

Government Policy Compliance on the Relationship between Project Critical Success Factors and Completion of Construction Projects in Public Secondary Schools in Bungoma County, Kenya

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Abstract: *The central theme of this paper was to establish the moderating influence of government policy compliance on the relationship between project critical success factors and completion of construction project in public secondary schools in Bungoma County, Kenya. Guided by theory of construction management and soft value management theory, the study used a mixed method approach which embraced both qualitative and quantitative approaches including hypothesis testing. The study target population of 610 consisted of principals, PTA Chairpersons and Quality Assurance Officer's from which the sample size of 461 was drawn. The study used a questionnaire and an interview schedule as the main instruments of data collection. Quantitative data was analyzed using descriptive and inferential statistics and data presented in frequency tables while qualitative data was presented in narrative form. Hypothesis was tested using linear regression at 0.05 level of significance to determine the degree and direction of relationships among variables. The study attained Cronbach Alpha of coefficient of 0.839 for all the questions on Government policy compliance implying that the instrument was reliable. The results showed government policy compliance had a statistically significant moderating influence on the relationship between critical success factors and completion of construction projects in public secondary schools in Bungoma County (procurement $r=0.393$, $p<0.05$ and usage and audit of school project $r=0.623$, $p<0.05$. The study therefore concluded that Government policy compliance has a statistically significant moderating influence on the relationship between project critical success factors and completion of construction projects in Bungoma County, Kenya. This findings form basis for future reference in the field of project planning and management by researchers and any other interested parties.*

Keywords: Government Policy Compliance, Completion of construction projects, Public Secondary schools

1. Introduction

The concept of project success and failure factors were first introduced by Rubin and Seeling (1967). They investigated the impact of a project manager's experience on the project's success or failure. Technical performance was used as a measure of success. It was found that a project manager's previous experience has minimal impact on the project's performance, whereas the size of the previously managed project does affect the manager's performance. Pinto (1986) contends that projects often possess a specialized set of critical success factors which, if addressed, would improve the likelihood of successful implementation. Although several lists of critical failure and success factors have been generated, many of those factors do not, in practice, directly affect project success or failure. Usually, a combination of many factors at different levels of project life, result in project success or failure (Pinto and Slevin, 1988). Mengesha (2004) indicates that research into critical success factors has been undertaken since 1967, and demonstrates the development of information on critical success factors based on empirical and theoretical studies.

Researchers have advanced the view that identifying and managing the project success or failure critical factors is critical to achieving development agenda in the local communities across the world. UNDP (2002) reports

growing demand for effective development to improve people's lives. Success in large projects is a challenging matter and depends on several aspects which may include human related factors, project-management related factors and factors related to the external environment (Chan, 2004). This calls for proper implementation of projects for continuous improvement and quality of performance in organizations. This perspective hinges on the new idea coined by UNDP namely Results Based Management.

There are number of studies on success factors in the Construction industry. Chua, Kog and Loh (1999), Jha and Lyer (2007) adopted the success factors identified by Ashley, Laurie and Jaselskis (1987). Pinto's research (1986) on project implementation and his subsequent findings with Slevin on 10 critical success factors have since become a classic piece of work in this field. Most, if not all, of these lists include factors related to the project manager and to the organization that owns the project but tends to ignore project characteristics, characteristics of team members and factors external to the project. Their model is one of the most widely quoted lists of critical success factors (Muller and Turner, 2005).

Delays in project completion and poor performance in the construction industry has been experienced and has led to failure in achieving effective time and cost performance (Aftab, Ismael and Ade, 2012). This delay is a common

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phenomenon that occurs especially where the government projects are concerned in Malaysia (Tawil *et al*; 2013). In a study conducted to identify significant factors that cause cost overruns in large construction projects in Malaysia, the top three factors were found to be fluctuation of materials, cash flow and financial difficulties faced by contractors and poor site management and supervision (Rahman, Memon and Karim, 2013).

