



Influence of Public Accountability on Implementation of Infrastructure Projects in Public Secondary Schools in Kakamega County, Kenya

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Abstract: *Despite public accountability being a key governance requirement in public sector management, infrastructure projects in public secondary schools in Kenya continue to experience inefficiencies, delays, and instances of resource mismanagement, prompting the need to examine its influence on project implementation. The purpose of this paper was to investigate the influence of public accountability on the implementation of infrastructure projects in public secondary schools in Kakamega County, Kenya. The study adopted a descriptive survey research design. The target population comprised 1249 respondents, including 412 principals, 412 Board of Management chairpersons, 412 Parents Association chairpersons, and 13 Sub-County Education Officers. A sample size of 316 respondents was selected using stratified and purposive sampling techniques. Data was collected using questionnaires and interview schedules. Data was analyzed using descriptive statistics (frequencies, percentages, mean, and standard deviation) and inferential statistics (linear regression analysis). The study findings revealed that public accountability significantly influences implementation of infrastructure projects ($R^2 = 0.310$, $\beta = 0.542$, $p < 0.05$), indicating that improved accountability enhances project performance. Qualitative findings further confirmed that auditing, stakeholder participation, and monitoring and evaluation improve transparency and reduce resource mismanagement. Qualitative findings further indicated that monitoring systems were moderately effective but constrained by budget limitations, bureaucratic procedures, and coordination challenges among stakeholders, which contributed to delays. The study concluded that strong public accountability systems are essential for effective implementation of school infrastructure projects. The study recommended strengthening monitoring and evaluation systems, enhancing transparency in financial management, increasing stakeholder involvement, and enforcing accountability regulations to improve infrastructure project outcomes in public secondary schools.*

Keywords: *Public accountability, infrastructure projects, monitoring and evaluation, stakeholder participation, project implementation, regression analysis.*

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1. Introduction

Public accountability is a central pillar in the management and implementation of infrastructure projects globally,

particularly within the education sector where public resources are heavily invested to improve learning environments and outcomes (Ongukah & Otara, 2025). Public accountability generally refers to the obligation of public officials, institutions, and project managers to be

answerable for their actions, decisions, and use of public resources, ensuring transparency, responsiveness, and compliance with established standards and regulations (Karunda et al., 2022). Infrastructure project implementation in education involves the planning, execution, monitoring, and completion of physical facilities such as classrooms, laboratories, libraries, and sanitation facilities within schools to support effective teaching and learning processes (Samuel & Mokaya, 2022). Globally, public accountability is recognized as a key determinant of successful infrastructure project implementation, as weak accountability systems have been associated with cost overruns, project delays, and poor-quality outputs in public projects (Flyvbjerg, 2014). In many developed and developing countries, strengthening accountability mechanisms such as audits, monitoring and evaluation, and stakeholder engagement has been linked to improved efficiency and effectiveness in infrastructure delivery (Ongukah & Otara, 2025).

In Russia, public infrastructure development has historically faced challenges related to governance inefficiencies and weak accountability structures, which have contributed to project delays and misallocation of resources in public sector projects (Flyvbjerg, 2014). Similarly, in Australia, strong accountability frameworks including transparent procurement systems and independent audits have enhanced the successful implementation of public infrastructure projects, particularly in the education sector where strict compliance standards are enforced (Ongukah & Otara, 2025). In Finland, public accountability is deeply institutionalized through decentralized governance and community participation, leading to efficient management and timely completion of school infrastructure projects (Karunda et al., 2022). In Canada, accountability systems emphasizing transparency, financial reporting, and stakeholder oversight have contributed to improved infrastructure project outcomes in public education institutions (Ongukah & Otara, 2025).

In Africa, the role of public accountability in infrastructure implementation remains critical but often constrained by governance challenges, resource limitations, and weak institutional frameworks (Samuel & Mokaya, 2022). In South Africa, efforts to strengthen accountability through legislative frameworks and public participation have improved project oversight, although issues of corruption and inefficiency still persist in some infrastructure projects (Ongukah & Otara, 2025). In Ghana, accountability mechanisms such as community monitoring and public financial management reforms have been implemented to enhance transparency in infrastructure development, particularly in education projects (Samuel & Mokaya, 2022). In Cameroon, weak enforcement of accountability systems has been linked to poor implementation of public

projects, including delays and substandard infrastructure in schools (Flyvbjerg, 2014).

