ROLE OF PROJECT MANAGEMENT METHODOLOGY IN THE SUCCESS OF FREE PRIMARY EDUCATION PROGRAMME IN MACHAKOS SUB-COUNTY

BY

PATRICIA KALONDU NTHIWA

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DECLARATION

I declare this research project to be my original work, which has not been presented in any other university for academic work.

Signature:  Date: **5/06/2024**

Name: Patricia Kalondu Nthiwa

Adm No: 11SO3EMBA035

This applied research project was submitted for examination with our approval as a University Supervisor.

Supervisor name: Dr. Simon Obwatho

Signature:  Date: **5/06/2024**

Supervisor name: Dr. John Kamau

Signature:  Date: **5/06/2024**

Africa Nazarene University

Nairobi, Kenya

DEDICATION

I dedicate this research project to my supervisors for their time, inspiration, and guidance, my friends Mr and Mrs Nthiwa, and my children Nadia and Naimah for their support, which enabled me to write this project.

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OPERATIONALISATION OF TERMS

Free Education:	Education funded by government or charitable organisations.
Free Primary Education (FPE) programme:	A programme by the government to ensure that primary education is accessible to all, providing parents are relieved of the burden of paying tuition fees.
Project Finance:	A method of funding in which the lender looks primarily to the revenues generated by a single project, both as the source of repayment and as security for the exposure. This financing covers extensive infrastructure and industrial projects such as power plants, roads, and airports. The project's assets, rights, and interests are collateral, and the repayment relies on the project's cash flow rather than the project sponsors' balance sheets.
Project Leadership:	It involves guiding a team to complete a project by efficiently managing resources, timelines, and stakeholder

	expectations. It requires strategic vision, interpersonal skills, and management techniques to meet project objectives.
Project Leadership:	It involves leading a team to complete a project by efficiently managing resources, timelines, and stakeholder expectations. Strategic vision, interpersonal skills, and practical management techniques meet the project's objectives.
Project Monitoring and Evaluation:	It refers to the regular and systematic gathering and analysis of information related to a project to track the progress made in project implementation to the pre-set goals and targets.
Stakeholder Management:	Stakeholder management is essential for maintaining positive relationships with all individuals who significantly influence and impact a project. It involves mobilisation and active involvement.

The success of Free Primary Education: The success of free primary education can be defined by how the program achieves its goals, such as increasing access to education, improving educational outcomes, and promoting equality in educational opportunities.

ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
GIR	Gross Intake Rate
KNBS	Kenya National Bureau of Statistics
MDG	Millennium Development Goal
NCPD	National Council for Population and Development
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education

ABSTRACT

Project management methodologies entail a structured approach to planning, executing, and completing projects by providing guidelines, principles, and processes that help teams achieve project goals effectively and efficiently. Free primary education entails a policy where the government covers basic education costs for children, typically up to a certain age. It removes a financial barrier to attending school and offers a safety net for families who do not have to pay tuition fees. Kenya implemented free primary education in 2003, leading to a significant increase in enrollment despite challenges. However, existing literature consistently accentuates a notable failure rate in the success of free primary education programmes, with evidence derived from Machakos Sub County. As a result, the role of this study was to investigate the role of project management methodology in the success of the Free Primary Education (FPE) programme in Machakos Sub-County. The study's specific objectives were as follows: to assess the effects of project finance in the success of the Free Primary Education programme in Machakos Sub-County, to determine the effects of project leadership in the success of the Free Primary Education programme in Machakos Sub-County, to explore the effects of project monitoring in the success of free Primary Education programme in Machakos Sub-County, to establish the effects of stakeholder management in the success of Free Primary Education programme in Machakos Sub-County. The study was guided by the principles of the stakeholder and program theory; while utilising an inferential statistical research design, the study targeted 262 workers in 63 public primary schools located in Machakos Sub-County. A stratified random sampling technique was employed to ensure representation, selecting a sample of 19 schools. The data was collected using structured questionnaires selected for their ability to gather information with minimal bias and Error. Before commencing the main study, a preliminary study was conducted in six randomly chosen schools in Machakos Sub County. Data analysis encompassed both descriptive and inferential statistics. Quantitative data was processed using Statistical Package for Social Science (SPSS) version 22.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides a comprehensive overview of the research. It starts with the study's background, which sets the context and foundation for understanding the research topic. It then addresses the problem statement, identifying the core issue or gap that the study aims to address. The chapter further outlines the study's objective, specifying the primary aim, followed by the general objectives, which encompass broader goals related to the research. The research inquiry presents the hypotheses to be tested, forming the basis. It explains the significance of the study, its importance, and its potential impact. It defines the study's scope and establishes the boundaries and extent of the research. Lastly, the chapter concludes with the conceptual framework, offering a visual or theoretical model that illustrates the relationships between the variables examined in the study.

1.2 Background of the Study

Free Primary Education (FPE) was introduced in 2003 in Kenya because the international community agreed on the 8 Millennium Development Goals (MDGs), one of which was to achieve education for all (Mulinya & Orodho, 2015). In education, individuals are imparted with skills, values, knowledge, and attitudes to integrate them into society and transform existing norms and values (Oranga et al., 2020). Free education, on the other hand, refers to education funded by government

spending or charitable organisations. This initiative was a significant step towards ensuring that all children in Kenya had access to primary education without the burden of school fees, aligning with global efforts to promote universal education.

The Free Primary Education (FPE) program represents a crucial effort by the government to make primary education accessible to all, aiming to relieve parents of the financial burden of tuition fees (Muyanga et al., 2010). FPE entails the complete waiver of any contributions parents make in supporting their children's primary education, with the government bearing the financial responsibility for free education. As highlighted by UNESCO (2021), education is recognised as a fundamental element in the development strategy of any nation, catalysing social and economic progress while nurturing productive citizens.

Various countries have developed and implemented development plans, policies, and goals to promote universal access to education. Notably, initiatives such as the Sustainable Development Goals (SDGs) underscore the importance of ensuring inclusive, equitable, and quality education for all, with the fourth goal explicitly focusing on this objective. However, despite increased efforts to enhance access to education, UNESCO (2021) reports that Sub-Saharan Africa continues to face significant challenges, with the region experiencing the highest rates of out-of-school children. Alarmingly, approximately 67 million children in Sub-Saharan Africa cannot enrol in primary schools despite reaching the standard age for elementary education.

This disparity raises concerns as education is a vital conduit for transmitting skills, knowledge, and values across generations, fostering informed citizens capable of

combating poverty and ignorance within society. By equipping individuals with the necessary tools and competencies, education empowers them to sustain themselves economically and socially, contributing to overall societal development and well-being (Spiel et al., 2018). Therefore, addressing barriers to education accessibility remains imperative in realising the full potential of individuals and communities to thrive and prosper.

Free primary education programs hold immense potential to improve access to education and foster positive social change (Abuya et al., 2015). However, ensuring their success requires a strategic approach. Project management methodologies offer a structured framework to achieve program goals within defined parameters. By applying project management principles, stakeholders involved in free primary education initiatives can create a roadmap for success in the Machakos sub-county.

This structured approach extends beyond curriculum development and promotes collaboration between teachers, administrators, and the wider community. Project management ensures the program's effectiveness and sustainability by facilitating open communication and aligning program objectives with the needs of students and families (Silvius & Schipper, 2014). Additionally, project management enables monitoring progress and allocating resources effectively (Raman, 2023). This structured approach goes beyond curriculum development and fosters collaboration between teachers, administrators, and the wider community. By facilitating open communication and aligning program objectives with the needs of students and families, project management helps ensure the program's effectiveness and sustainability.

Additionally, project management allows for monitoring progress and resource allocation (Mladenova, 2019). This allows for timely adjustments and ensures that the program remains efficient in delivering quality education to all participants within the sub-county. Project management methodologies provide a valuable framework for maximising the impact of free primary education programs in Machakos and globally.

1.2.1 Success of Free Primary Education Programme

Duflo, Dupas, and Kremer (2021) highlight the widespread adoption of Free Primary Education (FPE) across African countries, yet the full impact of this initiative still needs to be determined. Moreover, FPE is associated with challenges such as poor academic outcomes and a shortage of teachers (Shaturaev, 2021). Mulinya and Orodho (2015) conducted a review of FPE policies and their implementation in public primary schools within Kakamega County, revealing that while the policy led to a significant increase in student enrolment, it also resulted in overstretched facilities and human resources, ultimately contributing to poor academic success. To cope with this strain, parents resorted to hiring additional teachers.

In Lesotho, Moshoeshoe, Ardington, and Piraino (2019) conducted a study on the success of the FPE program in terms of enrolment rates, finding an increase in enrolment but a negative impact on relative grade attainment. Kinyua and Theuri (2016) argue that the focus of government efforts should shift from quantity to quality education within the FPE program, emphasising the importance of providing necessary supporting resources to ensure educational effectiveness.

While several countries, including Uganda, Cameroon, Malawi, Nigeria, and others, had implemented free education policies before Kenya, the outcomes have varied, with some experiencing success. In contrast, others faced challenges and problems (Evans & Acosta, 2020). This underscores the need for a nuanced understanding of FPE implementation's complexities and the importance of addressing underlying issues to maximise its potential benefits.

1.2.2 Project Management Methodology

According to Charvat (2003), Project Management Methodology (PMM) constitutes a set of procedural guidelines tailored to specific needs and applied to achieve an end, delivering a product, service, or solution. PMM enhances project effectiveness and increases chances of success (Vaskimkmo, 2011). It assists project managers in achieving more predictable project success rates. However, the extent to which this objective is achieved remains to be discovered, as projects still need to attain their goals (Wells, 2013). Over the past 40 years, attention has shifted from individual tools and methods to methodologies encompassing multiple techniques and tools (Lehtonen & Martinsuo, 2005). According to Merriam-Webster (2023), a methodology comprises many methods, each applied in a particular situation. To truly grasp the impact of the relationship between methodology and success, it is essential to understand the fundamental components of a methodology.

According to Josiln and Muller (2015), methodology represents the sum of all methods and the related understanding of them. PMMs were developed to assist project managers in achieving project success by efficiently and effectively delivering the project. They serve as a means for control and monitoring, providing guidance and

support for project managers. PMMs vary from one organisation to another in terms of completeness and appropriateness. The critical determinants of the type of PMM used in an organisation are the project type, size, complexity, and duration (Wells, 2013). Wells (2013) stated that effective implementation of PMMs does not guarantee positive project results; likewise, substantial success only sometimes arises from weak PMM implementation. Despite the popularity of some methodologies, limitations associated with them are reported. Wells (2012) demonstrated that 47.9% of the project petitioners in her study disagreed that PMMs fulfilled their expectations for effective project management.

1.2.2.1 Project Finance

Project finance is funding a long-term or short-term project through a financial structure that can be either limited recourse or non-recourse (Steffen, 2018). Funding has been viewed as critical in FPE. In the wake of the COVID-19 pandemic, the United Nations (2021) sounded an alarm regarding Free Primary Education (FPE) funding. The report highlighted how global education disruptions threatened to erode the hard-won gains made in access to education since FPE's inception, with the effects still felt to date. The pandemic's impact hindered the milestones previously achieved in the program, raising concern that achieving future milestones might prove challenging. A report by the United Nations (2021) painted a grim picture of education in developing countries. Despite a staggering annual shortfall of $148 billion, the funding gap is expected to balloon by one-third. This means even less money for schools in countries that desperately need it. Bennell (2021) also observes that there have been delays in

the disbursement of funds for the FPE programme. African governments have been reluctant to set the actual primary education cost per pupil per year.

Human Rights Watch (2020) observes that the funds paid by governments for each child in primary school are insufficient to promote quality education. Human Rights Watch (2020) strongly recommends that African governments establish departments responsible for monitoring and evaluating FPE programmes and addressing challenges. Ngware et al. (2021) add that governments must develop policies that support allocating at least 25% of the national government budget to education matters.

1.2.2.2 Project Leadership

In line with Bush and Glover (2003), leadership is the process of influence that leads to the realisation of the desired purpose. Lapp (2009) argues that leadership combines skills and experience while employing the necessary control measures in the most appropriate style to oversee successful projects. An organisational setting requires the leader to use his knowledge and skills in directing his team toward success (Lapp, 2009). Mumford et al. (2010) posited that leaders are likely to succeed in situations where the leader's skills are specific to the organisation. Individuals tend to be attracted to roles consistent with their personalities because, given their broader patterns of dispositional skills; they find the perceived goals and rewards attractive (Mumford et al., 2010).

The importance of leadership style in project success must be considered (Tunner, 2010). Numerous studies have established that leadership style positively affects

project success. Bass (1985) stated that individuals' leadership styles and behaviours might contribute to critical subordinate outcomes such as success, satisfaction, and perception of a leader's effectiveness. Fiedler (1969) postulates that leadership style refers to a relationship whereby someone uses his ways and methods to make many people work together for everyday tasks. In modern leadership theories, five leadership styles have been presented: charismatic, transactional, transformational, visionary, and culture-based (Bass, 2010). Tannenbaum and Schmidt (2008) also identified four different types of leadership styles that have been widely accepted and used. These leadership styles, which centre on Mcgregor's Theory X and Y assumptions, are democratic, autocratic, dictatorial, and laissez-faire.

In 2015, Abdullah conducted research examining how different leadership styles impact the success of logistics firms within Mombasa County. The study found that various leadership styles influenced and contributed significantly to organisational success. The study revealed that democratic leadership style emerged as the most significant influence on organisational success.

Koech (2012) did a study to investigate the main effects of leadership styles on organisational success at state-owned corporations in Kenya. The study specifically sought to determine the impact of laissez-faire, transactional and transformational leadership styles on organisational success at state-owned corporations in Kenya. The study found that correlations between the transformational-leadership factors and organisational success ratings were high, whereas correlations between the transactional- -leadership behaviours and organisational success were relatively low,

as expected; laissez-faire leadership style is not significantly correlated to organisational success and should be discarded.

Odera (2014) conducted a study to examine the impact of leadership style on organisational success in selected banks in Machakos, Kenya. The purposive sampling technique was adopted in selecting sixty (60) respondents as a sample for the study, while relevant data was gathered with a structured questionnaire. One hypothesis was formulated, and an inferential statistical tool was used to analyse the data. Pearson product-moment correlation was used to examine the relationship between leadership style dimensions and organisational success. In contrast, Regression analysis was used to study the significant effect of leadership style dimensions on followers and success. Findings showed a positive and negative correlation between leadership style dimensions and organisational success. It was also found that leadership style dimensions jointly predict organisational success. The study concluded that the banks should employ transformational and democratic leadership styles for better success.