Completion of projects within intended cost and time has always been a challenge. Oyewobi, Ibrahim and Ganiyu, (2012) observed that it is almost impossible to have projects completed within the initial cost and time in Nigeria. This is as a result of many factors the construction industry is plagued with ranging from estimating risk of time and cost overruns. Defects in design, inflation, contractors' competence, political uncertainty as well as changes in government had the greatest impact on contractors' tender figure which contributes to delay of projects. In Pakistan, the problem of project delays hence poor project performance is a fact that occurs mostly in the construction industry (Haseeb *et al*; 2011). Delays are always measured as expensive to all parties concerned and very often it will result in clash, claims, total desertion and much difficulty for the feasibility and it slows the growth of the construction industry. Natural disasters like flood and earthquake, financial and payment problems, improper planning and poor site organization, insufficient experience and shortage of materials and equipment are further factors that cause delays.

Abdelhak and Mohamed, (2012) make similar observations of problems of delay in the field of construction. Analysis of causes of deadline slippage in construction projects completed in several regions of Morocco were identified as errors made in the initial budget assessment, volatility of the architecture and engineering programme (multiple modification requests) and construction site hazards. Disputes have frequently been claimed to proliferate in the construction industry. These result in drawbacks and disharmonizations in the completion of the projects with considerable costs.

In Kenya the problem of project completion is common. Clement Kitemu, president of Project management Institute-Kenya Chapter said "The country is replete with incomplete or delayed projects that end up being very costly due to the owners and the public." Project failure in Kenya can be largely attributed to organizational and industry failure to embrace and adopt modern programme and project management practices (GOK, 2015).

2. Statement of the Problem

The construction industry in Kenya and the public sector in general has not been efficient and effective in projects delivery. This is realized due to the high number of stalled construction projects scattered all over the country. There is high rate of non-completion of projects, cost overruns and extensions of contract periods as well as final products that do not meet the clients' expectations. Public secondary schools in Kenya are not an exception. According to Treasury's Report on the status of implementation of

projects in high schools, out of the 365 Centers of Excellence to be established throughout the country, only 53 had been completed (GOK, 2012). The Ministry of Education had also planned to build 421 Model Primary Schools, two each in the 210 Constituencies. By 2012, only 185 had been completed. Consequently the Ministry requested for an additional Kshs. 2.2 Billion to complete stalled projects.

This scenario is replicated in public schools in Bungoma County which is characterized with delays, poor implementation and incompleteness despite the schools ever growing enrolments with need for construction of more school facilities. Delays in completion of projects are evident in the many incomplete and stalled projects in public secondary schools in the County. This results into students learning under trees or in makeshift structures. According to Bungoma County Citizens Constituency Development Fund Report Card for Sirisia Constituency (2011), Out of 163 projects implemented in the year 2011, only 39 were categorized as well built. Out of the 163 projects, 74 were school construction projects, with 49 for primary schools and 25 secondary schools. The report's recommendations for Sirisia CDFC were to complete all incomplete projects and reduce by 80% poorly completed CDF projects (National Tax Payers Association, 2011). Further, a Citizen's Constituency Development Fund (CDF) Report Card for Kanduyi Constituency in Bungoma County for the financial year 2007/08 released in 2011 found out that out of a total of Kshs. 128,652,185 which had been allocated to the constituency since the onset of the CDF in the year 2003/04. Kshs. 30,588,859 had been misappropriated due to poorly implemented projects and Kshs. 22,079,051 remains unaccounted for (National Tax Payers Association, 2011). In view of this, the present study sought to establish moderating influence of government policy compliance on the relationship between project critical success factors and completion of construction projects in public secondary schools in Bungoma County, Kenya.

3. Study Objective

To establish the moderating influence of Government policy on the relationship between project critical success factors and completion of construction projects in public secondary schools in Bungoma County, Kenya.

Research Question

What is the moderating influence of government policy compliance on the relationship between project critical success factors and completion of construction projects in public secondary schools in Bungoma County?

Research Hypothesis

H1: Government policy compliance significantly influences the relationship between project success factors and completion of construction projects in public secondary schools in Bungoma County.

4. Literature Review

The government of Kenya has given the right allocations in order to realize the long term goal of boosting the quality of

life of Kenyans. Huge resources have been deployed in order to start changing the course of the story and also ensuring the projects of the future are slowly being realized. The Kenya National Bureau of Standards has also come up to give operation guidelines on what should be done and how it should be done. The Ministry of Public Works provides parent ministries with suitable accommodation, implementation of Government annual programs of building and construction works (Seboru, 2006). It creates standards, designs, invites tenders, supervises construction and advises the client ministry on cost of works and disbursements to be made. Minister for Planning and National Development was quoted as saying, "The Government is taking a serious view of delays in projects through which a lot of money is lost due to cost overruns" (GOK, 1990).

