cross-sectional research design looks at a variable at a particular point in time and focuses on the relationship between variables at a specific point in time. The study applied the quantitative methods with the use of questionnaires. It also applied qualitative method with the use of interview guide because it aimed at obtaining data expressed in non-numerical terms.

3.2 Study Area

The study was carried out in Hodan district Mogadishu Somalia. The district had a high concentration of schools and so benefits from most of the infrastructural projects targeting schools.

3.3 Study Population

The target population comprised of 1194, these are the school management, parents/guardians, district officials and sponsors. The three schools involved in this study; Ablal secondary school, Imam shafi'i secondary school and Ileys primary school. These schools had 1,150 parents; according to the district education officer (2018).

3.4 Sample Size

Out of the 1194 population size, 300 constituted the sample size for the study. This figure was arrived at after computation using the Slovene's formula. This procedure was illustrated below.

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

Where; n=Sample size, N=Population size, e= Level of significance

Equation 3.1: Slovene's Formula for Sample Size Calculation

$$n = \frac{1194}{1 + 1194(0.05)^2}$$
$$n = \frac{1194}{3.985} = 300 \text{ respondents}$$

Table 3. 1: Population and sampling in the study

Type of population	Target population	Sample size	Sampling techniques
School Management	25	18	Purposive sampling
District education officials	11	8	Purposive sampling
UNICEF officers	8	7	Purposive sampling
Parents	1150	267	Random sampling
Total	1194	300	

Sources: (Ministry of education, 2017), (UNICEF Somalia, 2018) and (Hodan district local government department of education, 2018)

3.5. Sampling Procedure

The researcher used varieties of sampling which included: Purposive and random sampling

3.5.1. Simple Random Sampling

The study used simple random sampling in which a sample was obtained from the populations in such a way that samples of the same size have equal chances of being selected (Amin, 2005). Simple random sampling was used for the parents. In using simple random sampling, the study used the lottery approach where names were written on tag and one picked at a time until the required number is reached.

3.5.2. Purposive Sampling

Amin (2005) suggests that purposive sampling is suitable to select individuals within the sample who have specialized information or experiences about the study problem by virtue of their managerial position or related specific attributes possesses relevant to the study. This study used purposive sampling based on judgment on possession of specialized managerial experiences and knowledge on management school

infrastructural projects in Hodan district. Purposive sampling was used for Schools Management, District education officers and UNICEF officials.

3.6. Sources of Data

3.6.1 Primary Data

This was obtained through use of self-administered questionnaires to the respondents; as well as interviews.

3.6.1 Secondary Data

This comprised data obtained from previous studies. Secondary data was obtained from recorded documents such as: earlier studies and some publications on stakeholder participation and school infrastructure projects. Other information was obtained from the internet.

3.7 Research Instruments

The study used two main research instruments namely the questionnaire and interview guide

3.7.1 Questionnaire

Data collection was carried out using researcher-made questionnaires. The questionnaires were in three parts which are demographic characteristics of respondents, types of school infrastructural projects, challenges and mechanisms to overcome project failure, it only was used on a parents.

3.7.2 Interview Guide

This instrument was used mainly to collect qualitative data from the qualitative respondents. The researcher interviewed district educational officers, school management and UNICEF officials. The interviews method helped to collect additional views from respondents on the theme of the study. The questions were filled on spot and the respondents were interviewed from their offices to save time.

3.8 Validity and Reliability

3.8.1 Validity of instrument

The researcher distributed the research instrument (questionnaire) to four experts to rate the relevance of the questions using a four (4) point scale anchored relevant, quite relevant, somewhat relevant and not relevant. The Content Validity Index for the questionnaire should be above 0.7 for the questionnaire to be declared valid. This

would mean that the questions therein are relevant to the variables under study. The following formula was used

$$CVI = \frac{\text{Number of questions declared valid}}{\text{total number of questions}}$$

Equation 3.8.1: Content Validity Index Equation

To establish reliability of the research instruments, the researcher used test-retest method where the instruments were distributed to a section of the respondents and then wait for two weeks before being re-administered. The results were fed into the SPSS program and a reliability test carried out using the Cronbach’s Alpha as the measure of reliability. If the Alpha was above 0,7, the instruments are declared as reliable (having internal consistency).

