

# **HEADTEACHERS' RESOURCE MOBILIZATION SKILLS AND IMPLEMENTATION OF INFRASTRUCTURE PROJECTS IN PRIMARY SCHOOLS**

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## **ABSTRACT**

The greatest tool for the growth of a country is through education. For such educational aims and curriculum objectives to be realized, the quality of education delivered offered to pupils in any primary school is dependent on a multiplicity of dynamics such as successful implementation of projects. Poor planning is one of the main causes of failure of many projects in primary schools. Kisii South Sub- County is no exception with many public primary schools having been victims of ineffective implementation of projects. Headteachers' planning skills are crucial in enabling them to develop and implement infrastructure projects in primary institutions. Thus, this study aimed at examining the influence of headteachers' involvement of stakeholders on establishment of infrastructure projects in schools in Kisii South Sub- County. Using the mixed methodology and concurrent triangulation research design, the study involved 198 teachers who filled questionnaires and 10 head teachers as key informant interviewees. Validity of the instruments was examined through expert

judgment while split-half method was employed to examine the reliability. Data was analyzed using descriptive statistic and correlation analysis. The findings showed that some head teachers were keen on engaging the alternative income generating activities for infrastructure projects. Similarly, while there were relatively many of the teachers acknowledged that the head teachers showed abilities to organize for fundraising projects on their schools, a few had different practices. The correlation analysis showed that the influence of headteachers' resource mobilization skills on implementation of infrastructure projects in public primary schools in Kisii South Sub-County was weak positive. However, the influence was insignificant. The Ministry of Education may use the study findings in evaluating and strengthening the processes of implementation of projects in primary schools.

**Key words:** Resource Mobilization, Mobilization Skills, Infrastructure Projects, Planning skills, Project implementation.

## **INTRODUCTION**

The greatest tool for the growth of a country is through education. For such educational aims and curriculum objectives to be realized, Hermalin and Weisbach (2013) opine that the quality of education delivered offered to pupils in any primary school is dependent on a multiplicity of dynamics such as successful implementation of projects. Hassan (2011) opines that implementation of school projects entails various actions carried out by school management ascertaining that formulated projects such as infrastructure are actualized as designed. In the United Kingdom, Goddard and Leask (2012) posit that the successful implementation of infrastructure projects in schools largely depend on planning skills which school heads have

mastered. However, many public primary schools have had numerous challenges as far as successful implementation of infrastructure projects is concerned.

In Haiti, a report by Cortina (2017), for example, indicates that 68.4% of primary schools do not effectively implement their infrastructure projects, 78.3% do not meet deadlines for particular tasks such as reconditioning of classrooms whereas 67.3% do not understand what is expected of them in the projects. To mitigate these challenges, governments have introduced training programmes for school heads to enable them acquire project planning and management skills.

In many countries in Sub-Saharan Africa, successful implementation of projects is considered important in enabling schools to achieve their curriculum objectives. In Lesotho, for instance, primary schools which adhere and implement projects, realize 76.8% of their curriculum objectives (Ntho, 2013). Such primary schools witness improved implementation of infrastructure projects, meet deadlines for particular tasks and school heads have full mastery of what is expected of them while implementing the projects. In Ghana, Agosiobo (2015) avers that, for any school to achieve its objectives, school heads must implement their projects as the focal point of any organization and operation. However, Agosiobo (2015) asserts that implementation of school projects is often very difficult and problematic and requires the attention of school management. In Zimbabwe, an assessment report by Hope and Timmel (2016) shows that many primary schools fail to implement projects owing to the inadequacies of school heads. Hope and Timmel (2016) note that many primary school headteachers lack the ability to mobilize resources, not able to identify and involve stakeholders and trained staff and above all, undertake monitoring and evaluation skills as strategies for achieving school objectives. This means perfect arrangements in education are key to attainment of educational objectives and realization of quality education.

In Kenya, the scenario is the same with appreciation of the fact that planning skills such as ability to mobilize resources, involve stakeholders, identify trained staff and undertake monitoring and evaluation activities, which headteachers have play a key role in the implementation of infrastructure projects. In Kakamega County, for example, Mukabi, Olel and Gogo (2020) note that skills which headteachers have in both project planning and implementation are critically important to the success of primary schools. Mukabi et al (2020) noted that poor planning is one of the main causes of failure of many projects in primary schools. Kisii South Sub- County is no exception with many public primary schools having been victims of ineffective implementation of projects.