Thwala (2012) studied the relationship between leadership styles and project success in the South African construction industry. Data was collected through a structured questionnaire for 150 project and construction managers in the South African construction industry. Data from the questionnaire were analysed using SPSS 21.0 software. Correlation analysis determined the relationship between leadership styles and project success. Likewise, the relationship between leadership styles and project successes in the South African construction industry was investigated using the Pearson Product- Moment Correlation Coefficient. Findings from the study revealed a positive relationship between transactional leadership and project success. The

results showed no relationship between Laissez-faire leadership style and construction project success.

1.2.2.3 Project Monitoring and Evaluation

Monitoring and evaluating projects is a continuous inspection and assessment of project implementations about input services, the defined schedules, and infrastructure utilisation by the project's benefactors (Mertens, 2005). Njura and Njeru (2019) acknowledge that if a robust and reliable monitoring and evaluation system existed, the problems that have persisted for the past three decades relating to FPE would have been eliminated already. Monitoring and evaluation involve various aspects of design and planning, capacity building and information dissemination, budgeting, organising, monitoring, and control activities that are involved in a project and the involvement of all the parties to attain the objectives of the project within a set time (Turner, 2016). Monitoring and evaluation practices are influential tools that enhance the ability of an organisation to achieve better success.

1.2.2.4 Stakeholder Management

Stakeholder management involves coordinating various groups or individuals interested in a project or programme. According to Cooper (2016), effective management of stakeholders is essential for running projects without hindrances. Project managers must be proficient in Stakeholder management to handle stakeholders efficiently. Proper stakeholder management enables an organisation to achieve its strategic objectives through stakeholder support and an understanding of the external environment (Braintrust, 2010). Karlsen (2008) established a link between stakeholder management and project success.

Manowong and Ogunlana (2010) noted that neglecting stakeholder management leads to a negative perception, diminishes the likelihood of achieving objectives, and significantly hampers future opportunities for beneficial stakeholder interactions. Freeman (2004) advocated including all stakeholders' interests in business processes. This ensures positive relations are maintained among all stakeholders and continuity of the business. Stakeholder engagement involves sharing and disseminating information with stakeholders, incorporating their requirements, and solving any complaints or disagreements that may arise during the project (PMI, 2017). Meyer and Allen (2012) advocate for involving stakeholders as this leads them to own the project. Carmeli and Freund (2011) also note that stakeholders who are highly involved, in turn, have positive engagement with a firm.

1.2.3 Overview of Free Primary Education Programme

Accessibility to education is a pivotal goal for many countries, given its crucial role in realising sustainable development. Developing nations, in particular, rely on their education sectors to equip human capital with the requisite skills, knowledge, and workforce necessary for achieving a sustainable transition to a middle-income economy (Akala, 2021). Consequently, investment in education has led to a continual expansion of school enrolment rates over time within Sub-Saharan Africa (Evans & Mendez, 2021). Moreover, various countries' global implementation of Free Primary Education (FPE) programs has significantly increased primary school enrolment rates.

Despite these advancements, UNESCO (2021) reports that over a fifth of children aged between 6 and 11 years are out of school globally, with a third of children aged between 12 and 14 years not enrolled. This disparity persists despite substantial

progress in increasing primary school enrolment rates and commitments by education partners to achieve Universal Primary Education (Evans & Mendez, 2021). Evans and Mendez (2021) note an alarming dropout rate in Africa, particularly as students advance to higher levels, contributing to declining completion rates. Njura and Njeru (2019) echo similar concerns, highlighting persistent dropout rates in Sub-Saharan Africa over the past three decades, signalling a challenge in effectively managing FPE programs.

In Kenya, initiating the FPE program in 2003 led to exponential growth in primary school enrolment, providing numerous benefits to pupils who might otherwise have missed out on educational opportunities. However, Ouma, Indangasi, and Ontita (2021) point out pressing issues such as low completion rates, with only 58% of pupils enrolling in FPE completing primary education. This surge in enrolment has strained public primary school infrastructure and human resources, leading to overcrowded classrooms and inadequate facilities (Inyega et al., 2021).

UNESCO (2021) identifies the lack of legal provisions in two-thirds of countries worldwide as hindering FPE program implementation. Primary schools often face overcrowded classes, insufficient textbooks, and teacher shortages (Masita et al., 2021). Despite efforts to promote inclusive, equitable, and quality education as outlined in the 4th Sustainable Development Goal (SDG), these challenges indicate that this goal still needs to be realised.

Against this backdrop, this study investigates the impact of project management methodologies on the success of the FPE program in Machakos Sub-County. Project

management methodologies encompass project finance, project leadership, project monitoring and evaluation, and stakeholder management. While extensive information is available on the status of FPE programs, more knowledge is needed regarding the role played by project management methodology in their success. This study aims to fill this gap by examining the role of project management methodology in the success of FPE programs.

1.2.4 Status of Free Primary Education Programme in Machakos Sub-County

The Basic Education Act (2013) guarantees all children free primary education. Despite this mandate, Machakos Sub-County needs help in fully utilising educational resources at the primary level. While 75% of pupils transition from primary to secondary education, 25% do not advance beyond primary school, as the Machakos Sub-County director noted in 2024. This low progression rate underscores various underlying issues within the free primary education program in the region, highlighting areas that require strategic intervention and improvement.

Numerous studies have explored free primary education in Kenya, highlighting key issues impacting its effectiveness. Werunga (2011) investigated factors influencing educational outcomes, identifying the financial burden of education as a significant challenge for households. While gender disparities were also highlighted, the primary focus remains on how these financial constraints affect the overall success of free primary education programs. Addressing these challenges is crucial for improving the educational landscape in Machakos Sub-County, ensuring all children can benefit from free primary education.

In a study focused on the factors affecting students' transition from primary to secondary education in Athi River Sub-County, Machakos County, Kyuli (2015), the high cost of secondary education was identified as a significant barrier. Kyuli suggested the government implement measures to lower these costs and facilitate a smoother student transition. While this recommendation targets secondary education, its implications underscore the need for strategic planning to administer free primary education programs.

In Machakos Sub-County, there is a pressing need for holistic approaches to tackle obstacles in students' progression from primary to secondary schooling. Mitigating financial barriers and advancing gender parity is vital in realising widespread access to quality free primary education. These imperatives highlight the significance of strategic interventions in bolstering the educational trajectory beyond the primary level within the region.

1.3 Statement of the Problem

Despite substantial investments in the Free Primary Education (FPE) program, the persistent challenges in achieving optimal educational outcomes underscore the critical need for further research and intervention (Adero & Otieno, 2023). Despite the government's aim of achieving a 100% Gross Intake Rate (GIR), retention rate at every grade, and completion rate (UNESCO, 2021), critical educational indicators such as enrolment, retention, and completion rates continue to fall short of expectations. This discrepancy is evident in the primary school net enrolment rate of 96.7% recorded in 2015, below the expected 100% rate (National Council for Population and Development (NCPD), 2017). Furthermore, recent records from March 2021 reveal a

decline in the number of enrolled learners in Machakos County despite some successes in FPE implementation.

In Machakos County specifically, only 58% of the population has attained primary education, with a significant 7.6% illiterate population (Kiilu & Mugambi, 2019). The decline in primary school enrollment from 10.5 million in 2018 to 10.1 million in 2019, as reported by the KNBS (2020) economic survey, further highlights the situation's urgency. Additionally, retention rates have continuously declined between 2015 and 2019 despite a slight increase in completion rates during the same period (KNBS, 2020). These trends indicate that the FPE program is yet to fully achieve its objectives as outlined in the Sustainable Development Goals (SDG), which aim for universal education for every child.

Furthermore, research on project methodologies, which play a crucial role in program implementation, must be revised and yield contradictory results. While some studies suggest a direct contribution of project methodologies to goals (Mackatiani et al., 2020), others emphasise the importance of the perceived appropriateness of project management (Oranga et al., 2020). Additionally, varying attitudes and unrealistic expectations toward project methodologies further complicate the issue (Mwaniki & Muna, 2023). Consequently, if these methodologies fail to deliver the expected results, they are often replaced with others, highlighting the need for a comprehensive understanding of their effectiveness and limitations (White & Fortune, 2002).

Given these challenges and the situation's urgency, further research into project methodologies' effectiveness in the context of the FPE program is imperative. Such

research can provide valuable insights and inform evidence-based interventions to improve educational outcomes and ultimately contribute to achieving the SDGs and Vision 2030 goals.

1.4 Purpose of the Study

This study aimed to assess the role of project management methodology in the success of the FPE programme in Machakos Sub-County.

1.5 Objectives of the Study

This section presents the general objective and specific objectives of the study.

1.5.1 General Objective of the Study

The general objective of this study was to assess the role of project management methodology in the success of the FPE programme in Machakos Sub-County.

1.5.2 Specific Objectives of the Study

i. To assess the effects of project finance in the success of the Free Primary Education programme in Machakos Sub-County.

ii. To determine the effects of project leadership in the success of the Free Primary Education programme in Machakos Sub-County.

iii. To explore the effects of project monitoring and evaluation in the success of the Free Primary Education programme in Machakos Sub-County.

iv. To establish the effects of stakeholder management in the success of the Free Primary Education programme in Machakos Sub-County.

1.6 Research Hypotheses

$H_0$1: There is no significant relationship between project finance and the success of the FPE in Machakos Sub-County.

$H_0$2: There is no significant relationship between project leadership and the success of FPE in Machakos Sub-County.

$H_0$3: There is no significant relationship between project monitoring and evaluation and the success of FPE in Machakos Sub-County.

$H_0$4: There is no significant relationship between stakeholder management and the success of FPE in Machakos Sub-County.

1.7 Significance of the Study

The study sheds light on the role of project management methodology in determining the success of the Free Primary Education programme in Machakos Sub-County. By examining the effectiveness of project management practices within the context of the FPE program, the study will provide valuable insights into the factors that contribute to or hinder program success.

1.7.1 Governmental Organisation

This study is vital to government policymakers as it provides invaluable information about the Free Primary Education (FPE) programme, essential for informed policy-making. The insights and recommendations derived from this study will enable policymakers to address and mitigate barriers that hinder the success of the FPE programme. By aligning policies with the findings of this study, policymakers can implement targeted interventions to enhance the efficiency and effectiveness of the

FPE programme in Machakos Sub-County. Ultimately, these informed policies can improve educational outcomes and promote equitable access to quality primary education for children in the region, thereby contributing to broader national development goals.

1.7.2 Schools

This study holds immense significance for the Free Primary Education (FPE) program implementers at the National and County school levels. Examining the application of project management methodology within the context of the FPE program sheds light on its pivotal role in ensuring its success. Through comprehensive analysis, implementers will gain insights into how various dimensions of project management methodology contribute to attaining anticipated goals. This understanding empowers them to make informed decisions, devise effective strategies, and allocate resources efficiently, thereby enhancing the overall effectiveness and impact of the FPE program.

1.7.3 Other Academicians and Researchers

The study's recommendations and findings hold significant value for academicians and researchers interested in exploring the challenges related to project management methodology in the success of Free Primary Education (FPE) programs. By delving into this subject matter, the study contributes to the existing knowledge of FPE programs, offering a deeper understanding of the dynamics at play.

This study is a rich source of information and reference material for academicians and researchers, providing insights lacking in this field. It adds to the existing literature

and sets a foundation for future research. Scholars and researchers will find the findings essential for informing their studies, building upon the insights generated by this research.

Furthermore, the study's identification of gaps in FPE programs will highlight areas ripe for further investigation. Pinpointing these researchable areas will guide future scholars in designing studies that address critical issues within FPE implementation. This, in turn, contributes to a more comprehensive understanding of the factors influencing the success of FPE programs and aids in developing more effective educational policies and practices.

1.8 Scope of the Study

This study focused on the project management methodology used to ensure the success of FPE programmes. The geographical scope of the study was Machakos Sub-County, where a trend of free primary education success between 2020 and 2024 raised concerns. The study was limited to public schools where the free primary education programme is implemented. This geographical scope was deemed sufficient given that the primary schools within the sub-county will have all the needed information on the project management methodology for the success of the FPE programme in Kenya. The time scope of this study spans five years, from 2020 to 2024, providing a sufficient period to gather the necessary information required for the study.

1.9 Delimitations of the Study

The study was delimited to 63 head teachers, 189 class teachers, and ten sub-county education officials in Machakos Sub-County. The study focused on project management methodology in the success of the FPE programmes in public schools in Kenya. The study targeted 63 public primary schools in Machakos Sub-County. The study further delimited itself to the selected schools within the study area.

1.10 Limitations of the Study

By their very nature, schools are very busy with a fixed schedule for the teachers. Some school head teachers and class teachers decline to give information concerning their perception of project management methodology due to the fear of victimisation.

1.11 Assumptions of the Study

While conducting the study, certain assumptions were made regarding the respondents' awareness of projects within their respective schools and their willingness to provide honest perceptions. It was assumed that key respondents would be available despite the busy nature of Public Primary Schools, enabling the collection of valuable information to achieve the study objectives. Additionally, the study assumed that the findings would be relevant beyond the specific context of the Machakos sub-county, benefiting other countries as well.

1.12 Theoretical Framework

Theories are formulated to explain, predict, and help understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of the critical bounding assumptions (David, 2009). According to the researcher, the link

between Project Management Methodology and Success of FPE is based on the following theoretical strands discussed below:

1.13 Stakeholder Theory

Freeman (1984) introduced stakeholder theory, which frames stakeholders as individuals or groups who impact or are impacted by organisational or program objectives. Cleland (1986) later extended this theory to project management, recognising that projects involve stakeholders with diverse objectives, expectations, and interests, potentially leading to conflicts. Stakeholder theory emphasises managing stakeholders' expectations, interests, and concerns, as their support is crucial for project success.

Leadership in projects involves effectively managing stakeholders, as their involvement significantly influences project outcomes. Stakeholder theory provides a framework for understanding and categorising stakeholders to strategically manage them and garner their support for the project (Aaltonen & Kujala, 2010). Stakeholder classification typically considers their role, involvement, relationship with the project, position, and anticipated behaviour (Walker, 2014).