In Uganda, strengthening accountability through stakeholder involvement and monitoring has been shown to improve project performance and sustainability in public sector initiatives (Amuni et al., 2025). In Tanzania, public accountability initiatives such as participatory budgeting and transparency reforms have contributed to improved delivery of infrastructure projects, although challenges in enforcement remain (Samuel & Mokaya, 2022).

In Kenya, public accountability in the education sector is emphasized through governance structures such as Boards of Management, audits, and regulatory oversight by the Ministry of Education, which are intended to ensure proper use of resources and effective project implementation (Karunda et al., 2022). However, studies indicate that weak financial accountability and mismanagement of funds have negatively affected infrastructure project implementation in public secondary schools, leading to incomplete projects and poor-quality facilities (Musungu et al., 2023). Additionally, delayed disbursement of funds and inadequate monitoring mechanisms have been identified as key factors undermining effective implementation of infrastructure projects in Kenyan schools (Samuel & Mokaya, 2022). Further, the lack of transparency and limited stakeholder engagement in project processes has contributed to inefficiencies and reduced project success rates in the education sector (Njeri et al., 2023).

In Kakamega County, public secondary schools continue to experience challenges in the implementation of infrastructure projects, including incomplete facilities, inadequate learning resources, and congestion due to increased student enrollment, which puts pressure on existing infrastructure (Samuel & Mokaya, 2022). Evidence from studies within the region also suggests that weak accountability practices, including poor financial oversight and limited transparency in project management, have contributed to inefficiencies in project implementation (Musungu et al., 2023). Despite the presence of institutional frameworks meant to enforce accountability, gaps remain in their enforcement, leading to persistent challenges in ensuring value for money and timely completion of infrastructure projects in public secondary schools (Karunda et al., 2022). These challenges underscore the need to critically examine the influence of public accountability on the implementation of infrastructure projects in public secondary schools in Kakamega County, Kenya, thereby forming the basis for this study.

1.1 Problem Statement

Despite increased government investment in infrastructure development in public secondary schools in Kakamega County, concerns persist regarding the effectiveness and efficiency of project implementation. Cases of stalled, incomplete, or substandard projects have been frequently reported, raising questions about the level of public accountability in the management of these initiatives. Weak oversight mechanisms, limited stakeholder involvement, inadequate transparency in procurement processes, and poor financial reporting practices have been identified as key challenges undermining accountability. Consequently, these shortcomings have led to misallocation of resources, cost overruns, and delayed project completion, ultimately affecting the quality of educational facilities and service delivery. While public accountability is widely recognized as a critical determinant of successful project implementation, there is limited empirical evidence examining its specific influence within the context of public secondary schools in Kakamega County. This paper therefore sought to address this gap by investigating how public accountability practices impact the implementation of infrastructure projects in these institutions.

1.2 Research Objective

To examine the influence of public accountability on the implementation of infrastructure projects in public secondary schools in Kakamega County.

1.3 Research Question

What is the influence of public accountability on the implementation of infrastructure projects in public secondary schools in Kakamega County?

2. Literature

Public accountability is a critical governance mechanism influencing the successful implementation of infrastructure projects in public institutions, particularly in the education sector where resource allocation and service delivery directly affect learning outcomes (OECD, 2023). In many countries, weak accountability systems have been associated with inefficiencies such as cost overruns, project delays, and poor-quality infrastructure delivery in public schools (World Bank, 2024). Studies show that strengthening accountability enhances transparency, stakeholder trust, and effective use of public funds in infrastructure development projects (UNESCO, 2023). In educational infrastructure projects, accountability ensures

that planning, procurement, execution, and monitoring processes are aligned with public expectations and policy frameworks (ADB, 2023). Consequently, public accountability remains a key determinant of infrastructure project performance in secondary schools globally (UNICEF, 2024).

Public accountability refers to the obligation of public officials and institutions to justify their decisions, disclose project-related information, and take responsibility for the use of public resources in line with legal and ethical standards (OECD, 2023). It involves mechanisms such as audits, monitoring and evaluation systems, stakeholder participation, and financial reporting that ensure transparency in public service delivery (World Bank, 2024). Infrastructure project implementation refers to the process of translating planned educational infrastructure activities into actual physical outputs such as classrooms, laboratories, and sanitation facilities within defined time, cost, and quality parameters (UNESCO, 2023). In the education sector, implementation success is often measured by completion rates, adherence to budgets, and functionality of constructed facilities (ADB, 2023). Therefore, public accountability and infrastructure implementation are closely linked through governance and performance management systems (UNICEF, 2024).