Procurement is one of the areas the Kenya government has given policy direction on its operation through legislation. According to PPDA (2005), Public Procurement and Disposal Act require Procuring Entities to plan their procurements. A procurement plan is designed to give maximum value to the Procurement Entities for expenditures. It is also designed to ensure it handles all the issues that could be detrimental to the procurement processes and thereby making it easy for the public to consume the information. Similarly, Juma (2010) reiterates of the importance of public procurement as it is responsible for a good proportion of the GDP. Public procurement is estimated to rise up to 10% for all the items the government buys. In developing countries, the procurement is also with the same range of 9% –13% of the GDP (Thai, 2004). Therefore, public institutions should have a clear plan on how to handle their procurement processes. According to Agaba and Shipman (2007), a procurement planning process is the plan on the purchasing activity within a specified time period. The procurement plan is completed when the budgeting process is ongoing (Burt, Dobler and Starling; 2004).

In agreement with Agaba and Shipman (2007), Bailey (2000) asserts that procurement is a critical financial process that will need to be well planned to avoid loss of cash or delivery of poor quality goods. The planning will take into consideration the kind of value that need to be achieved when the procurement is done. Other regulations like the prices will also need to be fixed and adjusted depending on the quality of service. The government will also need to give approvals in order for the necessary funding to be approved. The international community is also hinged on the procurement regulations which are prescribed by the UN Procurement Practitioner's Handbook (2006). The regulation is in order to secure the quality of service and goods offered as well as the transparency of the processes. Therefore, it is important to acknowledge the need for proper and prior planning in order to ensure the processes will run smoothly and effectively. Proactive measures will need to be taken in order to ensure the contingencies are solved and aligned with the established regulations.

With the understanding of the central role procurement plays in delivery of public services, Ogubala and Kiarie (2014) examined the factors that affect procurement processes in

different County Governments in the republic of Kenya. The study focused on a case study of Nairobi City County. The idea was to focus on recommendations that needed to be made in order to realign the procurement process. The aim of the study was to establish how management support, staff competence, Information Communication Technology (ICT) tools, and budgeting procedure affect procurement planning. The study which employed survey design with questionnaire as a tool for data collection concluded that inadequate competencies of procurement staff as well as the lack of management support, other ICT tools plus the other budgeting procedures affected procurement planning. On the other hand, the procurement procedures should be adopted in line with Public Procurement and Disposal Act 2005 (Thai, 2004). Procurement procedures are bound to affect project completion since a projects source for goods and services and how the sourcing is done counts.

Usage of project funds and controls on usage of such funds through audits is paramount to project execution and eventual completion. APM (1995), explains that there is need for proper planning and monitoring to be carried out in order for the projects to be completed within the specified time frame. In this case, the increasing cost that may complicate the processes will require the performance to be improved for the purposes of guiding the rational improvement actions (Seddon, 2008). The Kenya Government ministry of Education Science and Technology gives guidelines on school levies. This gives direction on amount of money to be levied on an activity area, its usage and the requirement for audit of the same. Every project has a limited budget and there is a point at which there are no resources remaining to fund the work of the project. If the project manager goes beyond that point, then the work of the project will remain unfinished until new funds are available. This underscores the importance of ensuring good use of project funds. A critical step of beginning a successful project is making certain that the cost estimates for the project are reasonable and acceptable.

Project cost control is a crucial part of the project because it will have an impact on whether the resources allocated will be enough. This is because although the allocations can be made, changes or delays may end up complicating the cost and thus there is need to ensure a special team of financial experts is keeping in check the cost control. Project cost control is focused on controlling changes within budgeted costs (Chitkara, 2009; Joseph, 2010). Kogi (2013) established that project cost controls influence effectiveness of implementation of Construction projects. This was in agreement with Griffin (2010) who noted every project has a limited budget and there is a point beyond which there are no remaining resources to fund the work of the project. The purpose of the study was to identify factors influencing the effectiveness of implementation of the economic stimulus programme (ESP), the case of construction projects in Nairobi County, Kenya. The methodology used was literature review and field study. The study found that effective cost control of project costs requires adherence to the project budget during implementation of the project. Joseph (2010) and Chitkara (2009) recommend the application of Cost control tools namely: variance analysis and earned value analysis. In variance analysis the project

manager will adopt the role of comparing the actual results with the planned results in a bid to have a detailed spreadsheet or graph format that will be used to show the extent of the difference between what was planned and what has been achieved.