$$CVI = \frac{38}{42} * 100\% = 90.5\%$$

This indicates that the instrument was valid since it was above 70%.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Muganda&Mugenda, 2003). It is the degree to which the instrument constantly measure whatever it is intend to measure. Joppe (2000) noted that reliability is used as an extent to which results are consistent to research instruments and accuracy in representation. The researcher measured the reliability of the instruments using Cronbach's Alpha results as indicated below;

Reliability Statistics	
Cronbach's Alpha	N of Items
.738	42

3.9 Data Analysis

The researcher used quantitative and qualitative styles of data analysis; the quantitative analysis was through the use of the results gathered from questionnaires for completeness and accuracy. After collection of the data, various methods and computer programs such as SPSS, Excel, were used to process and analyze it. This

included; editing of the data given by different respondents and coding and tabulation. Qualitative data and interpretation was done through the use of interview guide as offered in the appendix. This involved analysis of descriptive information as the respondents respond from the questions.

Objective one and two and three, percentages and coefficients, were used to offer a deep understanding on issues related totypes of school projects, challenges impeding completion of school projects and mechanisms to overcome the failure of project.

All objectives wereanalyzed using the correlation technique (Pearson Linear Correlation Coefficient) and regression analysis using the R Squared coefficient.

3.10 Ethical Considerations

Before the study, the researcher sought permission from the Hodan District Educational Director before proceeding to conduct the research in the district. The respondent's permission was sought before introducing the subject of the research study. The respondents weremade to know that they are free to show up for or turn down the invitation if they wished so. At unit level, permission was sought and at all levels and assurances given for privacy and confidentiality. The purpose of the study was to explain to the concerned persons at all levels to keep them informed about the study.

3.11 Limitation of the study

Some respondents were too busy with their daily scheduales and failed to spare time to fill the questionnaires in time. In such circumstances, the researcher gave ample time to the concerned respondents to fill the questionnaires. Non-response to certain questions and providing false information was another limitation to the study. This was due to the fear by some respondents that the researcher exposed confidentiality to the public. Hooever, the researcher used probing questions so that the respondents ware able to release information needed by the researcher.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents analyses and interprets findings on demographic characteristics of respondents, to examine types of school infrastructural projects being carried out by the stakeholders, to analyze the challenges that impede the successful completion of school infrastructural projects and to examine the mechanisms put in place to overcome failure of school infrastructural projects.

4.1 Demographic Profile of Respondents

Respondents were asked to provide information regarding their gender, age, educational levels, and marital status.

Table 4. 1: Profile of Respondents in terms of gender, age, marital status

Category	Frequency	Percent
Gender		
Male	197	65.7
Female	103	34.3
Age		
20-39 years	69	23
40-59 years	189	63
60 years and above	42	14
Highest academic education		
Diploma	221	73.7
Degree	79	26.3
Marital Status		
Married	163	54.3
Single	98	32.7
Divorced	23	7.7
Widowed	16	5.3

Source; Primary Data (2018)

Pertaining gender, most of the respondents (Table 4.1), were male 197(65.7%) and 103(34.3%) were female. This implies that men are believed to be more hardworking and committed stakeholders who can significantly contribute towards school infrastructural projects in Hodan District.

With respect to age of respondents, most of the respondents were 189(63%) who were 40-59 years, 69(23%) of the respondents were between 20-39 years and the remaining 42(14%) were 60 years and above. This implies that most of the respondents who were informed about stakeholder participation were aged adults due to the experience they had with in their professions.

The findings also revealed that most respondents were 221(73.7%) who were diploma holders and the remaining 79(26.3%) were degree holders. This also indicates that majority of the respondents were relatively educated hence well informed and had proper understanding about what stakeholder participation and school infrastructure projects entailed.

Pertaining Marital Status, 163 (54.3%) most of the respondents (Table 4.1), were Married, 98(32.7%) were single, 16(5.3%) were widowed and 23(7.7%) were divorced participated in the study. It can therefore be deduced that although all marital status categories were represented, the married respondents dominated in the study. This implies that these had a lot of responsibilities and thus were forced to engage in stakeholder participation and school infrastructure projects in order to support their families.