Globally, public accountability has been widely adopted as a governance tool to improve infrastructure project outcomes in education systems across both developed and developing economies (OECD, 2023). Evidence indicates that countries with strong accountability systems achieve higher efficiency in school infrastructure delivery due to transparent procurement and strict monitoring frameworks (World Bank, 2024). Studies further show that accountability reduces corruption risks and enhances sustainability of public infrastructure investments in education (UNESCO, 2023). However, global literature also reveals that accountability systems vary in effectiveness depending on institutional capacity and enforcement mechanisms (ADB, 2023). Overall, international evidence confirms that accountability significantly determines the success of infrastructure implementation in schools (UNICEF, 2024).

In the United States, public accountability mechanisms such as standardized audits and performance-based funding have improved the efficiency of school infrastructure development projects by ensuring strict adherence to project timelines and budgets (National Center for Education Statistics, 2023). Research indicates that accountability frameworks in the US enhance transparency in procurement processes and reduce cases of project mismanagement in public school construction (U.S. Government Accountability Office, 2024). Studies further

show that decentralized accountability systems allow school districts to monitor infrastructure projects more effectively, improving completion rates and quality outcomes (OECD, 2023). However, disparities across states suggest that accountability effectiveness depends on local governance capacity and financial oversight systems (World Bank, 2024). These findings highlight that structured accountability mechanisms are essential for improving infrastructure implementation in public secondary schools in developed contexts (UNESCO, 2023).

In the United Kingdom, school infrastructure projects are governed through stringent accountability frameworks that include independent audits, public reporting systems, and regulatory oversight, which have been shown to improve project efficiency and value for money (UK National Audit Office, 2023). Research indicates that accountability reforms in the UK education sector have significantly reduced delays and cost overruns in school construction projects (OECD, 2023). Studies further reveal that performance monitoring systems strengthen coordination between contractors and government agencies, leading to improved infrastructure delivery outcomes (World Bank, 2024). However, challenges such as bureaucratic delays and procurement complexities still affect implementation efficiency despite strong accountability structures (UNESCO, 2023). Overall, the UK experience demonstrates that accountability improves infrastructure project performance when effectively enforced (ADB, 2023).

In Germany, public accountability in infrastructure projects is embedded in strict legal frameworks and decentralized governance structures that ensure transparency and efficiency in school construction projects (Federal Ministry of Education and Research, 2023). Studies show that Germany's audit-based accountability systems significantly enhance project quality and reduce financial mismanagement in public infrastructure delivery (OECD, 2023). Research also indicates that citizen participation in monitoring infrastructure projects improves legitimacy and responsiveness in education infrastructure development (World Bank, 2024). However, regional disparities in administrative capacity sometimes limit uniform implementation of accountability standards across federal states (UNESCO, 2023). These findings suggest that accountability strengthens infrastructure implementation when supported by institutional coordination and enforcement mechanisms (ADB, 2023).

In Japan, public accountability is deeply integrated into infrastructure governance through rigorous planning, transparency requirements, and continuous performance evaluation systems that enhance school infrastructure

delivery (Ministry of Education, Culture, Sports, Science and Technology, 2023). Evidence shows that Japan's accountability systems reduce inefficiencies in project execution by ensuring strict compliance with quality and safety standards (OECD, 2023). Studies further indicate that strong coordination between national and local governments improves monitoring of infrastructure projects in schools (World Bank, 2024). Nevertheless, bureaucratic complexity occasionally slows down decision-making processes in project implementation (UNESCO, 2023). Overall, Japan demonstrates that accountability enhances efficiency and quality in educational infrastructure development (ADB, 2023).

In South Korea, public accountability mechanisms such as e-governance systems and digital monitoring platforms have significantly improved transparency and efficiency in school infrastructure projects (Korean Ministry of Education, 2023). Research indicates that digital accountability tools reduce corruption risks and enhance real-time monitoring of infrastructure project progress (OECD, 2023). Studies also show that strong institutional oversight improves coordination among stakeholders involved in school construction projects (World Bank, 2024). However, challenges related to data integration and system interoperability still affect full effectiveness of accountability systems (UNESCO, 2023). These findings confirm that technological accountability systems enhance infrastructure implementation outcomes in education (ADB, 2023).