In examining the determinants of timely completion of projects in Kenya: A Case of Kenya Power and Lighting Company, Thika was used in the study by Kariungi (2014). The focus of the study was the procurement procedures and the kind of impact they had due to timely availability of materials and works in project. A descriptive as well as an exploratory research design was adopted. The study targeted the engineers deployed to carry out the project, the supervisors manning the operations and different types of technical staff working on the projects. A correlation analysis was used to show the influence of procurement

procedures on timely availability of materials and works. A correlation of 0.633 was obtained and revealed that late project closure could be attributed to procurement delays. Tawil *et al*; (2013) and Aftab, Ismael and Ade (2012) agree with this in saying that regular and on schedule progress of work activities on site require sufficient cash flow in order to facilitate procurement of materials, plants and equipment on time as well as remuneration of labour force. This underscores the role of procurement.

5. Conceptual Framework

Figure 2.1 shows the interaction between social economic factors and completion of construction projects in public secondary schools in Bungoma County Kenya.

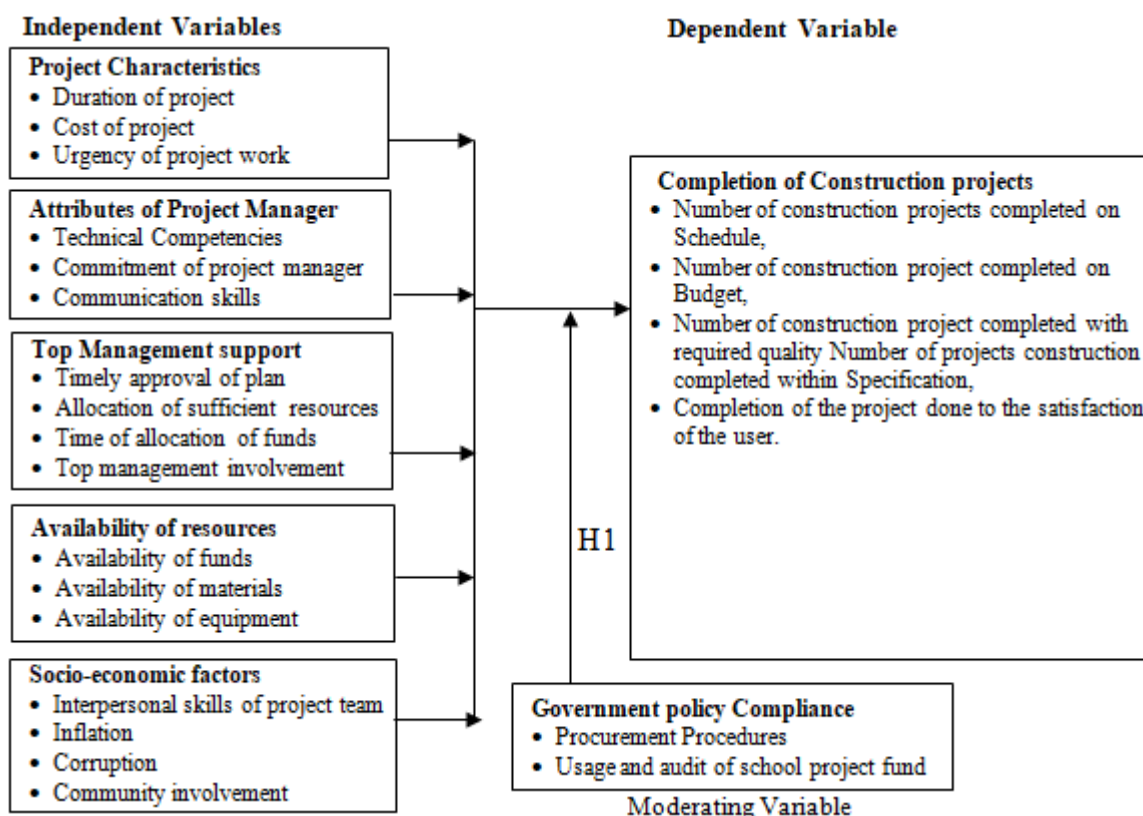


Figure 2.1: Conceptual Framework

Research Methodology

The study adopted a descriptive survey due to its ability to consider diverse aspects of the research problem and helping the researcher to describe precisely what is being seen (Saunders et al., 2007). A descriptive research design also enables generation of factual information about the study. A descriptive research design is concerned with describing characteristics of a problem. A descriptive research design is deemed appropriate for this research paper because it helped to portray accurate profile of events and how they are. It also allowed for in-depth analysis of variables and elements of the study population as well as collection of large amounts of data in a highly efficient way. The study made use of the combination of both qualitative and quantitative data through interviews and questionnaires.

The County has 296 public secondary schools and 12 private schools. The literacy level is 60.5% with those attending school (15 yrs-18 yrs.) at 87.4% with secondary school enrolment of 130,907 students. The target population from which the study sample was drawn was 296 Principals and 296 PTA Chairpersons of public secondary schools and 9 Quality Assurance and Standards Officers giving a total of 601, as the target population.

Purposive sampling was adopted in choice of study respondents who were subjected to Stratified sampling to ensure homogeneity of the selected sample in ensuring that samples are drawn from each region encompassed in the target population, then followed by simple random sampling technique from each region. The sample size for this study was 461 drawn from a target population of 601 using Yamane (1967) theory of sampling.