4.2 Findings on types of school infrastructural projects being carried out by the stakeholders in Hodan district

The researcher intended to establish types of school infrastructural projects being carried out by the stakeholders in Hodan district. Each of these questions were based on the four scales, where 1=strongly agree, 2=Agree, 3=Disagree, and 4=strongly disagree. Their responses were analyzed using SPSS and summarized using percentages, means and indicated in table 4.2. For interpretation of means, the following means ranges were adopted;

Table 4. 2: Types of school infrastructural projects being carried out by the stakeholders in Hodan district

Statements	Mean	Interpretation	Rank
Parents contribute towards construction of new school buildings	3.60	High	1
UNICEF facilitate the construction of roads within schools	3.51	High	2
District education officers advocate for the need to construct modern water tanks to schools	3.50	High	3
School management also mobilize parents to contribute towards the construction of school fences	2.58	Low	4
Parents advocate for the need to renovate school classrooms	2.50	Low	5
School management also mobilize parents to contribute towards the renovation of the school kitchen	1.38	Very Low	6
Parents contribute towards construction and renovation of school play grounds	1.12	Very low	7
Average Mean	2.60	LOW	

Source: Primary data (2018)

Legend

Range	Mean Range	Response Mode	Interpretation
5	1 – 1.8	Strongly Disagree	Very Low
4	1.8– 2.6	Disagree	Low
3	2.6 – 3.4	Not sure	None
2	3.4 – 4.2	Agree	High
1	4.2 – 5	Strongly Agree	Very High

All indicators regarding the types of school infrastructural projects being carried out by the stakeholders in Hodan district were found to be High for example; Parents contribute towards construction of new school buildings (mean=3.60), UNICEF facilitate the construction of roads with schools (mean=3.51), District education officers advocate for the need to construct modern water tanks within schools (mean=3.50), School management also mobilize parents to contribute towards the construction of school fences (mean= 2.58), Parents advocate for the need to renovate school classrooms (mean=2.50), School management also mobilize parents to contribute towards the renovation of the school kitchen (mean=1.38), Parents contribute towards construction and renovation of school play grounds (mean =1.12). The average mean was 2.60 which implies low on the Likert Scale. This implies that most of the stakeholders do not actively participate in a number of school infrastructure projects. This is in line with Adunda, (2003) noted that the school stakeholders are on the periphery with regard to school project formulation, planning and management however most of them tend to ignore and do not participate in such projects.

Interview responses;

One of the interviewed UNICEF officials in school infrastructure projects revealed that stakeholders have the greatest influence on resource mobilization for such projects. He further noted that the sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. Notably the government cannot alone provide all the educational services required nationally due to limited government resources.

4.3 Findings on Challenges that impeded the success of school infrastructural projects in Hodan district

The researcher intended to establish challenges that impeded the success of school infrastructural projects in Hodan district. Each of these questions were based on the four scales, where 1=strongly agree, 2=Agree, 3=Disagree, and 4=strongly disagree. Their responses were analyzed using SPSS and summarized using percentages, means

and indicated in table 4.2. For interpretation of means, the following means ranges were adopted;

Table 4. 3: Challenges that impeded the success of school infrastructural projects in Hodan district

Statements	Mean	Interpretation	Rank
Misunderstandings among different stakeholders also tend to hinder completion of school infrastructure projects	4.60	Very High	1
Stakeholders have little influence on money disbursed by Government for school projects	3.87	High	2
There is exclusion of stakeholders from implementation of projects in Hodan district	3.75	High	3
Stakeholders are often excluded from planning stage of projects	3.42	High	4
Limited participation of other stakeholders in school infrastructure projects is another challenge	2.60	Low	5
Stakeholders ignorance of school working procedures is a challenge to contend with	2.48	Low	6
Average mean	3.45	High	

Source: Primary Data (2018)

Legend

Range	Mean Range	Response Mode	Interpretation
5	1 – 1.8	Strongly Disagree	Very Low
4	1.8– 2.6	Disagree	Low
3	2.6 – 3.4	Not sure	None
2	3.4 – 4.2	Agree	High
1	4.2 – 5	Strongly Agree	Very High