This study adopts stakeholder theory due to its relevance in stakeholder management and project success. The theory acknowledges the diverse needs of stakeholders, which evolve throughout the project life cycle. Therefore, recognising stakeholders' critical roles, interests, and influence is essential for project success. Stakeholder theory also emphasises the importance of project managers adapting leadership styles that are acceptable to internal and external stakeholders to enhance project success.

By leveraging stakeholder theory, project managers can better navigate stakeholder dynamics and increase the likelihood of project success.

1.14 Program Theory

As Weiss (1972) proposed, program theory focuses on constructing a logical and plausible model that elucidates how a program is intended to function. It delineates the causal relationships within a program, serving as a guidance theory in program monitoring and evaluation to assess whether the program achieves its objectives. By clarifying cause-and-effect relationships, program theory aids in evaluating a program's ability to address the underlying issues it aims to resolve.

Donaldson (2012) underscores that program theory directs attention to areas requiring more scrutiny and emphasis during evaluation. It assumes that a program, based on its design, activities, and execution methods, will lead to expected outcomes. This study adopts program theory because it pertains to how various project management methodologies should be implemented to achieve program outcomes.

According to program theory, project financing, leadership, and stakeholder management are crucial to the success of the Free Primary Education (FPE) program. Program theory emphasises monitoring and evaluation and underscores their significance in realising the expected program outputs.

This study aims to elucidate how different project management methodologies contribute to the success of the FPE program by leveraging program theory. It provides a framework for assessing the effectiveness of these methodologies in achieving

program objectives, thereby informing future decision-making and program improvements.

1.15 Conceptual Framework

The conceptual framework for this study posits that the success of the Free Primary Education (FPE) program is influenced by several independent variables: project finance, project leadership, project monitoring and evaluation, and stakeholder management. Figure 1.1 depicts these variables.

As an independent variable, project finance will be assessed based on the adequacy of funds, disbursement of FPE funds, and training on funds management. Increased project finance will likely enhance the success of the FPE program. Project leadership, another independent variable, will be measured by leadership styles adopted and commitment. It is anticipated that effective project leadership will positively impact the success of the FPE program.

As an independent variable, project monitoring and evaluation will be evaluated based on M&E coordination levels, training, and schedules. The study expects that robust project monitoring and evaluation processes will positively affect the success of the FPE program. Stakeholder management, the final independent variable, will be assessed based on mobilisation and involvement dimensions. Effective stakeholder management will positively affect the success of the FPE program.

Overall, the conceptual framework suggests that the interplay of project finance, project leadership, project monitoring and evaluation, and stakeholder management

influences the success of the FPE program. These variables shape the program's outcomes, as illustrated in Figure 1.1.

1.16 Conceptual Framework

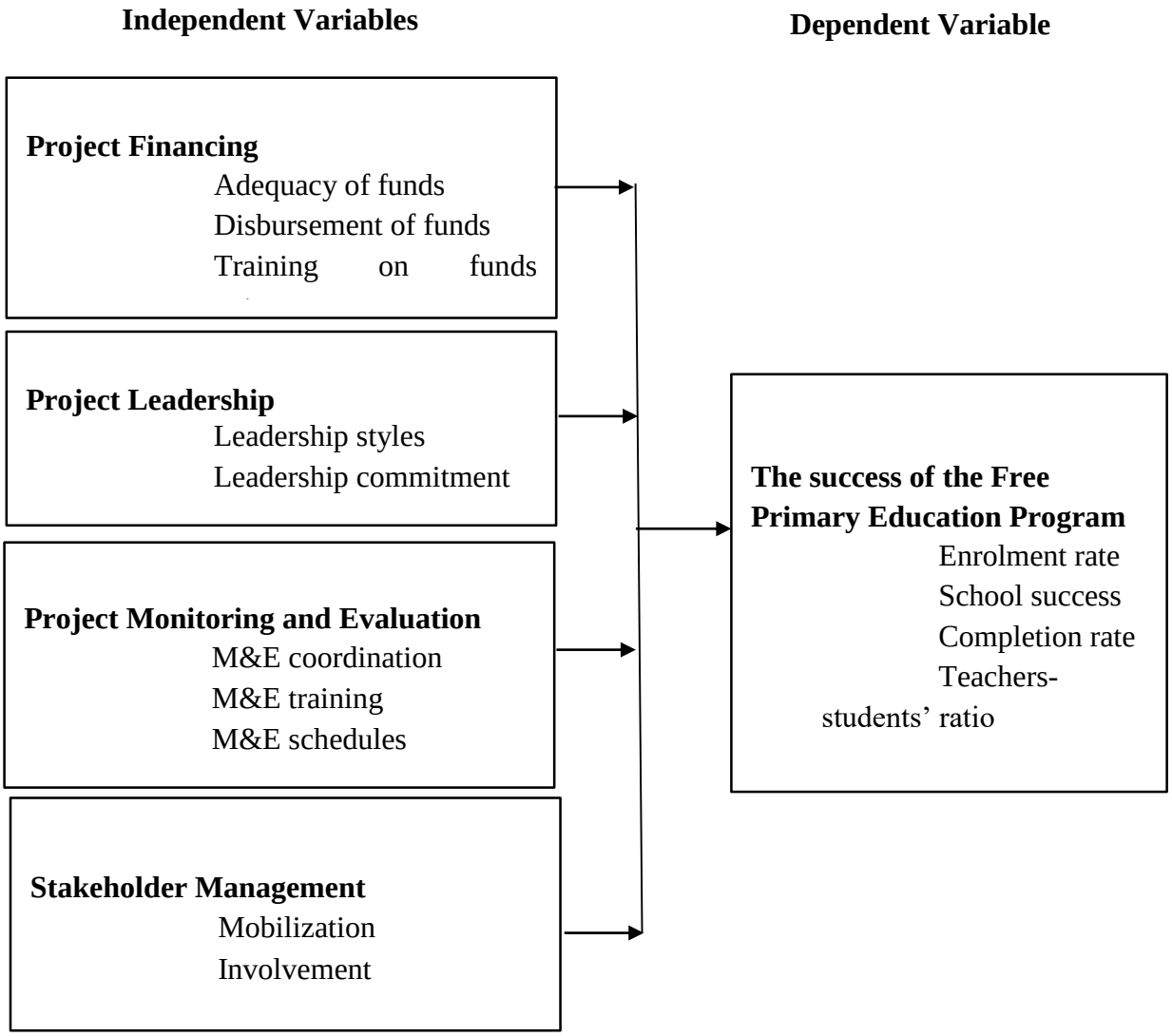


Figure 1.1 Conceptual Framework
Source: Author (2024)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two presents literature advanced by various authors on project management methodology and its effects on the success of the FPE programmes. This chapter contains a literature review for each objective, a summary of the reviewed literature, and a discussion of the research gap.

2.2 Review of Literature

The literature review for this study will be structured around four key variables, each exploring the impact of different factors on the success of the Free Primary Education (FPE) program. These include the effect of project finance, project leadership, project monitoring and evaluation, and stakeholder management. The review will encompass a comprehensive analysis from a global, regional, and local perspective to capture the diverse range of experiences and practices worldwide. By examining research findings across different geographical contexts, the review aims to provide insights into how variations in project finance, leadership styles, monitoring and evaluation processes, and stakeholder engagement influence the outcomes of the FPE program. This approach will facilitate a nuanced understanding of the factors contributing to the success of FPE initiatives, informing effective program implementation and improvement strategies.

2.2.1 Project Finance and Success of Free Primary Education

The adequacy of funds allocated to the Free Primary Education (FPE) program has been a topic of concern and discussion among scholars and practitioners. Steffen (2018) highlights the perception of many that the funds earmarked for FPE need to be increased, leading to more resources to support the program effectively. Shaturaev (2021) also underscores the challenge of financing facing the FPE program. Hapompwe and Kambikambi (2020) note that African governments' budget allocation for FPE needs to catch up with the rapid enrollment rate growth, hindering the program's success.

In the Kenyan context, concerns about FPE funding have persisted since its inception. Pace (2019) emphasises that while applying suitable methodologies is crucial, success also hinges on adequate budget financing, resource management, and time allocation. Without sufficient funds, the timing of the FPE program's launch in Kenya exacerbated resource shortages in schools, leading to shared textbooks, overcrowded classrooms, and inadequate infrastructure, as Njura and Njeru (2019) noted.

Delays in the disbursement of FPE funds have been a common challenge across Sub-Saharan Africa, impacting the quality of education. Radya and Budi (2019) highlight how insufficient funds and inappropriate project management contribute to global project abandonment and financial losses. However, Gamba (2020) found that direct disbursement of funds to school accounts in Tanzania has reduced delays significantly, demonstrating the effectiveness of this approach.

In Kenya, Adan and Orodho (2015) identified timeliness in funds disbursement as a critical factor affecting FPE implementation, stressing the need for expedited processes. Cheluget and Morogo (2017) argue that enhancing financial literacy and capacity building among project teams, particularly in budgeting and financial management, is essential for project success. They emphasise the importance of careful planning and training school heads in financial management due to the limited resources and funds available for FPE.

Overall, the literature underscores the significant impact of project finance on the success of the FPE program, highlighting the need for adequate funding, timely disbursement, and practical financial management practices to support quality education delivery.

2.2.2 Project Leadership and Success of Free Primary Education

Various studies have highlighted the crucial role of project leadership skills in successfully implementing the Free Primary Education (FPE) program. Akingunloye, Okotoni, and Olowo (2021) emphasise the necessity of leadership skills among school heads to implement FPE successfully. School leaders play a pivotal role in providing direction, articulating the goals of the FPE program, and mobilising stakeholders to align with these objectives. However, Sigilai and Bett (2013) note that some school heads may need more leadership skills for effective implementation.

Despite challenges such as inadequate funding and limited resources, certain school heads have demonstrated efficiency in implementing FPE, as Adan and Orodho (2015) observed. The capacity of school heads to lead the implementation of FPE

significantly influences the program's success, as indicated in their study conducted in Mandera West County.

Research by Hussain et al. (2017) suggests that most school heads utilise democratic leadership styles, which involve collaboration and participation from teachers and stakeholders in decision-making processes. Ganon-Shilon and Chen (2019) argue that a democratic project leadership style fosters involvement and leads to better decision-making, enhancing project success.

While limited research specifically focuses on the role of project leadership in the success of FPE, Geoghegan, and Dulewicz (2008) suggest a statistically significant relationship between the leadership competencies of project management teams and project success. This underscores the importance of effective project leadership in achieving desired outcomes, including those related to educational initiatives like FPE.

Overall, the literature highlights the critical role of project leadership skills, particularly among school heads, in driving the successful implementation of the FPE program. Leadership styles that promote collaboration, participation, and effective decision-making are essential for overcoming challenges and achieving program objectives.

2.2.3 Project Monitoring and Evaluation and Success of Free Primary Education

Karimi, Mulwa, and Kyalo (2021) emphasise the need for project monitoring and evaluation training to create radical change in FPE program execution. Njura and Njeru (2019) point out that African governments must set up departments responsible

for monitoring and evaluating FPE programmes to eradicate the challenges. Njura and Njeru (2019) believe that if there had been robust monitoring and evaluation systems, various challenges faced in the education sector for decades could have been eliminated.

Mwanza and Silukuni (2020) investigate the implementation of free education in primary schools in the Kafue district, which compromises Zambia's education quality. Findings showed high enrolments in Kafue primary schools, indicating that many learners had free access to education. However, this led to many challenges, such as inadequate education supplies, low staffing levels, and inadequate classrooms and desks. Teachers were being overworked and unable to attend to pupils' individual needs. They also needed help giving large classes adequate homework and remedial work. The study further revealed that following the implementation of monitoring programs, teachers became punctual, more responsible, and regular. The study concluded that rigorously monitoring and supervising educational programs positively influences the implementation of programs.

Muthoni, Ouko, and Githui (2021) conducted a study to evaluate monitoring and evaluation for quality service delivery within Pre-primary schools in Muranga. The study results established that monitoring and evaluation in African Countries are characterised by low funding. The results further established the perception of Pre-primary teachers about the influence of monitoring and evaluation on quality service delivery. They agreed that monitoring and evaluation activities significantly affect quality service delivery in pre-primary schools (Muthoni et al., 2021).

Ogola (2010) points out that in the M&E of the FPE program, educational inspectors and officers need to be more effective in carrying out their duties. The officers' mission was characterised by finding faults other than providing professional support. Ogola (2010) recommends training school heads, teachers, and school committees on various aspects of project management methodology. Diversity in M&E training could ensure that head teachers are relieved of FPE responsibilities, which can be handled better by other team members. Ogola (2010) recommends occasionally conducting in-service training and regular M&E to inspire teachers to implement the FPE programme. Opata and Wesonga (2016) point out that there has been a weakness in the M&E of the FPE programme, resulting in a negative effect on its quality.

2.2.4 Stakeholder Management and Success of Free Primary Education

The literature documents the importance of stakeholder involvement in project success. Organisations that incorporate stakeholder needs into their policies achieve better outcomes (Ketchand & Strawser, 2011). When stakeholders are highly involved in a project, they are more motivated to achieve project objectives and are likely to stay committed until completion (Kanungo, 1979). On the other hand, less stakeholder involvement can lead to a lack of support for project objectives and may even result in project abandonment or activities that undermine success.

Stakeholders are crucial in project management and school programs such as Free Primary Education (FPE). These stakeholders include state representatives, administrators, teachers, parents, students, staff, community members, and committees (Banatwala et al., 2019). Engaging all key stakeholders promotes the likelihood of project success within the allocated time and resources.

However, the role of stakeholders in the success of FPE programs has received less attention in the literature. Karimi, Mulwa, and Kyalo (2021) stress the importance of involving stakeholders at every stage of an educational program. Stakeholders' participation contributes to accountability in school management and subsequent quality of education. Parents, in particular, play a critical role in ensuring children attend school, highlighting the need to sensitise parents and communities to take advantage of the FPE program (Adan & Orodho, 2015).

Musungu (2015) criticises the need for more consensus-building and consultation among relevant stakeholders during the initial stages of FPE implementation. This lack of preparedness and documentation on stakeholder roles and responsibilities hinders effective program management. Similarly, Kinyua and Theuri (2016) found that involving stakeholders and providing training workshops to create awareness about their roles is essential for successfully implementing Universal Primary Education (UPE) programs.