Primary data was obtained from the questionnaires and interview schedules as research instruments. Questionnaires were used to capture data from the respondents. This instrument was used in the study because it is confidential, saves on time, has no bias and covers wide area (Mugenda and Mugenda, 2003). The questionnaire as an instrument used both closed ended and open ended questions in its structure.

The study used both descriptive and inferential statistics during data analysis. Numerical scores were awarded to closed ended questions. Descriptive statistics employed the use of means, frequencies and percentages and for inferential statistics. Quantitative data collected from respondents was coded and analyzed using the Statistical Package for Social Sciences (SPSS version 20) tool. Simple regression was used to determine the influence of project characteristics on completion of construction projects.

Study Results

A total of 452 questionnaires were issued to the respondents out of which 320 questionnaires were correctly filled and returned. This constituted 70.8% of which was considered adequate and in line with Kothari (2004) who recommended that a return rate of more than 50% was acceptable in social science research. From the results, 16 (5%) of the respondents came from Cheptais sub county, 36(11.3%) from Kimilili sub county, 28(8.8%) were from Bungoma central sub county, 58 (18.1%) from Bungoma East sub county, 48(15%) from Bungoma South sub county, 42 (13.1%) from Bumula sub county, 50 (15.6%) were from Bungoma North sub county, 32 (10%) from Bungoma West sub county while the remaining 10 (3.1%) were from Mt

Elgon sub county. The results showed that 18 (5.6%) of the respondents were aged between 25-34 years, 39 (12.2%) were aged between 35- 44 years, 191 (59.7%) were aged between 45-54 years, 35 (10.9%) were aged between 55 – 64 years while the remaining 37(11.6%) were 65 years and above.

The age of the majority of respondents is important because it is an active age that is quite productive in determining the success of any given task (Sin, 2010). Out of 320 respondents who participated in the study 246 (76.9%) were male while 74 (23.1) were female. This finding goes against gender parity as articulated in Kenyan constitution. The results shows that out of 320 respondents who participated in the study 55 (17.2%) had tertiary education, while 265 (82.8%) had university education. This shows that the level of education of the people involved in the management of projects is adequate for completion of construction projects. The results indicate that out of 320 respondents who participated in the study, 248 (77.5%) had acquired training in management of projects while 72 (22.5%) had no formal training in the same.

The study sought to establish the moderating influence of Government policy on the relationship between project critical success factors and completion of construction projects in public secondary schools in Bungoma County, Kenya. To achieve this objective, respondents who participated in the study were asked to state their level of agreement or disagreement in a Likert scale of 1 – 5 where; Strongly agree (SA)=5, Agree(A)= 4, Neutral or not sure (N)= 3, Disagree (D)= 2 and Strongly disagree (SD) = 1. The six statements are presented on Table 4.1.