The findings (Table 4.3) indicate that, all indicators of challenges that impeded the success of school infrastructural projects in Hodan district were found to be High for example; Misunderstandings among different stakeholders also tend to hinder completion of school infrastructure projects (mean=4.60), Stakeholders have little influence on money disbursed by Government for school projects (mean=3.87), There is exclusion of stakeholders from implementation of projects in Hodan district (mean=3.75), Stakeholders are often excluded from planning stage of projects (mean= 3.42), Limited participation of other stakeholders in school infrastructure projects is another challenge (mean=2.60), Stakeholders ignorance of school working procedures is a challenge to contend with (mean=2.48). Lastly, the average mean was 3.45 which was high on the Likert Scale. This implies that there are several challenges that hindersuccess of school infrastructural projects in Hodan district. This is in line with MOE, (2007) who noted that funding for capital projects such as infrastructure and water projects are unavailable unless through a local fundraiser, the work of NGO's, access to CDF (Somalia), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE,2007). One of the biggest challenges parents face are the tuition costs.

Interview responses;

One of the District Educational officers interviewed revealed that Funding for capital projects such as school infrastructure projects are unavailable unless through a local fundraiser, the work of NGO's, access to CDF (Somalia), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task.

Another District Education Officer interviewed agreed that there were several project successes in Hodan District since most projects were effectively monitored and evaluated. He further noted that a number of buildings were successfully completed in the selected schools in the district.

UNICEF Officials who were interviewed also noted that some of their school infrastructural projects were not successful in Hodan District due to lack of cooperation with other stakeholders such as management of the selected schools.

4.4 Findings on Mechanism put in place to overcome failure of school infrastructural projects

The researcher intended to establish Mechanism put in place to overcome failure of school infrastructural projects in Hodan district. Each of these questions were based on the four scales, where 1=strongly agree, 2=Agree, 3=Disagree, and 4=strongly disagree. Their responses were analyzed using SPSS and summarized using percentages, means and indicated in table 4.2. For interpretation of means, the following mean ranges were adopted;

Table 4. 4: Mechanism put in place to overcome failure of school infrastructural projects

Statements	Mean	Interpretation	Rank
Simplification of the model of cost to enhance participation	3.45	High	1
Wider consultation of stakeholders on projects	2.12	Low	2
Policy formulation to guide stakeholder participation in projects	1.94	Low	3
Average mean	2.50	LOW	

Source: Primary Data (2018)

Legend

Range	Mean Range	Response Mode	Interpretation
5	1 – 1.8	Strongly Disagree	Very Low
4	1.8– 2.6	Disagree	Low
3	2.6 – 3.4	Not sure	None
2	3.4 – 4.2	Agree	High
1	4.2 – 5	Strongly Agree	Very High

The findings (Table 4.4) indicate that, all indicators of Mechanism put in place to overcome failure of school infrastructural projects were found to be High for example; Simplification of the model of cost to enhance participation (mean=3.45), Wider consultation of stakeholders on projects (mean=2.12), Policy formulation to guide stakeholder participation in projects (mean=1.94), with an overall mean of (2.50) which is low on the Likert Scale. This implies that a lot still needs to be done in order to address the challenges faced. This is in line with Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school. The school management should further involve parents in the stages of project implementation, monitoring and evaluation.

Interview responses;

Another UNICEF Official interviewed revealed that the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He further says that all parents should be kept not only informed but also involved in the relevant activities of the school.

One of the District Educational Officers interviewed also noted that there is need to always ensure proper coordination among all stakeholders involved in the infrastructure projects within schools in Hodan District.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This final chapter presents and summarizes the findings, conclusions and recommendations of study.

5.1 Discussion of findings

This section concerns the summary of findings relevant to each research question.

5.1.1 Types of school infrastructural projects being carried out by the stakeholders in Hodan district

It was found out that all indicators regarding the types of school infrastructural projects being carried out by the stakeholders in Hodan district were found to be High on the likert scale with a mean of 2.60 which was low on the Likert Scale. This implies that a number of stakeholders often ignore school infrastructure projects conducted in schools in Hodan District, Mogadishu. This is in line with Olembo, et al (2005) most hygiene, sanitation, and water projects focus on upgrading sanitation facilities. However, schools must also put more emphasis on safety and sufficient water supply for drinking, hand washing, food preparation, laundering, cleaning, and watering of the school garden.