Overall, the literature underscores the vital role of stakeholders in the success of educational programs like FPE. Their involvement, awareness, and understanding of their roles are critical for effective program implementation and sustainability.

2.3 Summary and Research Gaps

Despite the extensive research conducted in project management, projects often fail to satisfy the diverse needs of stakeholders (Joslin & Muller, 2016). The literature on project methodologies reflects a divided perspective. While there is generally a positive attitude towards project methodologies, unrealistic expectations are

sometimes placed on them. When these methodologies fail to produce the expected outcomes, others often replace them, which may have limitations (White & Fortune, 2002). Research indicates that projects employing methodologies tend to have more predictable and higher success rates (Wells, 2013). However, projects utilising methodologies still experience high failure rates (Wells, 2013).

Despite recognising the importance of project management methodologies, more literature still needs to be on specific methodologies such as project finance, project leadership, monitoring and evaluation, and stakeholder management. This gap suggests a high likelihood that these methodologies significantly influence project success. Moreover, most studies in Kenya focus on specific projects or areas, making generalising findings to larger projects challenging. Therefore, this study aims to address this gap by investigating the role of project management methodologies in the success of the Free Primary Education program, thereby contributing to a broader understanding of project success factors in Kenya.

2.4 Knowledge Gap

Researchers in related literature present that project management methodologies have shown low progress in developing countries, including Kenya, where they have been applied worldwide. However, much has yet to be covered about the contributions of project management methodology to the success of FPE programs. According to Youssra (2017), stakeholder theory appreciates stakeholders as critical in projects, stating that the project management process must be adapted to match various stakeholders' expectations, interests, and concerns. The theory also provides a

framework that can be used to classify stakeholders as a prerequisite for ensuring strategic management and gaining their support for the project (Abdulla & Al-Hashimi, 2020). The literature also expounds on the program theory that guides areas needing more attention and emphasis during the evaluation process.

Much need has also been covered on project finance and how inadequate finance has contributed to the fall of FPE programmes. Literature has covered elements of project leadership, monitoring, and evaluations as elements of promoting FPE programmes. Additionally, Njura and Njeru (2019) reviewed FPE in Sub-Saharan Africa, focusing on Kenya, Malawi, Mozambique, and Tanzania, establishing that the cost paid for students as grants by the governments in Sub-Saharan Africa needs to be increased to enhance the Gamba (2020) added that funds set aside for FPE are characterised by inadequacy and late disbursement, recommending the expedition of the fund's disbursement.

Cheluget and Morogo (2017) point out that project success is enhanced through financial literacy and the project team's capacity building in preparing budgets, financial statements, and record keeping. In project leadership, the school heads emerged as responsible for articulating the goal of FPE by mobilising stakeholders to share the same goals. However, some school heads need more leadership skills, while others mismanage the schools' funds. Hussain et al. (2017) established that most school heads use democratic leadership styles in managing schools and projects therein. Ganon-Shilon and Chen (2019) add that a democratic leadership style enhances participation, leading to better decision-making.

Njura and Njeru (2019) point out that African countries should set up departments responsible for monitoring and evaluating FPE to eradicate the challenges faced. Kayani et al. (2011) established that monitoring evaluation assistants in Pakistan's primary levels needed special training and skills in monitoring the schools. Kinyua (2013) established that M&E was carried out internally by head teachers, their deputies, and senior teachers. However, monitoring and evaluation by the external teams could have been more extensive. Ogola (2010) pointed out that for M & E of FPE, educational inspectors and officers needed to be more effective in carrying out their duties. Opata and Wesonga (2016) pointed out that there has been a weakness in the M&E of the FPE program, resulting in a negative effect on the program's quality.

Musungu (2015) looks back into the initial stages of FPE implementation, pointing out that FPE announcement and implementation commenced immediately without prior consensus building and consultation among the relevant stakeholders on the mechanics of rolling it out. Kinyua and Theuri (2016) revealed a need to involve stakeholders and further host training seminars, training, and workshops to create awareness and educate stakeholders on the roles they should play in the FPE programme. Studies also advanced on FPE provide knowledge on the status of physical infrastructure in primary schools, data on enrolment and completion rates, and the ratio of pupils to teachers following the roll-out of FPE in developing countries. Literature is further advanced on challenges faced in implementing FPE.

Despite the enormous studies and literature, limited knowledge has been shared on project management methodology and how it contributes to the success of FPE (Researcher, 2024). The shared understanding needs to be more extensive, and no

study is known to the researcher that assesses how project management methodology influences the success of FPE. Therefore, there is an imminent need to delve into and expound on the relevance of project management methodology in elevating the success of FPE in developing countries. This study seeks to fill the knowledge gap using the Machakos Sub-County case study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three focuses on the following subtopics: the research design, research site, target population, sample size, sampling procedure, data collection instruments, pilot study, data collection procedure, data analysis, and legal and ethical considerations.

3.2 Research Design

The research design adopted for this study is the inferential statistical method. This method was chosen to test hypotheses, answer research questions, and draw conclusions regarding the research problems. Cooper and Schindler (2018) highlight that the inferential statistical method involves collecting data over an extended period, spanning weeks, months, or even years. This extended data collection period facilitates thorough analysis and measurement, ultimately aiding in answering the research questions effectively.

Inferential statistical methods are well-suited for studies that generalise findings from a sample to a larger population. Researchers can draw inferences about the broader population by analysing a subset of data, informing conclusions and recommendations. This approach enables researchers to explore relationships between variables, test hypotheses, and assess the significance of findings.

Overall, the inferential statistical method offers a robust framework for addressing research questions and generating meaningful insights from data collected over an

extended period. It provides a systematic approach to hypothesis testing and contributes to the overall validity and reliability of the study's findings.

3.3 Research Site

The study was conducted in primary schools within Machakos Sub-County, one of the nine sub-counties comprising Machakos County. This sub-county encompasses various areas, including Machakos Town, Athi River, Masinga, Yatta, Kangundo, Kathiani, Matungulu, Kalama, and Mwala. These schools were selected based on their suitability for the study due to their diverse representation of the region's educational landscape.

Machakos Sub-County offers a rich and varied environment for examining the variables of interest related to the Free Primary Education (FPE) program. Its diverse educational practices and varying infrastructure and resources provide an ideal setting for conducting an in-depth analysis of the factors influencing the program's success.

The selection of Machakos Sub-County as the research site is justified by several factors. Firstly, its accessibility ensures ease of data collection and facilitates the smooth conduct of the study. Additionally, the sub-county's diverse educational practices offer a comprehensive perspective on implementing the FPE program, allowing for a thorough examination of its success factors.

Furthermore, Machakos Sub-Counties' varied levels of infrastructure and resources present an opportunity to explore how these factors impact the effectiveness of the FPE program. By conducting the study in this setting, researchers can gain valuable

insights into the challenges and opportunities associated with FPE implementation in different contexts within the sub-county.

3.4 Target Population

The Target population of this study included the public primary schools within Machakos Sub-County. According to Cooper and Schindler (2018), the target population refers to all the elements that enable the researcher to make inferences, and it can be either an infinite or finite collection of individual components. The target population for this study was 63 public primary schools in Machakos Sub-County.

Table 3.1 Target Population

S/N	Categories	Frequencies	Percentage
1	Sub-county Education Officials	10	7.35
2	Head Teachers	63	46.32
3	Class Teachers	189	46.32
	Totals	**262**	**100**

Source: Author (2024)

3.5 Sampling Frame

As defined by Kothari (2014), the sampling frame serves as the backbone of any research endeavour, providing a list of individuals from the research population from which a random sample can be drawn. This study's sampling frame encompasses 63 Head-teachers, 189 Class teachers, and ten sub-county education officials within Machakos Sub-County. Including these critical stakeholders ensures a comprehensive representation of the population of interest. Silverman (2005) emphasised that a large sampling frame is crucial for making accurate inferences about the entire population. By encompassing all relevant stakeholders within Machakos Sub-County, the

sampling frame in this study meets this criterion, providing a broad and representative base from which to draw participants. This comprehensive approach enhances the validity and generalizability of the study findings, allowing for meaningful conclusions and inferences about the broader educational landscape in the region.

3.5.1 Sample Size and Sampling Technique

According to Kothari (2004), a 30% sample size is acceptable for inferential survey studies. In line with this guideline, the research adopted a stratified random sampling approach to ensure proportional representation of all public primary schools across divisions within Machakos Sub-County. This method was chosen to mitigate bias and enhance the study's objectivity, as Kombo emphasised (2006).

The schools within Machakos Sub-County were stratified based on divisions, and 63 public primary schools were identified. The sample size was calculated using the 30% guideline, resulting in 19 schools selected for the study. The head teachers were purposely chosen within each selected school due to their leadership role. In contrast, three class teachers were randomly selected, resulting in a total sample of 19 head teachers and 57 class teachers. This sampling approach ensures adequate representation across divisions and minimises the risk of bias, thereby enhancing the robustness and reliability of the study's findings.

Table 3.2 Summary of Target Population and Sampling Size

Divisions	No. of schools	Sample size	%
Mutituni	24	7	36.8
Machakos central	19	6	31.6
Vota	20	6	31.6
Total	**63**	**19**	**100**

Source: Machakos County Education Office, Kenya

Table 3.2 summarises the divisions, the number of schools in each division, and the sample size selected, approximately 30 per cent of the population. This gave a sample size of 19 public schools.

3.6 Data Collection

Data collection was done from two sources: the primary and the secondary. The researcher prepared a letter of introduction to respondents seeking permission from the public primary schools to conduct the research. After permission, the researcher proceeded to her respondents. The researcher distributed questionnaires to different identified respondents to collect data to save time.

3.6.1 Data Collection Instruments

Data was collected by use of questionnaires. A questionnaire is appropriate; it can gather vast amounts of information in a believably short period, involving resources that are of the least cost, and the study is less costly and does not consume much time. A good questionnaire should allow for a wide variety of probable answers apart from only signifying the objectives of the researchers who send it out. This research used structured questionnaires, based on the fact that questionnaires have brief questions,

encouraging suitable responses, and the questionnaires shall be delivered to the respondents by the researcher or research assistant.

Structured questionnaires were used because they are easy to administer, enhance respondent confidentiality, are easier to analyse, are economical, and are the most prevalent means of gathering information from the field. Journal articles and books were used as secondary data sources because data was obtained quickly and cheaply. Furthermore, some information vital for this study, such as empirical literature, could only be obtained from secondary data.

3.6.2 Pilot Testing of Research Instruments

A pilot study assessed the research instruments' applicability and gauged their ability to answer research questions. According to Galloway (1997), it is difficult to give the exact number for the pilot group, but as a rule of thumb, it is recommended that researchers pilot 5-10% of the final sample. According to Cooper and Schindler (2018), research instruments should meet three primary criteria: practicality, reliability, and validity. Validity means the extent to which it measures what it is intended to measure. The researcher's instruments were tested for validity and reliability through pilot testing. Mugenda and Mugenda (2003) provide a rule of thumb that 10% of the target population is sufficient for piloting.

This meant six schools out of 63 target populations were randomly selected from the defined population. Participants in the pilot study were purposely excluded from the primary research to avoid any possible respondent bias. The instruments were validated for this study by pre-testing the questionnaires and discussing them with

relevant stakeholders. Based on the feedback from the pilot test, the questionnaire was refined by removing any questions that provided unwanted information, and a final one was developed. The pilot study also allowed the researcher to familiarise herself with data collection procedures.

3.6.3 Instrument Reliability

Reliability is the consistency of one measurement to another. To establish its reliability, the instrument was pilot-tested on primary school teachers in six schools in Machakos Sub-County, which were not included in the main study. The researcher then modified, restructured, and eliminated any ambiguous items. The researcher adopted the Cronbach Alpha tests to measure the reliability of the research instruments. All the constructs of the research instruments with an Alpha score 0f > + 0.7 were adopted for the research study.

3.6.4 Instrument Validity

The researcher checked the instrument for content validity, including the extent to which the research instrument measures what it purports to measure. The overall content validity index was calculated. This allowed for structuring the research instruments in line with research objectives and seeking the supervisors' opinions as experts in the research field.

3.6.5 Data Collection Procedure

The data collection process took an average of 14 days. The researcher administered the instruments to all the respondents, assisted by the five research assistants. The researcher deployed five research assistants with at least a KCSE and above who

assisted in collecting the data from the field. A three-day intensive training was appropriate for research assistants. The researcher obtained an introduction letter from Africa Nazarene University and a research permit from the National Council for Science for Technology. The permit was presented to the Machakos Sub-County Education officer to be allowed to conduct the study. After this, the researcher booked appointments with the respondents to visit and administer the questionnaires.

Before collecting the data, the researcher obtained permission from the relevant bodies: the graduate educational institution, Africa Nazarene University, the Ministry of Education, the local administration, and the county director of Education in Machakos Sub-County.

3.7 Data Analysis and Presentation

Quantitative data was collected using questionnaires and analysed using the Statistical Package for the Social Sciences (SPSS) software version 22. Descriptive statistics was used to summarise and measure the data, and any missing data that could affect the accuracy of the analysis was checked. Summary statistics and normality of data were used to assess data quality, and the hypothesis was tested using multiple linear regression. This type of regression helps identify the relationships between various predictor variables and a single outcome variable, significantly when moderated by another set of variables. The inferential analysis was conducted using the standard multiple regression model.

A multiple linear regression model was used to test the impact of the project management methodology on the success of the free primary education program in the Machakos sub-county.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y = Success of Free Primary Education Program;

$\mathbf{X_1}$= Project Financing;

$\mathbf{X_2}$= Project Leadership;

$\mathbf{X_3}$= Stakeholder Management;

$\mathbf{X_4}$= Project Monitoring and Evaluation Practice;

$\boldsymbol{\beta_1}$ **to** $\boldsymbol{\beta_4}$ = Coefficients

$\boldsymbol{\varepsilon}$ = Error Term

3.8 Legal and Ethical Considerations

Before approaching the respondents to participate in the survey, top management authority was requested. Before data collection, the participants were educated on their rights to participate in the research process and were guaranteed that their information was confidential. The researcher accepted individual responsibility for the conduct and consequences of this research and maintained openness and honesty in dealing with research subjects. In seeking this authorisation, the researcher assured that the source of information and respondents would be treated with the utmost confidentiality and solely for this research study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter involves data analysis and interpretation of findings in line with the research's adopted objectives. It examines the role of project management methodology in the success of free primary education in Machakos Sub-County. The results are based on a response rate of 96.5%. Out of the 79 questionnaires administered, 75 teachers responded.