For example, a study by Githire (2013) revealed that close to 67.4% of headteachers do not have sound understanding of how to implement infrastructure projects in primary schools. According to Githire (2013), only 37.2% can successfully implement their projects. Regardless of the assertions, some studies have been investigated the extent to which headteachers' planning skills influence implementation of projects in primary public schools.

Headteachers' planning skills are crucial in enabling them to develop and implement infrastructure projects in primary institutions. However, in Kisii South Sub- County, many headteachers have had numerous challenges as far as the implementation of infrastructure projects is concerned. As noted earlier, Githire (2013) indicates that 67.4% of primary school headteachers do not have sufficient and effective skills to implement projects in schools.

According to Githire (2013), only 37.2% can successfully implement their school projects. Many primary school headteachers do not meet deadlines for particular tasks as indicated in their projects whereas majority do not understand what is expected of them while undertaking project implementation activities. It is on the background of this context that the study was aimed at examining the influence of headteachers' involvement of stakeholders on establishment of infrastructure projects in schools in Kisii South Sub- County.

## **LITERATURE REVIEW**

The success of the any system is as a result of resources in need being available (Shehnaz, 2011). Sergiovanni (2012) listed personnel, physical facilities, students, finance and curriculum as the major determinants of educational success. Headteachers' resource mobilization skills entail the ability of headteachers to identify donors for school projects, fund-raise and engage in alternative income-generating activities. In a study carried out in the United Kingdom, Stacey (2013) established that successful implementation of infrastructure projects depends on the availability of resources. According to Stacey (2013), infrastructure projects that are clearly focused on results include an estimation of the scope and scale of the required response, and of the resources needed to implement that response. This implies that the success of implementation of school infrastructure projects depend on the resources available in schools and thus, school heads must have the ability to mobilize resources and ensure their prudent use.

A study undertaken in France by Bray and Lillies (2014) revealed that, to ensure that smooth implementation of infrastructure projects, a school head require skills to mobilize financial resources, manage and control of finances. Bray and Lillies (2014) noted that resource mobilization often focuses on generating funds, however, it must also include building valuable donor contacts and networks, and earning the interest, support, and in-kind contributions of people important to primary schools. In many countries, provision of financial resources is the role of the government, though such resources are never adequate to cater for the needs of all students. Thus, school heads ought to possess effective resource mobilization skills to raise finances to supplement disbursement from the government.

Cognizant of this assertion, Weihrich and Koontz (2015) carried out a study in India which revealed that most headteachers hardly have any formal managerial and resource mobilization training. According to Jacobson (2015), headteachers need skills mobilize resources through

alternative income generating activities and fund-raising since school budgets are coming under increasing pressure year after year. Jacobson (2015) asserts that primary schools are unlikely to be able to rely wholly on government funding in order to attain the plans they have for growth, either in the short or long term. This indicates that resource mobilization skills are key since they enable school heads to come up with new ideas on how to raise resources for schools to fill the gap between funds allocation and school expenses. In many countries in Africa, Lewin (2014) posits that, to mobilize resources to fill deficits in school budgets, schools have resorted to undertake alternative income-generating activities which schools undertake include, but not limited to, parents and Teachers' Association (PTA) levies, direct labor or work study programmes, sales of handicrafts, fund-raising, donor funding, hiring of classrooms, school farms, hire of school buses for use by churches and other social activities like crusades or ceremonies. This requires headteachers to master resource mobilization skills.

In the research done in Nigeria, Kimuyi together with Igwe (2014) dictated that the funds allocated to education sector by the government do not meet the requirement for improvement of quality education. In Kenya, Miriti and Wangui (2014) assert that headteachers are required to undergo financial management training at the Kenya Education Management Institute to equip school heads with skills such as resource mobilization skills.

A study carried out in a sample of five schools in Kisii South by Ngugi (2015) revealed that headteachers who have undertaken management courses at KEMI have witnessed an improvement in school management. Ngugi (2015) found that such headteachers understand the basic requirements of strategic planning.

## **Theoretical Literature Review**

The proposed study was guided by two theories: the Planning Theory and the Theory of Policy Implementation.