In India, public accountability in infrastructure projects has been strengthened through reforms such as social audits and community monitoring, which have improved transparency in school construction projects (Ministry of Education India, 2023). Evidence shows that accountability reforms reduce fund mismanagement and improve completion rates of educational infrastructure projects (OECD, 2023). Studies further indicate that stakeholder participation enhances oversight and improves project ownership at the community level (World Bank, 2024). However, persistent governance challenges and corruption risks still affect infrastructure delivery in some regions (UNESCO, 2023). Overall, accountability reforms positively influence infrastructure implementation in India's education sector (ADB, 2023).

In Brazil, accountability in school infrastructure projects has been enhanced through participatory governance and performance-based budgeting systems that improve transparency and efficiency (Brazil Ministry of Education, 2023). Research shows that these accountability mechanisms reduce project delays and improve quality of infrastructure delivery in public schools (OECD, 2023). Studies further reveal that citizen involvement in

monitoring increases trust and reduces corruption risks in project implementation (World Bank, 2024). However, inequalities in administrative capacity across regions limit uniform effectiveness of accountability systems (UNESCO, 2023). These findings highlight the importance of institutional strengthening for effective infrastructure implementation (ADB, 2023).

In Indonesia, public accountability mechanisms such as school-based management committees and financial reporting systems have improved transparency in infrastructure project implementation (Indonesian Ministry of Education, 2023). Evidence shows that accountability enhances efficiency in resource utilization and reduces project delays in school construction (OECD, 2023). Studies also indicate that community participation strengthens oversight and improves infrastructure quality outcomes (World Bank, 2024). However, enforcement gaps and limited technical capacity continue to affect implementation effectiveness (UNESCO, 2023). Overall, accountability plays a significant role in improving educational infrastructure delivery in Indonesia (ADB, 2023).

In Mexico, accountability reforms in education infrastructure projects have focused on transparency and audit systems, which have improved monitoring of public school construction projects (Mexican Ministry of Public Education, 2023). Research shows that accountability mechanisms reduce corruption risks and improve efficiency in project implementation (OECD, 2023). Studies further indicate that stakeholder engagement enhances project oversight and ensures better alignment with community needs (World Bank, 2024). However, bureaucratic inefficiencies still hinder optimal infrastructure delivery in some regions (UNESCO, 2023). These findings demonstrate that accountability is essential for effective infrastructure implementation in Mexico (ADB, 2023).

In Nigeria, public accountability in school infrastructure projects has been strengthened through anti-corruption initiatives and monitoring systems that aim to improve transparency in public spending (Nigerian Ministry of Education, 2023). Evidence shows that weak accountability systems contribute to delays and poor-quality infrastructure in public secondary schools (OECD, 2023). Studies further indicate that corruption and inadequate oversight reduce efficiency in project implementation (World Bank, 2024). However, recent reforms promoting stakeholder participation have begun to improve accountability outcomes (UNESCO, 2023). Overall, accountability remains a critical determinant of infrastructure project success in Nigeria (ADB, 2023).

In Ethiopia, accountability mechanisms in education infrastructure projects include decentralized governance and school-level monitoring committees aimed at improving project implementation (Ethiopian Ministry of Education, 2023). Research indicates that accountability enhances efficiency and reduces misuse of funds in school construction projects (OECD, 2023). Studies further show that community involvement improves transparency and strengthens project oversight (World Bank, 2024). However, limited institutional capacity and resource constraints continue to affect implementation effectiveness (UNESCO, 2023). These findings confirm that accountability positively influences infrastructure project outcomes in Ethiopia (ADB, 2023).

In Tanzania, accountability reforms in education infrastructure projects have focused on participatory budgeting and enhanced audit systems that improve transparency and efficiency in school construction (Tanzanian Ministry of Education, 2023). Evidence shows that accountability mechanisms reduce mismanagement of funds and improve project completion rates (OECD, 2023). Studies further indicate that stakeholder engagement enhances monitoring and strengthens project outcomes (World Bank, 2024). However, enforcement weaknesses and institutional constraints still limit full effectiveness of accountability systems (UNESCO, 2023). These findings confirm that accountability significantly influences infrastructure implementation in Tanzania (ADB, 2023).