4.2 Response Rate

The researcher sought to establish the study's response rate.

Table 4.1 Response Rate of Respondents

Response	Sample size	Response	Response Percentage
Head-teachers	19	18	94.74
Class-teachers	57	54	94.74
Sub County Officials	3	3	100.0
Total	**79**	**75**	**96.50**

Source: Researcher (2024)

From the frequency table above, 96.50% of the respondents responded, and 3.5% abstained. The study targeted 79 respondents, including 19 school head teachers, 57 class teachers, and three sub-county officials for administering questionnaires as highlighted in the frequency Table 4.1 above; 79 respondents were observed from 19 Schools for the survey. According to Mugenda and Mugenda (2003), a 50% response rate is adequate, 60% good, and above 70% rated as very good. The position aligns with Kothari (2004), who asserts that a response rate of 50% is adequate, while a

response rate greater than 60% is reasonable. In this case, the response rate was 96.5%, which is good.

4.3 Demographic Characteristics of Respondent

The researcher sought to establish the gender, age, level of education, and professional course pursued by the respondents regarding PMM. The results of this section are as follows.

4.3.1 Gender of Respondent

The researcher sought to establish the study's response rate.

Table 4.2 Gender of Respondent

Category	Frequency	Percentage
Male	40	53.3%
Female	35	46.6%
Total	**75**	**100%**

Source: Researcher (2024)

The findings in Table 4.2 show that 53.3% of the respondents were male, while 46.6% were female. This shows more male teachers than female counterparts in primary schools in Machakos Sub-County. These findings conform to the Kenya National Bureau of Statistics (2020) findings, which found that Kenya's workforce is skewed in favour of men.

4.3.2 Age of Respondent

The respondents' age was categorised into five bands. Respondents were requested to specify their age brackets. The outcome is tabulated in Table 4.3.

Table 4.3 Age of Respondent

Category	Frequency	Percentage
18-25 years	14	19%
26-35 years	17	22%
36-45 years	33	44%
46- 55 years	11	15%
Over 55 years	0	0%
Total	**75**	**100%**

Source: Researcher (2024)

The age distribution among respondents in primary schools within Machakos Sub-County reveals significant insights. The data indicates that 19% of respondents were between 18 and 24, while 22% fell within the age range of 25 to 31 years. Notably, a substantial proportion, accounting for 44%, fell within the age bracket of 36 to 45 years. Additionally, respondents aged between 46 and 55 constituted 15% of the sample, with no respondents reported being above 55 years old. This demographic profile underscores the prevalence of teachers aged between 36 and 45 years, a crucial age group perceived to play a pivotal role in maintaining the sustained success of Free Primary Education (FPE). This age range often represents a stage in a teacher's career where they possess significant experience and expertise, which can positively impact the effectiveness and continuity of FPE initiatives within the Sub-County.

4.3.3 Level of Education

The interviewees were categorised into five bands and asked to indicate their highest education level. The results are tabulated in Table 4.4.

Table 4.4. Level of Education

Category	Frequency	Percentage
Certificate	25	33%
Diploma	40	54%
Undergraduate Degree	8	11%
Masters	2	2%
Total	**75**	**100%**

Source: Researcher (2024)

From the above findings, 11% of the respondents had an undergraduate level of education, 2% were postgraduates, 33% were certificate holders, and 54% were diploma holders. This distribution underscores that many respondents held qualifications at the diploma level and above. Such educational attainment is crucial as it equips individuals with the necessary knowledge and skills to execute their roles effectively.

4.3.4 Course Training Pursued

The course training pursued was categorised into five bands for comparison. The respondents were requested to indicate the course they trained on or have undertaken. The results were tabulated in Table 4.5.

Table 4.5 Course Training Pursued

Category	Frequency	Percentage
Project Finance	6	8%
Project Leadership	20	27%
Project Monitoring and Evaluation	6	8%
Stakeholder Management Training	8	11%
None of the above	35	46%
Total	**75**	**100%**

Source: Researcher (2024)

The analysis of the frequency Table 4.5 reveals pertinent insights into the training backgrounds of primary school teachers. Specifically, 8% of respondents had undergone project finance training, while 27% had received Project Leadership training. Additionally, 8% reported receiving project monitoring and evaluation training, and 11% had undergone stakeholder management training. Notably, the most significant proportion, comprising 44% of respondents, had yet to receive training in any of these areas.

This distribution underscores a significant gap in the training of primary school teachers, particularly in project management methodologies. Most respondents need formal training in critical areas such as project finance, leadership, monitoring and evaluation, and stakeholder management. Such training is crucial for equipping teachers with the necessary skills to effectively manage educational projects and initiatives, including Free Primary Education (FPE) programs.

4.4 Descriptive Analysis

A descriptive analysis was done in this study following the research objectives.

4.4.1 Contribution of Project Finance

The study sought to determine the effect of project finance on the success of free primary education. The results are captured in Table 4.6. The respondents were asked to rate the statements on a scale of 1 to 5, where 1 = Strongly disagree, 2 = Disagree, 3= Neutral, 4 = Agree, 5 = Strongly agree

Table 4.6 Contribution of Project Finance

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	mean	Std dev
The Government's funds for free primary education are adequate to cover the cost of primary education per pupil.	2.0	12.3	4.1	57.1	24.5	3.90	.984
The funds the Government allocates each financial year for the purchase of textbooks for students are adequate	12.2	24.5	16.3	40.8	6.2	3.04	1.190
Adequate funds have been allocated to construct new classrooms to avoid class overcrowding.	4.1	22.4	26.5	38.8	8.2	3.24	1.031
Price changes, inflation, and the cost of living, among other factors, determine the Government's funds for free primary education.	6.2	22.4	26.5	34.7	10.2	3.20	1.099
The Government disburses the Free Primary Education funds on time.	2.1	12.2	18.4	44.9	22.4	3.73	1.016
The Government organises capacity-building workshops for us on the management of FPE funds	12.2	16.3	22.4	42.9	6.2	3.14	1.165
I have training in preparing budgets, financial statements, and record-keeping.	12.2	22.4	10.3	42.9	12.2	3.20	1.274
Before training, pre-training needs assessments are conducted to establish our gaps in FPE funds management.	6.1	22.4	16.3	36.7	18.4	3.39	1.204

Source: Researcher (2024)

From the study findings on the effect of project finance on the success of FPE, as presented in Table 4.6, the majority of the respondents, 57.1%, agreed with the statement that the funds the Government allocates for free primary education are adequate to cover the cost of primary education per pupil. 24.5% strongly agreed, 12.3% disagreed with the statement, 4.1% were neutral, and 2.0% strongly disagreed. Statements concerning the funds the Government allocates each financial year to purchase textbooks for students are adequate. The majority of the respondents, 40.8%, agreed with the statement, 24.5% disagreed with the statement, 16.3% were neutral, 12.2% strongly agreed with the statement, and only 6.2% strongly agreed with the statement.

On the statement that adequate funds are allocated to construct new classrooms to avoid class overcrowding. The majority of respondents, 38.8%, agreed with the statement, 26.5% were neutral, 22.4% disagreed with the statement, 8.2% strongly agreed, and the remaining 4.1% strongly disagreed. Concerning the statement that the funds availed by the Government for free primary education are determined considering price changes, inflation, and cost of living, among other factors. The majority of the respondents, 34.7%, agreed with the statement, 26.5% were neutral, 22.4% disagreed with the statement, 10.2% strongly agreed with the statement, and the remaining 6.2% strongly disagreed.

Concerning the statement that the Government disburses free primary education funds on time. The majority of the respondents 49.9% agreed with the statement, 22.4% of the respondents strongly agreed with the statement, 22.4% disagreed with the statement, 18.4% of the respondents were neutral, 12.2% of the respondents disagreed

with the statement, and the remaining 2.1% strongly disagreed with the statement. The statement that the government organises capacity-building workshops for us on the management of FPE funds. The majority of the respondents, 42.9%, agreed with the statement, 22.4% were neutral with the statement, 16.3% disagreed with the statement, 12.2% strongly disagreed with the statement, and the remaining 6.2% strongly agreed with the statement.

In the statement, I have training in preparing budgets, financial statements, and record-keeping. The majority of the respondents, 42.9%, agreed with the statement, 22.4% disagreed with the statement, 12.2% strongly agreed with the statement, another 12.2% strongly disagreed with the statement, and the remaining 10.3% were neutral on the statement. Concerning the statement before training, pre-training needs assessments are conducted to establish gaps in FPE funds management. The majority of the respondents, 36.7%, agreed with the statement, 22.4% disagreed with the statement, 18.4% strongly agreed with the statement, and another 16.3% were neutral about the statement. In comparison, 6.1% of the remaining respondents strongly disagreed with the statement.

The research findings are presented in Table 4.6. It can be concluded that project finance significantly affected the success of free primary education in Machakos Sub-County, as most respondents agreed with the statements indicated. This is true as Gamba (2020) established that the direct approach of sending primary education funds directly to school accounts for school projects was practical, time-conscious, and error-free, reducing bureaucracies, frauds, and inconsistencies to a great extent.

4.4.2 Effects of Project Leadership in the Success of FPE

The study sought to establish whether project leadership influenced the success of FPE. The results for this section are presented in Table 4.7.

Table 4.7 Effects of Project Leadership

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean (%)	Std dev (%)
The Government organises capacity-building workshops for us on FPE leadership at least once per year	12.2	16.3	16.3	40.8	14.4	**3.29**	**1.258**
The Government dictates the style of leadership we should use for FPE	8.2	16.3	18.4	40.8	16.3	**3.41**	**1.189**
Our leadership styles are evaluated each term against the progress in the implementation of FPE	6.1	10.2	20.4	38.8	24.5	**3.65**	**1.147**
Stakeholders are encouraged by our FPE leadership style	6.1	10.2	18.4	40.8	24.5	**3.67**	**1.144**
Any decision undertaken regarding FPE involves consultation.	6.1	10.2	12.2	51.0	20.4	**3.69**	**1.103**
The FPE implementation leadership in our school is committed to ensuring the success of FPE	6.1	22.4	16.3	36.7	18.4	**3.39**	**1.204**

The leaders and coordinators of stakeholders have been committed to supplementing the efforts of our team toward realising FPE.	12.2	16.3	16.3	40.8	14.3	**3.29**	**1.258**
We have set criteria for measuring the commitment levels of all leaders tasked with implementing free primary education.	8.2	16.3	18.4	40.8	16.3	**3.41**	**1.189**

Source: Researcher (2024)

The comprehensive analysis of the study findings in Table 4.6 reveals that project leadership is pivotal in the success of Free Primary Education (FPE) initiatives within Machakos Sub-County. The responses reflect diverse perspectives on various aspects of leadership about FPE implementation.

Firstly, a significant proportion of respondents, 40.8%, acknowledged that the Government organises capacity-building workshops for FPE leadership at least once per year, highlighting the importance of ongoing training and development in this domain. Similarly, 51.0% agreed that decisions regarding FPE involve consultation, indicating a participatory approach to decision-making within the education sector.

Furthermore, the responses suggest that FPE leadership styles are evaluated against progress in implementation, with 38.8% agreeing with this practice. Additionally, 40.8% of respondents affirmed that stakeholders are encouraged by FPE leadership styles, underscoring the importance of fostering collaboration and engagement among key stakeholders.

The findings also indicate a commitment among FPE implementation leaders to ensure its success, as evidenced by the agreement of 35.7% of respondents. Moreover, 40.8% of respondents acknowledged the involvement of stakeholders' leaders and coordinators in complementing project team efforts towards realising FPE objectives.

Furthermore, regarding establishing criteria for measuring the commitment levels of FPE leaders, 40.8% of respondents agreed with this approach, indicating the importance of accountability and performance evaluation in leadership roles.

Overall, the research findings, as depicted in Table 4.6, suggest a positive association between project leadership and the success of FPE in Machakos Sub-County. This conclusion aligns with the study by Hussain (2017), which highlighted the prevalence of democratic leadership styles among school heads, emphasising the importance of inclusivity and collaboration in driving educational outcomes. In summary, the research findings underscore the significance of effective project leadership in driving the success of FPE initiatives, emphasising the need for ongoing training, consultation, and stakeholder engagement in the education sector.

4.4.3 Effects of Project Monitoring and Evaluation in the Success of FPE

The study sought respondents' opinions on the effect of project monitoring and evaluation on the success of FPE in Machakos Sub-County. The results are presented in Table 4.8.

Table 4.8 Effect of Project Monitoring and Evaluation

Statements	SD	D	N	A	SA	mean	Std dev
The Government has established a department responsible for monitoring and evaluating FPE in our schools.	6.1	10.2	20.4	38.8	24.5	**3.65**	**1.147**
There are existing monitoring and evaluation systems purposely for monitoring and evaluating FPE in schools	6.1	10.2	18.4	40.8	24.5	**3.67**	**1.144**
The team conducts the M&E of FPE within our school and not head teachers alone	6.1	10.2	12.2	51.0	20.4	**3.69**	**1.103**
Educational inspectors and officers are effective in carrying out their M&E of FPE duties	10.2	14.3	26.5	40.8	8.2	**3.22**	**1.123**
M&E Coordination progress is documented in reports and shared with relevant M&E officers in the Ministry of Education	12.2	22.4	20.4	36.7	8.2	**3.06**	**1.197**
The Government has been organising M&E capacity-building workshops for us on (FPE) at least once per year	8.2	12.2	36.7	34.7	8.2	**3.22**	**1.046**
Competent facilitators facilitate the M&E training	4.1	6.1	22.4	51.0	16.3	**3.69**	**0.962**
There is a set schedule on when to conduct the M&E of the FPE.	0.0	12.2	22.4	55.1	10.2	**3.63**	**0.834**
The set schedules for conducting M&E on FPE are strictly followed without failure	18.4	18.4	22.4	30.6	10.2	**2.96**	**1.290**
A comprehensive report on the findings is written and shared for every schedule conducted.	18.4	10.2	30.6	30.6	10.2	**3.04**	**1.258**

Source: Researcher (2024)

Firstly, a significant majority of respondents, 38.8%, agreed that the Government had established a department responsible for monitoring and evaluating FPE in schools. This suggests recognising institutional structures dedicated to overseeing the effectiveness and progress of FPE initiatives. Similarly, a substantial % of respondents, 40.8%, affirmed the existence of monitoring and evaluation systems designed explicitly for FPE within schools. This underscores the importance of

tailored mechanisms for assessing the impact and outcomes of FPE programs at the grassroots level.