Table 4.1: Government Policy Compliance and Completion of Construction Projects

No	Statements	SA f (%)	A f (%)	NS f (%)	D f (%)	SD f (%)	Mean	Std Deviation
1.	Availability of school construction project procurement plan is important	261(81.6)	59(18.4)	0(0)	0(0)	0(0)	4.8156	0.38840
2.	Tendering for project goods and services for school construction projects is critical	252(78.8)	63(19.7)	5(1.6)	0(0)	0(0)	4.7719	0.45605
3.	Availability of school infrastructure account for school construction projects is crucial	249(77.8)	69(21.6)	2(0.6)	0(0)	0(0)	4.7719	0.43494
4.	Having project construction budget for school construction project matters.	248(77.5)	65(20.3)	7(2.2)	0(0)	0(0)	4.7535	0.48000
5.	Submission of books of account for audit for school construction projects is important	250(78.1)	66(20.6)	4(1.3)	0(0)	0(0)	4.7688	0.54101
6.	Discussion of audited accounts for school construction projects is vital	242(75.6)	67(20.9)	11(3.4)	0(0)	0(0)	4.7219	0.51997
Composite mean and Standard Deviation				4.7673			0.4701	

Statement one; availability of school construction project procurement plan is important. Out of 320 who participated in the study, 261 (81.6%) strongly agreed, 59(18.4%) agreed while none was not sure, disagreed or strongly disagreed respectively. Statement mean 4.8156 was above the composite mean 4.7673 implying availability of school construction project procurement plan has influence on completion of construction projects. Statement two; tendering for project goods and services for school construction projects is critical. Out of 320 respondents, 252 (78.8%) strongly agreed, 63(19.7%) agreed, 5(1.6%) were not sure while none disagreed and strongly disagreed respectively. Majority of the respondents 315(98.5%) agreed tendering for project goods and services for school construction projects was critical. The statement mean

4.7719 was above the composite mean 4.7673 implying tendering for project goods and services for school construction projects has influence on completion of construction projects.

Statement three; availability of school infrastructure account for school construction projects is crucial. Out of 320 who participated in the study, 249 (77.8%) strongly agreed, 69(21.6%) agreed, 2 (0.6%) were not sure while none disagreed or strongly disagreed. Majority of the respondents 318(99.4%) agreed availability of school infrastructure account for school construction projects is critical. Statement mean 4.7719 was above the composite mean 4.7673 implying availability of school infrastructure account for school construction projects has influence on completion of

construction projects. Statement four; having project construction budget for school construction project matters. Out of 320 respondents, 248 (77.5%) strongly agreed, 65(20.3%) agreed while 7(2.2%) were not sure. None of the respondents disagreed or strongly disagreed. Majority of the respondents 313 (97.8%) agreed having project construction budget for school construction matters. Statement mean 4.7535 was below the composite mean 4.7673 implying having project construction budget for school construction project does not support completion of construction projects.

Statement five; submission of books of account for audit for school construction projects is important. Out of 320 respondents, 250 (78.1%) strongly agreed, 66 (20.6%) agreed while 4 (1.3%) were not sure. None of the respondents disagreed or strongly disagreed. Majority of the respondents 316 (98.7%) agreed submission of books of account for audit for school projects is important. Statement mean 4.7688 was above the composite mean 4.7673 implying submission of books of account for audit for school construction projects has influence on completion of construction projects. Statement six; discussion of audited accounts for school construction projects is vital. Out of 320 respondents, 242 (75.6%) strongly agreed, 67 (20.9%) agreed while the remaining 11 (3.4%) were not sure. None of the respondents disagreed or strongly disagreed. Majority of the respondents 309 (96.6%) agreed discussion of audited accounts for school construction projects is vital. Statement mean 4.7219 was below the composite mean 4.7673 implying discussion of audited accounts for school

construction projects do not influence completion of construction projects in public secondary schools in Bungoma County.