In Uganda, public accountability mechanisms such as monitoring and evaluation systems and community oversight committees have improved implementation of school infrastructure projects (Uganda Ministry of Education, 2023). Research indicates that accountability enhances transparency and reduces corruption in public infrastructure development (OECD, 2023). Studies further show that stakeholder involvement improves project monitoring and completion rates (World Bank, 2024). However, limited financial resources and weak enforcement structures still affect implementation effectiveness (UNESCO, 2023). Overall, accountability positively influences infrastructure project implementation in Uganda (ADB, 2023).

In Ghana, accountability reforms in education infrastructure projects have strengthened transparency through financial audits and community participation systems (Ghana Ministry of Education, 2023). Evidence shows that accountability improves efficiency in project execution and reduces delays in school construction (OECD, 2023). Studies further indicate that stakeholder engagement enhances oversight and improves infrastructure quality (World Bank, 2024). However, challenges such as corruption and institutional

inefficiencies still affect project outcomes in some areas (UNESCO, 2023). These findings demonstrate the importance of accountability in infrastructure implementation in Ghana (ADB, 2023).

In Cameroon, weak public accountability systems have been associated with inefficiencies in school infrastructure projects, including delays and poor-quality construction (Cameroon Ministry of Education, 2023). Research indicates that limited transparency and weak oversight mechanisms contribute to misallocation of resources in public projects (OECD, 2023). Studies further show that corruption significantly undermines infrastructure implementation in the education sector (World Bank, 2024). However, emerging reforms aimed at strengthening governance are gradually improving accountability structures (UNESCO, 2023). Overall, accountability remains a major challenge affecting infrastructure delivery in Cameroon (ADB, 2023).

The synthesis of literature reveals that public accountability consistently plays a critical role in determining the success of infrastructure project implementation in public secondary schools across different contexts (OECD, 2023). Strong accountability systems enhance transparency, efficiency, and stakeholder trust in project execution processes (World Bank, 2024). Conversely, weak accountability structures are associated with delays, corruption, and poor-quality infrastructure outcomes (UNESCO, 2023). The literature also shows that contextual factors such as governance capacity, technology adoption, and stakeholder participation influence the effectiveness of accountability systems (ADB, 2023). Therefore, strengthening public accountability is essential for improving infrastructure implementation in public secondary schools (UNICEF, 2024).

In Kenya, public accountability in education infrastructure projects is enforced through Boards of Management, audits, and ministry oversight structures aimed at ensuring proper use of public funds (Republic of Kenya, 2023). Studies show that weak financial accountability and poor oversight contribute to incomplete or stalled infrastructure projects in public secondary schools (World Bank, 2024). Research further indicates that delayed fund disbursement and weak monitoring systems reduce efficiency in project implementation (UNESCO, 2023). However, improved stakeholder participation has been associated with better project performance outcomes in some counties (OECD, 2023). Overall, accountability remains a key challenge affecting infrastructure implementation in Kenyan secondary schools (ADB, 2023).

2.1 Theoretical Underpinning

The study is underpinned by the Principal–Agent Theory, which was developed by Jensen and Meckling in 1976. The theory postulates that in any governance arrangement, principals (citizens or government) delegate authority to agents (public officials or project implementers) to act on their behalf, but agents may pursue self-interest unless properly monitored and held accountable through effective control mechanisms. The theory further assumes that information asymmetry exists between principals and agents, which creates risks of inefficiency, misuse of resources, and deviation from expected project outcomes unless strong accountability systems are in place (Jensen & Meckling, 1976).

In the context of this paper, the theory is significant because implementation of infrastructure projects in public secondary schools depends on how well school administrators, Boards of Management, and education officers (agents) are held accountable to government and the public (principals) for the use of allocated resources. Public accountability mechanisms such as monitoring and evaluation, audits, stakeholder participation, and reporting systems reduce information gaps and ensure that project implementers act in the best interest of the public. This helps improve transparency, minimize mismanagement of funds, and enhance timely completion of infrastructure projects in public secondary schools in Kakamega County.

Other researchers have applied the Principal–Agent Theory to explain accountability challenges in public sector projects. For example, studies in public financial management have used the theory to demonstrate how weak oversight structures lead to corruption and inefficiencies in project implementation, especially where monitoring systems are inadequate (Eisenhardt, 1989). Similarly, in education infrastructure studies, scholars have applied the theory to show that strengthening accountability mechanisms such as audits and performance reporting reduces agency problems and improves project outcomes in schools (Lane, 2005). In development project management research, the theory has been employed to explain how participatory monitoring and evaluation reduces information asymmetry between stakeholders and implementers, leading to improved efficiency and accountability in resource utilization (Shapiro, 2005).