Moreover, a majority of respondents, 51.0%, acknowledged that M&E of FPE within schools is conducted by a team rather than solely by head teachers. This highlights the collaborative nature of M&E processes, emphasising the involvement of various stakeholders in assessing and improving FPE outcomes. However, there were mixed responses regarding the effectiveness of educational inspectors and officers in carrying out their M&E duties, with 40.8% agreeing with their effectiveness while 26.5% remaining neutral. This suggests varying perceptions regarding the efficiency and efficacy of oversight bodies in monitoring FPE implementation.

Furthermore, the findings indicate a need for improvement in documenting and sharing M&E coordination progress, as evidenced by 36.7% of respondents agreeing with this practice. Similarly, while 34.7% of respondents acknowledged the Government's organisation of M&E capacity-building workshops for FPE, a considerable proportion, 36.7%, remained neutral, suggesting potential gaps in awareness or participation. However, most respondents, 51.0%, affirmed that M&E training is facilitated by competent facilitators, indicating confidence in the quality and expertise of training providers.

Overall, the research findings, as depicted in Table 4.8, suggest a positive association between project monitoring and evaluation and the success of FPE in Machakos Sub-County. This conclusion aligns with the study by Muthoni and Githui (2021), which emphasised the significance of M&E in ensuring quality service delivery in education.

In summary, the findings underscore the importance of robust M&E systems and practices in driving the success and effectiveness of FPE initiatives while highlighting areas for improvement and further development in M&E capacity and coordination within the education sector.

4.4.4 Stakeholder Management

The study sought to determine whether stakeholder management affected the success of FPE in Machakos Sub-County. Findings were as presented in Table 4.9

Table 4.9 Stakeholder Management

Statements	SD	D	N	A	SA	Mean	Std Dev
Our school has held more than one meeting each year to sensitise stakeholders on their roles in realising the success of FPE	6.1	10.2	18.4	40.8	24.5	**3.67**	**1.144**
Mobilisation of stakeholders is not just limited within the school but other forums and platforms where the stakeholders might be in attendance	6.1	12.2	30.6	30.6	14.3	**3.47**	**1.138**
The parents have been active in ensuring that their children attend schools	10.2	16.3	28.6	30.6	14.3	**3.22**	**1.195**
The stakeholders are well informed of the roles they should play in ensuring the success of the FPE programme	10.2	8.2	12.2	34.7	34.7	**3.76**	**1.300**

The existing mobilisation strategy we have in place at our school has boosted efforts of mobilising stakeholders	2.0	18.4	16.3	44.9	18.4	**3.59**	**1.059**
Various stakeholders are highly participating in the FPE programme and do so willingly	6.1	2.0	26.5	26.5	38.8	**3.90**	**1.141**
The involvement of stakeholders contributes towards enhanced accountability in the FPE programme	6.1	4.1	16.3	51.0	22.4	**3.69**	**.962**
Stakeholders' involvement in the FPE programme ensures they are fully aware of every progress made and any drawbacks.	6.1	10.2	12.2	51.0	20.4	**3.69**	**1.103**

Source: Researcher (2024)

From the study findings on the effect of stakeholder management on the success of FPE, as presented in Table 4.9, the majority of the respondents, 40.8%, agreed with the statement, 24.5%, strongly agreed with the statement, 18.4%, were neutral with the statement, 10.2%, disagreed, 6.1% strongly disagreed. On statements that mobilisation of stakeholders is broader than just the school but other forums and platforms where the stakeholders might be in attendance. The majority of the respondents, 30.6%, agreed, another 30.6% were neutral, 14.3% strongly agreed, 12.2% disagreed, and the remaining 6.1% strongly disagreed with the statement.

The statement states that parents have actively ensured that their children attend school. The majority of the respondents, 30.6%, agreed with the statement. 28.6%

were neutral with the statement, 16.3% disagreed with the statement, another 14.3% strongly agreed with the statement, and the remaining 10.2% strongly agreed with the statement. On statements that stakeholders are well informed of the roles, they should play in ensuring the success of the FPE programme. The majority of the respondents, 34.7%, agreed with the statement, another 34.7% strongly agreed with the statement, 12.2% were neutral with the statement, 10.2% strongly disagreed with the statement, and the remaining 8.2% disagreed with the statement.

The statement is that the existing mobilisation strategy boosts efforts to mobilise stakeholders. The majority of the respondents, 44.9%, agreed with the statement. 18.4% strongly agreed with the statement, another 18.4% disagreed with it, 16.3% were neutral with it, and the remaining 2.0% strongly disagreed with it. On the statement that various stakeholders are highly participating in the FPE programme and do so willingly, the majority of the respondents 38.8% strongly agreed with the statement, 26.5% of the respondents agreed with the statement, another 26.5% were neutral with the statement, 6.1% strongly disagreed with the statement. The remaining 2.0% disagreed with the statement.

On the statement that involvement of stakeholders contributes towards enhanced accountability in the FPE programme. The majority of the respondents, 51.0%, agreed with the statement. 22.4% strongly agreed with the statement, 16.3% were neutral with it, 6.1% strongly disagreed with it, and the remaining 4.1% disagreed. The statement that the involvement of stakeholders in the FPE programme ensures that they are fully aware of every progress made and drawbacks faced, if any. The majority of the respondents, 50.1%, agreed with the statement, 20.4% strongly agreed with it, another

12.2% were neutral with it, 10.2% disagreed with it, and the remaining 6.1% strongly disagreed.

The results, presented in Table 4.9, suggest that stakeholder management significantly affected the success of free primary Education in Machakos Sub-County. More than 50% of the respondents agreed with the statements indicated. These results concur with a study by Adan and Orodho (2015), which adds that parental support for the FPE programme positively affects its implementation.

4.4.5 Success of FPE

The researcher sought to investigate the success of Free Primary Education (FPE) in Machakos Sub-County. Statements were evaluated as follows (1= significantly decreased, 2= decreased, 3 = constant, 4 = improved, 5= greatly improved). The results of this section are presented in Table 4.10

Table 4.10 Success of FPE

Dimension's	1	2	3	4	5	Mean	Std Dev
Pupils' enrolment rate	10.2	24.5	18.4	22.4	24.5	3.27	1.351
School Success	4.1	6.1	26.5	34.7	28.6	3.78	1.066
Pupils' completion rate	0.0	18.4	26.5	44.9	10.2	3.47	.915
Teacher-student ratio	0.0	8.2	34.7	28.6	28.6	3.78	.963
Physical resources expansion	0.0	12.2	22.4	55.1	10.2	3.63	.834

Source: Researcher (2024)

The study findings on the success of FPE in Machakos Sub-County are presented in Table 4.10. The majority of the respondents on a statement on pupils' enrolment rate,

24.5% felt it had improved the success of FPE in Machakos Sub-County, another 24.5% of respondents had decreased views on the success of FPE in the County, 22.4% of them saw the success as improved, 18.4% felt the success was constant, 10.2% of them saw it as greatly decreased. On statements that schools in Machakos Sub-County perform. The majority of the respondents, 34.7%, labelled it as improved, 28.6% of the respondents labelled it as greatly improved, 26.5% labelled it constant, 6.1% labelled it decreased, and 4.1% labelled it greatly decreased.

Concerning the statement on pupils' completion rate demonstrates the success of FPE in Machakos Sub-County. The majority of the respondents on the statement on pupils' enrolment rate, 44.9% felt it had improved the success of FPE in Machakos Sub-County, and another 26.5% of respondents felt the completion rate had a constant effect on the success of FPE in the County, 18.4% of them felt it had a decreased effect, 10.2% felt it had a significantly improved effect on statements that schools in Machakos Sub-County attain teacher-student ratio. The majority of the respondents, 34.7%, felt it was constant; 28.6% labelled it as significantly improved, another 28.6% labelled it as improved, 8.2% labelled it decreased, and 4.1% labelled it decreased.

The statement on physical resources expansion demonstrates the success of FPE in Machakos Sub-County. The majority of the respondents on a statement on pupils' enrolment rate, 55.1% felt it had improved the success of FPE in Machakos Sub-County, another 22.4% of respondents felt it was constant, 12.2% felt it had a decreased effect, 10.2% felt it had a significantly improved effect from the results as presented in table 4.10. It can be concluded that Machakos Sub-County had been successful in free primary education as the majority of the respondents, more than

50%, agreed with the statements as indicated.

4.5 Normality Test

This section required the researcher to determine the normality test of the study variables. Results were as presented in Figure 4.1

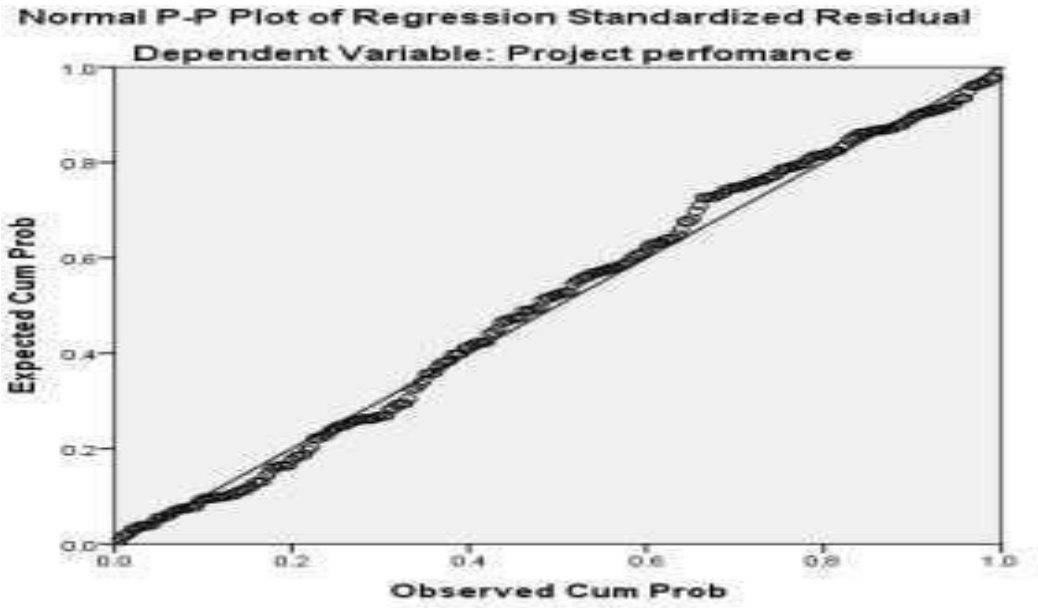


Figure 4.1 P-P Plot for Normality Test

Source: Survey Data (2024)

The P-P plot in Figure 4.1 presents responses to normality tests of the independent variables. The test was distributed along the regular probability distribution line, i.e., the observed cumulative distribution of the standardised residual, to the expected normal distribution. This was evidenced in the standard distribution in the regression model.

4.6 Correlation Analysis

The Correlation analysis was undertaken to establish the relationship between the independent variables: Project financing, Project Leadership, Stakeholder

Management, and Project Monitoring and Evaluation, and the dependent variable, the success of FPE. The questionnaire's five-point Likert scale structure 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. The Pearson correlation coefficient was utilised to examine the relationships.

4.6.1 Project Financing and Success of FPE

The relationship between project financing and the success of FPE was analysed where both variables were correlated, and findings were presented in Table 4.11.

Table 4.11 Correlation between project financing and success of FPE

		Project financing
Success of FPE	Pearson Correlation	.792**
	Sig. (2-tailed)	.000
	N	75

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

Source: Researcher (2024)

As was observed in Table 4.11, there was a strong positive significant r=0.792, p=.000 relationship between project financing and the success of FPE. This means that project financing positively impacted the success of FPE. Hence, the success of FPE in Machakos Sub-County schools was dependent on the project financing of the institutions

4.6.2 Project Leadership and Success of FPE

Further, the relationship between project leadership and the success of FPE was established. Findings were as presented in Table 4.12.

Table 4.12 Correlation between Project Leadership and Success of FPE

		Project Leadership
Success of FPE	Pearson Correlation	.823**
	Sig. (2-tailed)	.000
	N	75

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

Source: Researcher (2024)

The findings established a solid positive, significant r=0.823, p=.000 relationship between project leadership and the success of the FPE. Hence, project leadership plays a vital role in project success, and an increase in project leadership leads to an enhancement in the success of FPE.

4.6.3 Project Monitoring and Evaluation and Success of FPE

The findings of Table 4.13 concern the relationship between project monitoring and evaluation and the success of FPE.

Table 4.13 Correlation between Project M & E and the Success of FPE

		Project Monitoring and Evaluation
Success of FPE	Pearson Correlation	.804**
	Sig. (2-tailed)	.000
	N	75

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

Source: Researcher (2024)

The table's findings indicated a very strong positive significant r=.804, p=.000 relationship between project monitoring and evaluation and the success of FPE. Monitoring and evaluation were crucial in determining project success in Kenya Free Primary Education. Enhancing project monitoring and assessment procedures goes a long way in improving the success of FPE. These findings agreed with the 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 to determine a project or program's effectiveness, efficiency, relevance, sustainability, and impact as systematically and objectively as possible. It aims to provide valuable management information, judge the value and merits of an intervention, and draw lessons that can be used to make decisions in the future.

4.6.4 Stakeholder Management and Success of FPE

The study established the relationship between stakeholder management and the Success of FPE. The analysis's findings are presented in Table 4.14.

Table 4.14 Correlation between Stakeholder Management and Success of FPE

		Stakeholder Management
Success of FPE	Pearson Correlation	.706**
	Sig. (2-tailed)	.000
	N	75

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

Source: Researcher (2024)

The findings established a strong positive significant r=0.706, p=.000 relationship between stakeholder management and the success of FPE. Therefore, stakeholder management directly affects the success of FPE. As such, schools should enhance stakeholder management to enhance the success of FPE. This means that stakeholder management has a vital role in determining the success of FPE. One of the most valuable roles of stakeholders is facilitating a participatory process during implementation, such as through participatory baseline surveys, local impact assessments, or annual project reviews. Stakeholder Management increases local ownership of the project and, thus, the likelihood of a sustained impact and success

(Nyakundi, 2014).