Furthermore, limited participation of stakeholders in school infrastructure projects in Hodan District indicates that a lot needs to be done to encourage all kinds of these stakeholders to engage in such projects. This is in line with Watson (2011) who demonstrated that community participation influence the success of educational infrastructure projects. For instance, Ghana, Tanzania, Ethiopia, Pakistan and Bangladesh, communities build schools and pay for renovation both in money and labour. The parents were also an important source of financial and material support essential for development of schools.

5.1.2 Challenges that impeded the success of school infrastructural projects in Hodan district

The study results revealed that all indicators of challenges that impeded the success of school infrastructural projects in Hodan district were found to be High with average mean of 2.60 on the Likert Scale which was low. This also implies that there are very many challenges that hinder the completion of school infrastructural projects in Hodan district. This is in line with Masube (2008) further indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when they fail, they face disapproval from parents.

Study findings revealed that the challenges faced by school infrastructure projects were very many and these included limited participation of different stakeholders. This is in line with Ngware (2008) who notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times they are kept in darkness during the implementation of school projects yet they have a lot that they can bring on board apart from the financial support

5.1.3 Mechanism put in place to overcome failure of school infrastructural projects

The study revealed that all indicators of Mechanism put in place to overcome failure of school infrastructural projects were found to be low with an average mean of 2.50. This implies that a lot still needs to be done to overcome the failure of school infrastructural projects. This is in line with Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school. The school management should further involve parents in the stages of project implementation, monitoring and evaluation.

The study results revealed that a lot still has to be done in order to avoid the failure of school infrastructural projects in Hodan District. This is in line with Ohba, (2009) who noted that there is need for government commitment to ensure that regional special needs and gender disparities were addressed. These efforts are a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All.

5.2 Conclusions

5.2.1 Types of school infrastructural projects being carried out by the stakeholders

The study concludes that sponsors such as UNICEF improve the educational standards by promoting manpower and material sources but their full participation is still inadequate. Apparently in the involvement of the sponsor as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when extra demands in relegated and rural areas are met by sponsor managed institutions.

5.2.2 Challenges that impede the successful completion of school infrastructural projects

Funding for capital projects such as school infrastructural projects are unavailable unless through a local fundraiser, the work of NGO's, access to CDF (Somalia), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task. The study also concludes that another challenge for parents is the transportation of their children.

5.2.3 Mechanisms to overcome failure of school projects

The study furthermore concludes that there is need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school.

5.3 Recommendations

The following are the researcher's recommendations regarding what needs to be done to ensure that stakeholders non participation issues are raised in future and, that projects succeed. In general because participation can be improved in school infrastructural projects, schools should determine the most key challenges for their own projects; however, they should also take into consideration the results of this research. It is important that school organizations encourage project leaders to improve on their project management skills and, in this way, add success and positive results to the projects. Nevertheless, this research recommends:-

On managerial challenges, when managing projects towards successful outcomes, project leaders should be able to respond to the challenges emanating from the wider project life cycle, not only planning, execution and close-out. Project leaders should therefore be assigned at the earliest stages and lead their project up to the commissioning stage.

Concerning the mechanisms, the school management should involve the parents in planning for school projects so that they will own the decision and therefore be able to give the needed support. The school management should further involve parents in the stages of project implementation, monitoring and evaluation.

This thesis recommends self-evaluation, an effective tool because it is based on a person's subjective view of the world. The objectivity of the interpretation is influenced by a person's own intentions, motivations, experiences and personality. The successful project is created by individuals who are knowledgeable enough to motivate their own project team to work effectively despite any possible scheduling and resource challenges.

Concerning the Government involvement in school projects, the Government should increase their financial allocations to secondary schools so that the schools can have enough money to finance their planned projects. She should also be involved in sincere monitoring and evaluation so as to help curb challenges such as misappropriations, stalling of projects and compliance to standards and timelines.

5.4 Contributions of the Study

It is implied that the results emanating from this study contribute to the field of project planning and management in that it will advance the knowledge of project management practitioners to achieve higher stakeholder's participation and critical higher performance levels of projects. This will advance knowledge in the field and redefine critical success factors of project success.

The study contributes to knowledge in that the results showcased the theoretical benefits all parties being involved in school infrastructural projects, which marks the basis for future academic and non academic research.