Hypothesis H1

H1: Government policy compliance significantly moderates the relationship between project critical success factors and completion of construction projects in public secondary schools in Bungoma County. Multiple regression was used. Thus

$$Y_{cp} = \alpha + \beta_6 A + \beta_7 GP + e$$

Where Y_{cp} is completion of construction projects, α is the y-intercept term, A is project critical success factors, GP is government policy compliance

The first step was to establish the coefficient R value of the combined influence of critical success factors on completion of construction projects as shown in Table 4.2

Table 4.2: Combined Critical Success Factors

Model's Goodness of Fit Statistics					
R	R Square	Adjusted R Square	Df	F	Sig.
0.727	0.528	0.521	5	70.234	0.000 ^b

The value of R obtained was 0.727. This value was then compared to the R values obtained in the regression model when government policy was used as a control variable in the second step. The results of the second step were as shown in Table 4.23

Table 4.3: Results of First Order Partial Correlation of Government Policy Compliance and Project Critical Success Factors (CSF)

Control / moderating variable(z)	First order partial correlation ($r_{xy.z}$)	Moderation effect of government policy (compared to zero order simple correlation coefficient of CSF and Completion of construction projects ($r_{xy} = 0.727$))	Significance (p-value = 0.05, 2-tailed)
Procurement	0.677	Positive	0.004
Usage and audit of school project funds	0.623	Positive	0.000
Overall significance = 0.004			

The test criteria was to accept the hypothesis if $r_{xy.z1} \neq r_{xyz2} \neq r_{xy.z3} \neq r_{xyz4} \neq r_{xyn}$.

From the results, $r_{xy.z1}=0.677$ and $r_{xy.z2}=0.623$, yet $0.677 \neq 0.623$.

The hypothesis was confirmed and accepted.

The study concluded there is a statistically significant linear moderating influence of government policy compliance on the relationship between project critical success factors and completion of construction projects in public secondary schools in Bungoma County. The present findings are in line with a study by Agaba and Shipman (2007) who asserts that procurement is a critical financial process that will need to be well planned to avoid loss of cash or delivery of poor quality goods. Separately, Ogubala and Kiarie (2014) concluded that inadequate competencies of procurement staff as well as the lack of management support affect procurement plan. Procurement procedures are bound to affect project completion since a project's source for goods and services and how the sourcing is done counts. The study recommended the need to adopt procurement procedures in line with Public Procurement and Disposal Act 2005.

Separately, Kogi (2013) established that project cost controls influence effectiveness of implementation of Construction projects also agrees with the findings of this study. The study found out that effective cost control of a project requires adherence to the project budget during implementation of the project. Further, Griffin (2010) noted every project has a limited budget and there is a point beyond which there are no remaining resources to fund the work of the project. In addition, Kariungi (2014), studied procurement procedures and the kind of impact they had on project works. The study revealed that late project closure could be attributed to procurement delays.

6. Conclusion

There exists a statistically significant positive moderating influence of government policy compliance on project critical success factors and completion of construction projects in public secondary schools. Procurement, usage and audit of school funds have moderating influence on project critical success factors and completion of

construction project. However, the degree of influence varies.

7. Recommendation

From the results in this study, Procurement procedures should be followed to ensure right personnel for the project, quality and affordable materials and equipment that are acquired competitively. There is need to have continuous school audit of funds allocated to guide proper usage of project funds and avoid pilferages.

8. Limitations

The major limitations of this study were: the high cost implications of the study area. Bungoma County measures 2,206.9 square Km, therefore schools are many kilometers away from each other, and hence this caused challenges to the researcher who visited them. This was overcome by using motor cycles as means of transport to access schools located in the interior of the county. This helped to reduce cost. The researcher anticipated experiencing financial constraints due to wide area the County covers and the spread of schools. This was mitigated by securing funds in good time from a Sacco to avoid delaying the study due to lack of funds. The funds were used to facilitate travel, subsistence and materials required for the research. Laxity by respondents to willingly and freely share information with the researcher for not knowing what the information was to be used for was guarded by the researcher stating and introductory letters were crucial in order to assure the respondents of their safety and the confidentiality of the information. Respondents who participated in the study were given an assurance that the information sought was regarded as confidential and that the findings of the study analysis were for academic purposes only. PTA Chairpersons are not school employees and so may not be readily found in schools when required to fill questionnaires. The researcher made appointments with them through the school principals. The researcher facilitated their travel to school to be able to fill questionnaires and even carry out telephone interviews where necessary for practical reasons. Given the busy schedule of school Principals, the researcher made appointments with them to allow the use of some of their time out of their busy schedule in filling the questionnaires. This hastened their response to filling the research questionnaire.

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