### **The Planning Theory**

The planning theory by Evans (2007) holds that implementation of infrastructure projects in schools is derived by a 'strategic thinking' approach. The theory also assumes that educational planning that propose models or strategies for educational planning practitioners to use, the subject or objects of the educational planning undertaking, addresses what is common to all educational planning specializations.

According to this theory, proponents of comprehensive educational planning perceive it as a necessary universal tool that requires more significant elements of planning. This theory points out four dimensions of planning which includes: first, theories for planning that propose models

for planning practitioners to consider. Second, theories *about* planning that focus on its role in a particular milieu. Third, theories *in* planning that focus on the subject or objects of the planning undertaking.

The fourth element requires the school board and the headteacher to share a common understanding in thinking and planning. The importance of this theory is that it appreciates the fact that prudent educational planning should be collaborative and incorporates all elements aimed at achieving the foundational goals of education.

### **The Theory of Policy Implementation**

The Theory of Policy Implementation is premised on the models of policy change that spelt out increment that create some stability. According to Lindblom (1999), reactive characterizes the policy making process. This theory points out that policy changes are likely to take place even the absence of electoral processes that the applied standard determine the choice of a policy and its solution to existing problem. The significance of this theory here for implementation of infrastructure projects is vital to the succession of primary schools in realizing education of education objectives.

### **RESEARCH METHODS**

Using the mixed methodology and concurrent triangulation research design, the study target population of 773 consisted of 59 headteachers and 714 teachers in public primary schools in Kisii South Sub- County. Yamane's Formula was used to determine a sample size of 264 of the subjects. Through stratified random sampling, the population was categorized into wards with Kisii South Sub- County. The study then used purposive sampling to select two primary headteachers from each ward. Using simple random sampling 31 teachers were selected from each of the zones. Using interview, qualitative data was collected from headteachers while quantitative data was collected from teachers using questionnaires. Piloting of research instruments was carried out in the neighboring Kisii Central subcounty primary schools with 26 teachers. Validity was examined through expert judgment using researchers from the department of business management at Mount Kenya University. Split-half method was employed to examine the reliability where a correlation coefficient of at least 0.75 was used as a threshold for questionnaire suitability in showing result consistency in repeated measures. Qualitative data was categorized according to various themes (objectives) and analyzed thematically and presented using verbatims. On the other hand, the quantitative data was analyzed using descriptive statistics including frequencies, percentages and means. This was accompanied by correlation analysis to examine the degree of association between the independent variables and the dependent variable. The quantitative analysis was conducted using the Statistical Package for Social Sciences (SPSS Version 24). The statistics was presented using figures and tables.

## **RESULTS AND DISCUSSIONS**

### **Demographics of the research participants**

The study involved 198 teachers who filled questionnaires and 10 head teachers as key informant interviewees. The study used proportional number of teachers in terms of gender with almost equal portions of the males (55%) compared to the females (45%). Majority of the teachers who participated in the study 115(58.1%) were diploma holders. There were few holding bachelor’s degrees 28(14.1%) and a relatively higher proportion of the teacher 55(27.8%) who were certificate holders. Majority of the teachers (63.1%) were satisfied with the implementation of infrastructure projects in internal efficiency. Majority of the teacher respondents (63.6%) were satisfied with implementation of infrastructure projects in realization of curriculum objectives.

### **Implementation of Infrastructure Projects in Public Primary Schools**

The study questionnaire focused on collecting quantitative data from the teachers. In one of the items on the dependent variable, the teachers were asked rate the levels of satisfaction with the implementation of infrastructure projects in their primary schools. The collected data was analyzed using descriptive statistics including frequencies and percentages. The findings were presented using Table 1.

*Table 1 Implementation of Infrastructure Projects in Public Primary Schools*

		not sure	not satisfied	satisfied	Total
levels of satisfaction with the implementation of infrastructure projects in internal efficiency	Frequency	0	73	125	198
	Percent	0	36.9	63.1	100
levels of satisfaction with the implementation of infrastructure projects in realization of curriculum objectives	Frequency	22	50	126	198
	Percent	11.1	25.3	63.6	100

Table 1 shows that majority of the teachers (63.1%) were satisfied with the implementation of infrastructure projects in internal efficiency. However, the statistics show that about 36.9% were not ratified. This implies diverse view from the teacher respondents on the level of satisfaction with the implementation of infrastructure projects in internal efficiency.