5.5 Areas of further research

More research needs to be done on the following;

- The impact of stakeholder involvement on organisational effectiveness in Somalia
- Effect of stakeholder engagement on organisational performance in Somalia

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APPENDIX 1: QUESTIONNAIRE

INFORMED CONSENT/ FACE SHEET OF RESPONDENTS

Dear Respondents,

I am carrying out a research on **STAKEHOLDERS PARTICIPATION AND SCHOOL INFRASTRUCTURAL PROJECTS IN HODAN DISTRICT** and am kindly requesting you to spare some time and respond to these questions by ticking in the box corresponding with your answer.

All the information you provide will be treated with confidentiality and the results thereof will be treated for academic purposes only.

PART A:

BIO DATA

1. Gender

Male Female

2. Highest academic education attained

Diploma Degree Others, specify.....

3. Marital status

Single Married

Divorced Widowed

4. For how long have you worked IN YOUR ORGANISATION?

Less than 1 year Between 1-3 yrs

Between 3-5 yrs Over 5 yrs

PART B

QUESTIONNAIRE FOR PARENTS

For the following questionnaires, answer using the following key

1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly Disagree

Types of school infrastructural projects being carried out by the stakeholders in Hodan district

Questions	Response				
	1	2	3	4	5
Parents contribute towards construction of new school buildings					
UNICEF facilitate the construction of roads with schools					
District education officers advocate for the need to construct modern water tanks with schools					
School management also mobilize parents to contribute towards the construction of school fences					
Parents advocate for the need to renovate school classrooms					
School management also mobilize parents to contribute towards the renovation of the school kitchen					
Parents contribute towards construction and renovation of school play grounds					

Challenges that impeded the success of school infrastructural projects in Hodan district.

Questions	Response				
	1	2	3	4	5
Statements					
Misunderstandings among different stakeholders also tend to hinder completion of school infrastructure projects					
Stakeholders have little influence on money disbursed by Government for school projects					

There is exclusion of stakeholders from implementation of projects in Hodan district					
Stakeholders are often excluded from planning stage of projects					
Limited participation of other stakeholders in school infrastructure projects is another challenge					
Stakeholders ignorance of school working procedures is a challenge to contend with					

Mechanism put in place to overcome failure of school infrastructural projects

Questions	Response				
Simplification of the model of cost to enhance participation	1	2	3	4	5
Wider consultation of stakeholders on projects					
Policy formulation to guide stakeholder participation in projects					

PART C

QUESTIONNAIRE FOR SCHOOL MANAGEMENT, GOVERNMENT OFFICIALS AND SPONSORS (UNICEF)

The performance of school infrastructural projects

For the following questionnaires, answer using the following key

2. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. Not sure

Questions on Performance of school infrastructural projects.

Category	Questions	Response				
		1	2	3	4	5
Performance of school infrastructural projects						
Efficiency	There is no wastage of time					
	There is little wastage of resources					
	The cost benefit analysis for projects is positive					
	Manpower is utilized wisely					
	Rules and procedures laid out help team members to carry out their duties					
Effectiveness	Projects actually achieve their objectives					
	The people appreciate the output of the projects					
	All stakeholders are happy with the working of the projects					
	The importance of the projects is felt by all					
	The project teams are duly qualified where they are deployed					
Sustainability	The projects are future oriented					
	The projects indulge the youth					
	There are long time project which will be there for longer					
	The projects positively impact the future					
	Funding for the projects goes way into the future					

APPENDIX II: INTERVIEW GUIDE

OFFICIALS: SCHOOL MANAGEMENT, DISTRICT AND UNICEF.

1. Which stakeholders have the greatest influence on resource mobilization for school infrastructural projects?
2. What are the challenges that face stakeholders and the contractor in school infrastructural projects?
3. What are some of the project success that has been achieved due to participation of stakeholders in school infrastructural projects in Hodan district?
4. Are there any project failures that have been occasioned by failure of a stakeholder to perform their responsibility?
5. In what ways do the stakeholders work together in participation in school infrastructural projects?
6. In what ways do the stakeholders participate in Monitoring and evaluation and what has been the success so far?
7. Apart from resource mobilization, planning, monitoring and evaluation, are there any other ways that stakeholders can participate in school infrastructural projects?