4.7 Regression Analysis

The study analysed multiple regression to establish the independent variables' contribution to the dependent variable. The 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 of project financing, project leadership, stakeholder management, project monitoring, and evaluation taken together could account for up to 75.4% of the total variation in the success of FPE. The remaining 24.6% 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 the success of FPE. This also aided in developing the regression equation model by estimating the parameter estimates for the various variables. The findings from the analysis are presented in Table 4.15.

Table 4.15 Model Summary

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

a. Predictors: (Constant), Project Finance, Project Leadership, Stakeholder Management, Project Monitoring and Evaluation.

Source: Researcher (2024)

4.9 ANOVA Results

To examine whether the data was a good fit for the regression model, ANOVA was undertaken, and the data being a good fit was tested at a 5% significance level. Table 4.13 observed that the p-value was 0.000, which was less than 0.05, i.e., 5%, which implied that the regression model was a good fit for the data. This means that the probability of the regression model giving a wrong prediction effect on the dependent variable is 0%, which is less than the set significance level of 5%. Therefore, the regression model was adopted. Results were as presented in Table 4.16.

Table 4.16 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.123	4	7.781	33.804	.000[a]
	Residual	10.127	71	.230		
	Total	41.250	75			

a. Predictors: (Constant), Project financing, project leadership, stakeholder Management, Project Monitoring and Evaluation.
b. Dependent Variable: Success of FPE
Source: Researcher (2024)

The Results indicated an F-value of 33.804, which was significant at $p < .05$ level of significance, meaning that there is a significant relationship between Project finance, project leadership, project monitoring and evaluation, stakeholder management, and success of the FPE programme. F calculated F computed is greater than the critical F tabulated 45.26>2.482; this showed that the overall model was statistically significant at a 5% significance level. Hence, the independent variables have a very significant role in the success of FPE. The model coefficient values are shown in Table 4.17.

Table 4.17 Coefficients

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

a. Dependent Variable: Success of FPE

Source: Researcher (2024)

From the model, it was observed that the autonomous value of the success of FPE with all other factors held constant was 0.662 with a t-value of 2.324, a significant $p<0.05$ level of significance. Further, the table indicated that the parameter estimate β for project leadership was 0.258 with a t-value of 1.534, which was significant at $p<.05$ significance level. Therefore, project financing significantly influences the success of FPE. In addition, the parameter estimate β for stakeholder Management was -0.543 with a t- t-value of -2.603. The t-value was significant at $p<.05$ level of significance. Also, the parameter estimate β for project monitoring and evaluation was .525 with a t-value of 2.426, which was significant at $p<.05$ significance level. In addition, the parameter estimate β for project monitoring and evaluations was 0.622 with a t-value of 3.146. The t-value was significant at $p<.05$ level of significance.

The following regression model was fitted

$$Y = 0.662 + 0.258X_1 - 0.543X_2 + 0.525X_3 + 0.622X_4$$

Where:

Y = Success of FPE

X_1= Project Financing

X_2 = Project Leadership

X_3 = Stakeholder Management

X_4 = Project Monitoring and Evaluation Practice

From the model, a unit increase in project financing results in a 0.258 increase in FPE success. Further, a unit increase in project leadership results in a 0.543 decrease in FPE success. On the other hand, a unit increase in stakeholder management results in a 0.525 increase in FPE success. Additionally, a unit increase in project monitoring and evaluation results in a 0.622 increase in FPE success.

4.10 Hypothesis Testing

The study conducted hypothesis testing to determine the relationship between the variables adopted. Tests were done on $H0_1$, $H0_2$, $H0_3$, and $H0_4$. The results were presented as follows.

$H_0$1: -Project financing has no statistically significant influence on the success of FPE. The hypothesis was tested by determining the relationship between project financing and the success of FPE using multiple regressions. The test was done at a significance level of 0.05. The test results show a statistically significant correlation between project finance and the success of FPE $\beta = 0.258$, $\rho = 0.002 < 0.05$. The result leads to the rejection of the null hypothesis, hence the conclusion that project financing significantly influences the success of the Free Primary Education Programme.

$H_0$2: - Project Leadership has no statistically significant influence on the success of the FPE programme**.** The hypothesis was tested by determining the relationship between Project Leadership and the success of the FPE programme using multiple regressions. The test was done at a significance level of 0.05. The test results show a statistically significant correlation between Project Leadership and the success of FPE $\beta = -0.543$, $\rho = 0.013 < 0.05$. The result leads to the rejection of the null hypothesis, hence the conclusion that project leadership has a significant influence on the success of the FPE Programme.

$H_0$3: - Project Monitoring and Evaluation have no statistically significant influence on the success of the FPE programme. The hypothesis was tested by determining the relationship between project monitoring and evaluation and the success of the FPE programme using multiple regressions. The test was done at a significance level of 0.05. The test results show a statistically significant correlation between project management methodology and success of FPE $\beta = 0.525$, $\rho = 0.019 < 0.05$. The result rejects the null hypothesis, concluding that project monitoring and evaluation significantly influence the FPE Programme's success.

$H_0$4: - Stakeholder Management has no statistically significant influence on the success of the FPE programme. The hypothesis was tested by determining the relationship between Stakeholder management and the success of an FPE programme using multiple regressions. The test was done at a significance level of 0.05. The test results show a statistically significant correlation between project management methodology and success of FPE $\beta = 0.622$, $\rho = 0.003 < 0.05$. The result leads to

rejecting the null hypothesis, hence the conclusion that stakeholder management significantly influences the FPE Programme's success.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter summarises the research findings, discusses them, and concludes the study. It also presents recommendations according to the research objectives.

5.2 Summary of the Findings

The study's purpose was to assess the effect of project management methodology on the success of the FPE programme within Machakos Sub-County and to understand the effects of project finance on the success of the Free Primary Education programme. The study found that all indicators of project finance significantly affected the success of the Free Primary Education programme in Machakos Sub-County, with a weighted mean of 3.355 recorded.

The study determined the effect of project leadership on the success of the Free Primary Education programme within Machakos Sub-County. It found that all project leadership indicators had a significant relationship with all the indicators adopted in the section, with a weighted mean of 3.475 recorded.

The study explored the effect of project monitoring and evaluation on the success of the Free Primary Education programme within Machakos Sub-County. The research findings from all the indicators tested revealed a significant relationship between the success of the Free Primary Education programme and a weighted mean of 3.384 recorded.

The study established the effect of stakeholder management on the success of the Free Primary Education programme within Machakos Sub-County. The results of this section revealed that stakeholder management significantly affects the success of the Free Primary Education programme within Machakos Sub-County, with a mean weighted mean of 3.623 recorded.

5.3 Discussion of Study Findings

Discussion of the study findings was done following the research objectives.

5.3.1 Project Finance and Success of FPE

The study aimed to evaluate the impact of project finance on the success of the Free Primary Education (FPE) program within Machakos Sub-County. The findings suggest a positive correlation between project finance and the success of the FPE program, aligning with previous research in the field.

One key aspect highlighted in the research findings is the importance of adequate financial resources in enhancing the quality of education. This resonates with the observations made by Njura and Njeru (2019), who noted the reluctance of countries in Sub-Saharan Africa to allocate sufficient funds for primary education. Insufficient government grants for pupils' tuition have been identified as a significant challenge in enhancing education quality in the region.

Furthermore, the study findings are consistent with the research conducted by Gamba (2020) in Tanzania, which emphasised the benefits of direct disbursement of funds to primary schools. By streamlining the disbursement process and minimising delays,

this approach effectively reduced bureaucracy, fraud, and inconsistencies, ultimately contributing to improved project performance.

Similarly, the study findings are supported by Adan and Orodho (2015), who recommended expediting the fund disbursement process for FPE in Kenya. This underscores the importance of timely and efficient allocation of financial resources to support educational initiatives.

Moreover, the research aligns with the assertions of Cheluget and Morogo (2017), emphasised the significance of financial literacy and capacity building in project management. Knowledge in budgeting, financial statements, and record-keeping contributes to the success of projects, including educational programs like FPE. Therefore, investing in training programs for school heads in financial management is crucial for optimising the use of limited resources and ensuring project success.

In conclusion, the study findings support the notion that adequate project finance is crucial to successful educational programs like FPE. By addressing challenges related to fund allocation, disbursement processes, and financial management capacity, policymakers can enhance the effectiveness and sustainability of education initiatives, ultimately contributing to improved educational outcomes within Machakos Sub-County.

5.3.2. Project Leadership and Success of FPE

The second objective was to determine the effects of project leadership on the success of the Free Primary Education programme within Machakos Sub-County. One key aspect highlighted in the study findings is the crucial role of project leadership skills

in successfully implementing FPE initiatives. This observation is consistent with the findings of Akingunloye and Olowo (2021), who emphasised the importance of leadership in providing direction and mobilising stakeholders towards realising FPE goals. School heads and management teams play a pivotal role in articulating the objectives of FPE and fostering a shared vision among stakeholders.

Moreover, the study findings align with the research conducted by Hussain (2017), which highlighted the prevalence of democratic leadership styles among school heads. Democratic leadership involves soliciting input and suggestions from teachers and other stakeholders, fostering a participatory approach to decision-making. This inclusive leadership style has been shown to enhance participation and lead to better decision-making outcomes, contributing to the success of educational programs like FPE.

Additionally, the research findings are consistent with the conclusions drawn by Ganon-Shilon and Chen (2019), emphasised the positive impact of democratic project leadership styles on participation and decision-making. While less attention has been given to the role of project leadership in the success of FPE, these findings underscore the significance of effective leadership in driving successful educational initiatives.

In conclusion, the study findings support the notion that project leadership plays a crucial role in the success of FPE programs. By adopting democratic leadership styles and effectively mobilising stakeholders, school heads can create an environment conducive to achieving FPE goals. Further research in this area is warranted to deepen

our understanding of the specific leadership practices that contribute to the success of educational initiatives like FPE within Machakos Sub-County and beyond.

5.3.3 Project Monitoring & Evaluation and Success of FPE

The third objective was to explore the effects of project monitoring and evaluation on the success of the Free Primary Education programme within Machakos Sub-County. The study found a positive relationship between project monitoring and evaluation and the success of the Free Primary Education programme within Machakos Sub-County. These findings concur with a study by Njura and Njeru (2019), who believe that if there were robust monitoring and evaluation systems, various challenges that have been faced in the education sector for decades could have been eliminated.

The findings again align with a study by Mwanza and Silukuni (2020), who investigated the implementation of free education in primary schools in the Kafue district. Their findings showed high enrolments in Kafue primary schools, indicating that many learners had free access to education. The study concluded that rigorously monitoring and supervising educational programmes positively influences the implementation of FPE programmes.

The findings again support a study by Muthoni and Githui (2021), who evaluated monitoring and evaluation for quality service delivery within Pre-primary schools in Muranga. The results established the perception of Pre-primary teachers about the influence of monitoring and evaluation on quality service delivery. They agreed that monitoring and evaluation activities significantly affect quality service delivery in pre-primary schools.

5.3.4 Stakeholder Management and Success of FPE

The fourth objective was to establish the effects of stakeholder management on the success of the Free Primary Education programme within Machakos Sub-County. The research findings indicate a significant relationship between stakeholder management and the success of the FPE program, aligning with previous research in the field.

One key aspect highlighted in the study findings is the positive contribution of stakeholders' participation in school management activities towards accountability and education quality. This observation resonates with the findings of Adan and Orodho (2015), who emphasised the importance of stakeholders, including parents, in ensuring accountability and quality in education. Parents play a critical role in facilitating children's attendance at schools, underscoring the need to engage and educate communities about the benefits of the FPE program.

Moreover, the study findings align with the research conducted by Kinyua and Theuri (2016) in Mombasa County, which emphasised the importance of involving stakeholders and conducting training workshops to create awareness and educate stakeholders about their roles in implementing Universal Primary Education (UPE). Effective stakeholder engagement and awareness-building efforts are essential for fostering collaboration and ensuring the successful implementation of educational programs like FPE.

Overall, the research findings underscore the significance of stakeholder management in driving the success of FPE initiatives. By actively involving stakeholders and providing them with the necessary support and education, policymakers and education

authorities can enhance community participation, accountability, and, ultimately, the quality of education within Machakos Sub-County. Further research is warranted to explore additional strategies for effective stakeholder engagement and management in education programs.

5.4. Conclusion

The study has provided valuable insights into the factors influencing the success of the Free Primary Education (FPE) program within Machakos Sub-County. Several vital conclusions have been drawn through rigorous analysis and examination of various aspects of project financing, leadership, stakeholder management, and monitoring and evaluation.

Firstly, the study found that project financing significantly influences the success of the FPE program. Correlation and regression analysis revealed a positive correlation between project financing and the success of FPE, highlighting the importance of adequate financial resources in supporting educational initiatives. Secondly, project leadership emerged as a critical factor influencing the success of FPE. The study concluded that effective project leadership plays a significant role in driving the success of educational programs, emphasising the importance of leadership skills and strategies in mobilising stakeholders and guiding the implementation of FPE initiatives.

Additionally, the study highlighted the positive impact of stakeholder management on the success of FPE. By actively engaging and involving stakeholders, including parents and community members, in school management activities, accountability,

and education quality can be enhanced, contributing to the overall success of the FPE program. Furthermore, project monitoring and evaluation were identified as crucial elements influencing the success of FPE. The study found that robust monitoring and evaluation systems are essential for assessing progress, identifying areas for improvement, and ensuring accountability in FPE implementation.

Overall, the study's findings underscore the multifaceted nature of factors influencing the success of the FPE program. By addressing issues related to project financing, leadership, stakeholder management, and monitoring and evaluation, policymakers and education authorities can optimise the effectiveness and sustainability of FPE initiatives, ultimately contributing to improved educational outcomes within Machakos Sub-County. Further research and continuous evaluation are recommended to refine strategies and enhance the impact of FPE programs in the region.