The table also shows that majority of the teacher respondents (63.6%) were satisfied with implementation of infrastructure projects in realization of curriculum objectives. This was



followed by few (25.3%) of the respondents who indicated no satisfaction with the infrastructure project implementation towards curriculum objectives. Moreover, 11.1% of the respondent indicated that they were not sure whether the implementation of infrastructure projects was aligned to in realization of curriculum objectives.

The findings were triangulated with the qualitative findings through the interviews with the head teachers. One of the head teachers, key informant five noted;

*We have satisfactory levels of implementing infrastructure projects in this schools. Compared to other schools in the area, we are ahead in development of the school infrastructure. We have been keen on ensuring the relevant projects around the infrastructure issues are solved within shortest time to create a conducive environment for the learners [KI 05].*

The findings are in contrary with existing research gap that depicted poor and unsatisfactory implementation of the infrastructure projects in public primary schools in Kisii South subcounty.

### **Headteachers’ Resource Mobilization Skills and Implementation of Infrastructure Projects in Primary Schools**

The study explored how head teachers mobilized resources through endowed skills to implement infrastructure project in schools. Through the questionnaires, the teachers were asked to rate how often your headteacher manifests the following resource mobilization skills. The collected data was analyzed descriptively using frequencies and percentages and presented using Table 2.

**Table 2 Headteachers’ Resource Mobilization Skills**

		never	rarely	sometimes	often	very often	Total
Ability to identify donors for projects	Frequency	40	48	65	32	13	198
	Percent	20.2	24.2	32.8	16.2	6.6	100
Ability to fund-raise	Frequency	37	38	78	30	15	198
	Percent	18.7	19.2	39.4	15.2	7.6	100
Ability to engage in alternative income-generating activities	Frequency	14	24	65	65	30	198
	Percent	7.1	12.1	32.8	32.8	15.2	100

Table 2 shows the largest portion of the teachers (32.8%) indicated that the head teacher “sometimes’ showed the ability to identify donors for projects. Fewest of the teachers (6.6%) indicated that the head teachers often showed the ability to identify donors for projects. Surprisingly a relatively large portion of the teachers (20.2%) indicated that the head teachers never showed the ability to identify donors for projects. This implied that different head teachers



depicted diverse ability in identification of donors for infrastructure projects in public primary schools in Kisii South subcounty.

The table also shows that the largest portion of the teachers indicated that the head teachers had ability to fund-raise “sometimes”. Only few (7%) showed this often while a relatively large portion of the teachers (18.7%) rated it as “never”. This implies that fewer head teachers depicted the ability to fund-raise for infrastructure development in public primary schools in Kisii south subcounty.

The table shows a relatively large portion of the teachers (32.8%) rated “Ability to engage in alternative income-generating activities” at sometimes and at often. This shows that some head teachers were keen on engaging the alternative income generating activities for infrastructure projects.

In a different approach in studying objective one, the questionnaire required teachers to rate the extent to which you agree with the following statements on the influence of headteachers’ resource mobilization skills on implementation of infrastructure projects in your primary school. The data was analyzed using descriptive statistics and presented in Table 3.

***Table 3 Influence of Headteachers’ Resource Mobilization Skills***

		strongly disagree	disagree	neutral	agree	strongly agree	Total
My headteacher has the skill of identifying donor to fund school infrastructure projects	F	4	18	34	103	39	198
	%	2	9.1	17.2	52	19.7	100
My headteacher always manifests the ability to organize for fundraising to realize the objectives of infrastructure projects	F	12	18	43	97	28	198
	%	6.1	9.1	21.7	49	14.1	100
To bridge the deficit in the school budget, my headteacher usually leads the school in undertaking alternative income-generating activities	F	6	21	55	85	31	198
	%	3	10.6	27.8	42.9	15.7	100
In my school, resource mobilization skills of the headteacher have seen actualization of infrastructure projects	F	5	22	44	103	24	198
	%	2.5	11.1	22.2	52	12.1	100
Despite the inadequacy of resources, infrastructure projects in my school have been implemented due to headteacher’s resource mobilization skills	F	8	14	39	102	35	198
	%	4	7.1	19.7	51.5	17.7	100

Table 3 shows that quite over half of the teachers (52%) agreed that “My headteacher has the skill of identifying donor to fund school infrastructure projects”. This was followed by 19.1% of the teachers who strongly agreed with the statement. However, a small portion of the teachers (2%) strongly disagreed with the statement.