3. Methodology

The study employed a descriptive survey research design using mixed methods approach. The target population was 412 principals, 412 Board of Management chairpersons, 412 Parents Association chairpersons and 13 Sub County

Education officers hence the target population of this study was 1249 respondents. Stratified sampling and purposive sampling technique were used to select respondents. A sample size of 316 respondents was selected comprising 101 principals, 101 Board of Management chairpersons, 101 Parents Association chairpersons and 13 Sub County Education officers. Primary data was collected from the respondents using questionnaires and interview schedule. Expert judges who are supervisors and lectures assisted to establish validity of the questionnaires. Cronbach's Alpha Coefficient of 0.7 was used to determine the reliability of the research instrument. The research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using content analysis based on meanings and implications emanating from respondent's information. Data from questionnaires was analyzed using both descriptive and inferential statistical methods. Descriptive statistics consisted of frequencies, percentages, mean, and standard deviation. Inferential statistics consisted of linear and multiple regression analysis. Ethical considerations such as informed consent, confidentiality,

and voluntary participation were observed throughout the study.

4. Results and Discussion

4.1 Influence of public Accountability on implementation of infrastructure projects in public secondary schools

The purpose of the study was to examine the influence of public accountability on implementation of infrastructure projects in public secondary school in Kakamega County. This objective was analyzed using descriptive statistics (mean, and standard deviation) and inferential statistics (linear regression). The responses of the questionnaires were analyzed using descriptive statistics. A total of 13 statements were used to establish the public accountability in public secondary school infrastructure projects in Kakamega County and their responses elicited on a 5-point Likert scale were summarized in Table 1.

Table 1: Public accountability

	Min	Max	Mean	Std. Dev
M&E of Public Accountability enhance performance in public projects	1.00	5.00	4.21	0.93
M&E of Public accountability has reduced mismanagement of resources in public school projects.	1.00	5.00	4.28	0.98
M&E of Public accountability has led to regular auditing which improves performance of school projects	1.00	5.00	4.22	0.98
M&E of Public accountability has led to involvement of stakeholders in implementation of school projects	1.00	5.00	4.13	0.92
M&E of Public accountability pertains to the obligations of persons who have been entrusted with resources to be answerable	1.00	5.00	4.05	0.99
M & E results to accountability of the usage of the resources in public schools.	1.00	5.00	4.03	0.96
M & E results to transparency during implementation of public project.	1.00	5.00	3.90	1.08
Due to M & E There is clear channel of communication about usage of resources to the public stakeholders.	1.00	5.00	3.91	0.99
M & E results to the members of public play an oversight role in project supervision.	1.00	5.00	4.02	0.99
There is adherence to laid down laws during implementation of projects during M & E	1.00	5.00	4.36	0.85
Public accountability results to M & E of project implementation by stakeholders and beneficiaries	1.00	5.00	4.27	0.88
During M & E Stakeholders do articulate their desires, needs and expectations and evaluate implementation of the projects	1.00	5.00	4.29	0.85
Objectives of public school projects should be set during planning and consultations with stakeholders	1.00	5.00	3.96	1.07
Mean	1.00	5.00	4.13	0.62

Majority of respondents agreed that public accountability enhances performance in public secondary schools projects (M=4.21SD=0.93. These findings are in agreement with

the views held by (Chengetal 2013) who said that public accountability involves high level of scrutiny, standards are strictly promoted and judgments is pegged on those

standards and performance indicators are measured against laid down norms.

Majority of respondents agreed that public accountability has reduced mismanagement of resources (M=4.21; SD=0.93). These findings agree with the Ondieki and Matonda (2013) who stated that accountability of public schools project is important to those who are involved in undertaking the planning; the government in funding free day secondary beneficiaries should monitor and evaluate implementation of the projects to ensure that there is accountability and transparency in the process. Accountability and transparency are indicators of PM&E which is relevant to the study because in implementation of school projects there is need of accountability for the usage of allocated resources and transparency to prevent mismanagement of resources and corruption which improves the performance in public school projects.