5.5 Recommendations

The study recommends the following: -

In practice, the study recommends that: -

i. **Inclusive Engagement of Parents and Local Communities**: Incorporate parents and local communities in project implementation and monitoring and evaluation (M&E) processes. This inclusive approach fosters community ownership and ensures the relevance and effectiveness of education initiatives. Additionally, explore digital platforms to enhance communication and participation.

ii. **Digitization Factor**: Integrate digital technologies into education practices, including project management, communication, and M&E. This can streamline processes, improve data accuracy, and facilitate real-time monitoring and reporting.

iii. **Oversight on Project Financing**: Regularly oversee project financing for schools and ECDE centres to ensure transparency, accountability, and efficient fund utilisation. This oversight helps improve legislation and resource allocation for educational development.

iv. **Capacity Building for Personnel**: Ensure that personnel in schools and ECDE centres possess the necessary skills and training to fulfil their roles effectively. Invest in professional development programs to enhance teaching, administration, and technology integration capacity.

v. **Stakeholder Management Mechanisms**: Establish proper mechanisms for stakeholder management, including consultative forums and communication channels. These platforms facilitate continuous engagement, feedback, and collaboration among stakeholders, ensuring their active involvement in education initiatives.

vi. **Monitoring and Evaluation Systems**: Develop and implement robust monitoring and evaluation systems for education projects, including clear indicators, benchmarks, and reporting mechanisms. These systems should prioritise effectiveness, efficiency, and transparency to ensure the success of education programs.

On Policies:

i. **Clarity in Policy Formulation**: Ensure clarity and coherence in education policies, particularly those related to free primary education and ECDE. Clear policies provide guidance and direction for stakeholders, leading to effective implementation and accountability.

ii. **Collaboration with Project Leaders**: To enhance coordination and oversight and foster regular collaboration between devolved governance structures and project leaders. This collaboration promotes transparency, accountability, and public engagement in education development efforts.

iii. **Establishment of Monitoring and Evaluation Structures**: Establish well-defined structures for monitoring and evaluation at national and county levels. These structures should prioritise data-driven decision-making, learning, and improvement in education service delivery.

By implementing these recommendations, national and county governments can strengthen education systems, improve educational outcomes, and ensure equitable access to quality education for all children.

5.6 Suggestions for Further Research

Further research in the realm of free primary education in Machakos Sub-County could encompass a broader exploration of factors influencing educational success beyond project management methodology. Comparative studies across neighbouring counties like Makueni and Kitui could shed light on program implementation and outcome variations, considering local contexts and governance structures. Policy analyses could evaluate existing education policies' effectiveness and suggest reforms.

At the same time, investigations into the impact of digital technologies and innovative community engagement strategies could offer new avenues for enhancing educational outcomes. By addressing these areas, researchers can contribute to a more comprehensive understanding of free primary education dynamics and inform evidence-based policies and practices for sustainable educational development.

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APPENDICES

APPENDIX I QUESTIONNAIRE

Instructions:

This questionnaire has been prepared for the sole purpose of getting feedback from you concerning a survey being conducted on project management methodology on the success of a free primary education programme in Machakos Sub-County. After the question, you must place a tick or an X in the provided box. These may take less than 15 minutes to complete. Kindly provide responses that show personal and independent opinions on the issues asked. This research is purely academic.

Section

PART A: PERSONAL INFORMATION

Please indicate your gender.

Male [ ] female [ ]

1. Please indicate your age bracket.

18-25 yrs [ ] 26 – 35 yrs [ ] 36 – 45 yrs [ ] 46-55 yrs [ ] Over 55 yrs [ ]

2. Kindly indicate the highest level of education.

Certificate [ ] Diploma [ ] Bachelor's degree [ ] Master's degree [ ]

Others (kindly specify) …….

3. Kindly indicate the professional training you have pursued related to project management methodology. (You can select more than one choice).

Project finance [ ]

Project leadership [ ] Project monitoring and evaluation [ ]

Stakeholder management training [ ] None of the above [ ]

Other training (kindly specify) ……

Section B: Project Finance

An assessment of project finance on the success of a free primary education programme in Kenya.

The statements below relate to project finance and the perceived effect on the success of the Free Primary Education (FPE) programme. Kindly rate them according to what extent you agree or disagree (1 = Strongly disagree, 2 = Disagree, 3= = Neutral, 4 = Agree, 5 = Strongly agree, Tick as appropriate).

Statements		1	2	3	4	5
1	The funds the government allocates for free primary education are adequate to cover the cost of primary education per pupil.					
2	The funds the government allocates each financial year to purchase textbooks for students are adequate.					
3	Adequate funds have been allocated to construct new classrooms to avoid overcrowding in classes.					
4.	The government's funds for free primary education are determined by price changes, inflation, and the cost of living, among other factors.					

5	The Free Primary Education funds are disbursed by the government in a timely manner.					
6	The government organises capacity-building workshops for us on the management of FPE funds					
7	I have training in preparing budgets, financial statements, and record-keeping.					
8	Prior to training, pre-training needs assessments are conducted to establish our gaps relating to FPE funds management.					

Section C: Project Leadership

The statements below relate to project leadership and their perceived effect on the success of the Free Primary Education (FPE) programme. Kindly rate them according to what extent you agree or disagree (1 = strongly disagree, 2 = Disagree, 3= = Neutral, 4 = Agree, 5= = strongly agree, Tick as appropriate).

Statements		1	2	3	4	5
1	The government organises capacity-building workshops for us on FPE leadership at least once per year.					
2	The government dictates the style of leadership we should use for FPE					
3	Our leadership styles are evaluated each term against the progress in implementing FPE.					
4	Stakeholders are encouraged by our FPE leadership style					
5	Any decision undertaken regarding FPE involves consultation.					
6	The FPE implementation leadership in our school is committed to ensuring the success of FPE.					
7	The leaders and coordinators of stakeholders have been committed to supplementing the efforts of our team towards realising FPE.					
8	We have set criteria for measuring the commitment levels of all leaders tasked with implementing free primary education.					

Section D: Project Monitoring & Evaluation

The statements below relate to project monitoring & evaluation and the perceived effect on the success of the Free Primary Education (FPE) programme. Kindly rate them according to what extent you agree or disagree (1 = strongly disagree, 2 = Disagree, 3= = Neutral, 4 = Agree, 5= = strongly agree, Tick as appropriate).

Statements		1	2	3	4	5
1	The government has established a department responsible for monitoring and evaluating FPE in our schools.					
2	There are existing monitoring and evaluation systems for monitoring and evaluating FPE in schools.					
3	The M&E of FPE within our school is conducted by the team, not head teachers alone.					
4	Educational inspectors and officers effectively carry out their M&E of FPE duties.					
5	M&E coordination progress is documented in reports and shared with relevant M&E officers in the Ministry of Education					
6	The government has been organising M&E capacity-building workshops for us on (FPE) at least once per year.					
7	The M&E trainings are facilitated by competent facilitators					
8	There is a set schedule on when to conduct the M&E of the FPE.					
9	The set schedules for conducting M&E of FPE are strictly followed without failure.					
10	A comprehensive report on the findings is written and shared for every schedule conducted.					

Section E: Stakeholders' Management

The statements below relate to stakeholders' management and their perceived effect on the success of the Free Primary Education (FPE) programme. Kindly rate them according to what extent you agree or disagree (1 = strongly disagree, 2 = Disagree, 3= = Neutral, 4 = Agree, 5= = strongly agree, Tick as appropriate).

Statements		1	2	3	4	5
1	Our school has held more than one meeting yearly to sensitise stakeholders to their roles in realising FPE's success.					
2	Mobilisation of stakeholders is not just limited to the school but also to other forums and platforms where they might be in attendance.					
3	The parents have been active in ensuring that their children attend schools.					
4	The stakeholders are well informed of the roles they should play in ensuring the success of the FPE programme.					
5	The existing mobilisation strategy we have in place at our school has boosted efforts to mobilise stakeholders.					
6	Various stakeholders participate in the FPE programme and do so willingly.					
7	The involvement of stakeholders contributes towards enhanced accountability in the FPE programme.					
8	Stakeholders' involvement in the FPE programme ensures they are fully aware of every progress made and any drawbacks.					

Section F: The Success of the Free Primary Education Program

Generally, how has project finance, leadership, monitoring and evaluation, and stakeholder management influenced the below dimensions on the success of Free Primary Education (FPE)? Kindly rate on the scale (1= Greatly decreased, 2= Decreased, 3= Constant, 4= Improved, 5= Greatly Improved.).

	Dimensions	1	2	3	4	5
1	Pupils’ enrolment rate					
2	School Performance					
3	Pupils’ completion rate					
4	Teacher-student ratio					
5	Physical resources expansion					

Thank you for your time.

APPENDIX II

ANU RESEARCH AUTHORIZATION PERMIT

22nd, May, 2023

E-mail: researchwriting.mba.anu@gmail.com

Tel. 0202711213

Our Ref: 11S03EMBA035

The Director.
National Commission for Science,
Technology and Innovation (NACOSTI),
P. O. Box 30623, 00100
Nairobi. Kenya.

Dear Sir/Madam:

RE: RESEARCH AUTHORIZATION FOR: PATRICIA KALONDU NTHIWA

Miss. Patricia is a postgraduate student at Africa Nazarene University in the Master of Business Administration (MBA) program.

In order to complete her program, Miss. Patricia is conducting research entitled: "**Project Management Methodology on the Success of Free Primary Education Programme in Machakos County: A Case of Machakos Sub-County**"

Any assistance offered to her will be highly appreciated.

Yours Faithfully,

DR. Kimani Gichuhi,

MBA, Coordinator,

School of Business,

Africa Nazarene University.

APPENDIX III

NACOSTI RESEARCH AUTHORIZATION PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 206565

Date of Issue: 31/May/2023

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This is to Certify that Ms.. PATRICIA KALUNDU NTHIWA of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: PROJECT MANAGEMENT METHODOLOGY ON THE SUCCESS OF FREE PRIMARY EDUCATION PROGRAMME IN MACHAKOS COUNTY: A CASE OF MACHAKOS SUB-COUNTY for the period ending: 31/May/2024.

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National Commission for Science, Technology and

Innovation (NACOSTI),

Off Waiyaki Way, Upper Kabete,

P. O. Box 30623 - 00100 Nairobi, KENYA

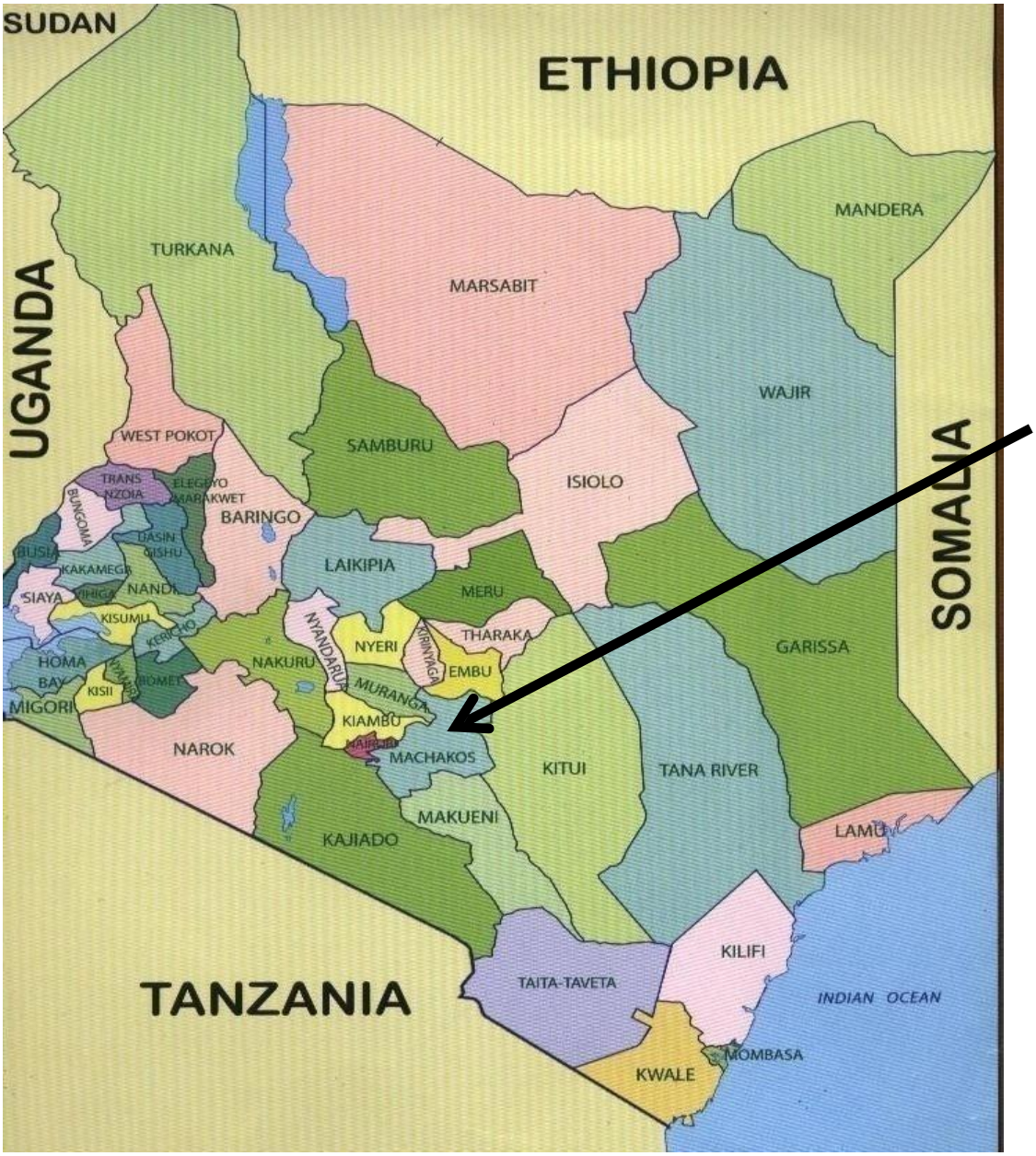
Telephone: 020 4007000, 0713788787, 0735404245

E-mail: dg@nacosti.go.ke

Website: www.nacosti.go.ke

APPENDIX V

MAP OF KENYA SHOWING MACHAKOS COUNTY



ROLE OF PROJECT MANAGEMENT METHODOLOGY IN THE SUCCESS OF FREE PRIMARY EDUCATION PROGRAMME IN MACHAKOS COUNTY: A CASE OF MACHAKOS SUB-COUNTY

ORIGINALITY REPORT

18%	13%	3%	12%
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