The table shows that about 49% of the teachers also agreed that their headteachers always manifested the ability to organize for fundraising to realize the objectives of infrastructure projects. This was, however, followed by another portion of the teachers (21%) who were neutral about the statement.

Table 3 shows same trends for the skills and engagement of the head teachers’ influence in implementation of infrastructure projects in public primary schools in Kisii South subcounty. About 42% of the teachers agreed that the head teachers sought to bridge the deficit in the school budget, my headteacher usually leads the school in undertaking alternative income-generating activities. About 50% agreed that in their schools, resource mobilization skills of the headteachers had seen actualization of infrastructure projects. About 51.5% agreed that despite the inadequacy of resources, infrastructure projects in their schools had been implemented due to headteacher’s resource mobilization skills.

The findings depict the interview revelations where many of the head teachers argued for their keen response and search for funds towards the school development. One of the head teachers, key informant two posited;

*I am personally excited when I see any opportunity to build this school. I rally for fundraising and even follow up with the CDF offices frequently to get updates on any support they can give our school so that we construct as many classrooms as possible. The increasing enrolment since the inception of free primary education calls for aggressiveness in resource mobilization [KI 02].*

### Correlation Analysis

The study utilized the collected data to determine the association and strength of association between the dependent variable, implementation of the infrastructure projects and resource mobilization. The correlation analysis yielded the results in Table 4.

**Table 4 Correlation Analysis between variables**

		1	2
1. Implementation of the infrastructure projects	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	198	
2. Resource mobilization	Pearson Correlation	.130	1
	Sig. (2-tailed)	.068	
	N	198	198

Table 4 shows the association between implementation of the infrastructure projects and resource mobilization was weak positive ( $r=.130$ ) and insignificant at both .01 and .05 levels (2-tailed).

## **Discussions**

The study found that different head teachers depicted diverse ability in identification of donors for infrastructure projects in public primary schools in Kisii South subcounty. Similarly, fewer head teachers depicted the ability to fund-raise for infrastructure development in public primary schools in Kisii south subcounty. The study reported that some head teachers were keen on engaging the alternative income generating activities for infrastructure projects. This points to the need for skills in resource mobilization for infrastructure projects. The study showed that while relatively many of the teachers acknowledged that the head teachers showed abilities to organize for fundraising projects on their schools, a few had different practices. This is also supported by 6.1% who strongly disagreed that their head teachers conducted fundraisings for infrastructure projects in their schools.

The findings are reflected in other studies that recommend for partnership to raise more funds. Murray, Kotha and Fisher (2020) examined how school administrators venture into partnerships to co-fund projects in their schools. Using the inductive approach, the research showed that cofounding campaigns for projects was a key resource mobilization aspect for head teachers.

A holistic framework for resource mobilization is always need ed to drive the bonds between stakeholders that especially focus on community involvement. This depicts the need for skills on resource mobilization among the head teachers in public primary schools in Kisii South subcounty. Through the interviews with the head teachers, the findings depicted the head teachers resource mobilization roles, the phase of innovativeness as seen in other studies was lacking. These are reflected in Uganda where Reypens, Bacq and Milanov (2021) studied the resource strained context. Through the analysis of the dynamism of resources, the study revealed that high performance of projects relied on resource mobilization attributed to technological methods. Catalytic process through diverse technology trajectories were key in expanding room for resource towards infrastructure projects.

Through correlation analysis, the study found that resource mobilization skills among the head teachers was key and positively influenced the implementation of the infrastructure projects in public primary schools in Kisii South subcounty. A unit increase in the level of resource mobilization by the head teachers would increase the success of the infrastructure projects by .13 units. However, the change would be insignificant.

## **Conclusion and Recommendations**

The study found diverse view from the teacher respondents on the level of satisfaction with the implementation of infrastructure projects in internal efficiency. The study reported that different head teachers depicted diverse ability in identification of donors for infrastructure projects. The study found that the headteachers' resource mobilization skills had a weak but positive insignificant influence on implementation of infrastructure projects in public primary schools in Kisii South Sub- County. The head teachers to focus more on the need to consider resource mobilization at moderate level towards the success of public primary school infrastructure projects. This is informed by the positive influence that is insignificant.

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