Majority of respondents agreed that public accountability has resulted to regular auditing which improves performance of public school projects (M=4.22, SD=0.98). These findings are in line with the statement by Cook (2015) who said that other scholars look at monitoring and evaluations of public accountability almost in the light of accounting which is supported by several scholars to fall mainly within compliance, auditing and performance management. Majority of respondents agreed that public accountabilities lead to involvement of stakeholders in implementation of school projects (M=4.13; SD=0.92). This findings are in agreement with what Suleiman and Simon (2018) said that the approach of collaborative M&E also known as participatory was prompted by the need and desire to align programs and projects with the views and aspirations of the residents which has been highly accepted over the period of time resulting to working with and by communities in order to ensure programs and projects serve the communities as envisaged. Majority of residents agreed that public accountability pertains to the obligations of persons who have been entrusted with resources to be answerable (M=4.05; SD=0.99). These findings are in line with Wambura (2016) who said a study on influence of participatory monitoring and evaluation practices on performance of village saving and loan associations project in Kwale County Kenya. The study finds out that participatory M&E has influence in implementation of VSLAs projects in Kwale County. This is because whereby participatory M&E brings a direct influence of the projects or programmes reformulation whereby there are changes in the objectives, goals, plans and strategies there are financial mobilization practices and accountability by stakeholders that had directly been linked to implementation of the VSLAs in the Kwale County and beyond.

Majority of respondents agreed that public accountability results in accountability of usage of resources (M=4.03;SD=0.96). These findings agree to a report by education sector Analysis (2017) which highlighted that transparency and accountability were a key governance challenge in the education sector in Somalia where poor monitoring and performance practices at the state and regional levels have increasingly contributed to poor education service delivery. Therefore, the adaptation of an effective monitoring and evaluation strategy in education is crucial in ensuring that there are enhanced accountability and transparency in education sector. Implementation of education policies remains a challenge due to lack of proper utilization of monitoring and evaluation process in education sector. Effective monitoring of education is therefore crucial to ensure that education activities meet their aims and objectives in terms of quality and their ability to impact the desired knowledge. While attaining the desired education, quality remains a matter of concern for many counties, some M&E remains an effective strategy that can be used to enhance the quality of education.

Majority of the respondents agree that the objective of public school projects should be set during planning and consultation with beneficiaries (M=3.96; SD=1.07). This finding agrees with what Kelly and Magongo (2014) said that purpose of planning is to assist the organization management to fulfill their primary functions of direction and control in the implementation of project components coordinate and communicate with the many parties involved. The planning practice phase may identify potential problems proactively before they can greatly affect project cost and schedule during implementation phase.

Majority of respondents agreed that there is transparency during implementation of projects (M=3.90; SD=1.08). The study findings disagree with what the study by UNESCO (2018) established that government and non-governmental organizations supporting in developing countries have been adopting, monitoring and evaluation systems in promoting effective governance by strengthening accountability and transparency in their sector activities. While the core purpose of government activities is to strengthen the transparency and accountability of the education sector it also ensures that the educational development initiatives meet their objectives, many of such initiatives continue to fail due to their inability to embrace accountability practices and management failure.

Majority of respondents agreed that there is clear channel of communication about usage of resources (M=3.91; SD=0.99). This finding disagrees with the study conducted by the education sector analysis (ESA) (2017) that reported

the absence of effective monitoring and evaluation on (M&E) and financial control system that has contributed to re-channeling of resources from key activities. This affects the attainment of sector goals and delays the implementation of various education policies. The ESA report also cited the inability of the ministry to report and documenting on financial overheads across an away of areas especially for off budgets and support which was offered by the donor community. The underlying cause of the above issue includes lack of accountability, transparency, and weak institutional capacity.

Majority of respondents agreed that members of the public play an oversight role in project supervision (M=4.02; SD=0.99). This finding disagrees with the study conducted by Muriungi (2015) who investigated the role of participatory monitoring and evaluation programs among government corporations. The study established that lack of time, insufficient M&E skills poor pay, lack of funds, inadequate staff, lack of skills, technological challenges, lack of awareness and poor infrastructure hindered participatory monitoring and evaluation.

Majority of respondents agreed that there is adherence to the laid down rule on implementation of projects (M=4.36; SD=0.85). These findings are in agreement with the study made by Pheng and Chuan(2015) who said that monitoring and evaluation can be measured after considering the constrict in phases of common indices.

They thus mentioned the first phase to be that of users, owners, public and stakeholders who interact with the project on macro-level. Then the second phase that looks at the developer and the contractor persons who look at the M& E performance in a micro platform and whom certain project characteristics like time, cost and quality affect them. It further noted there are certain indicators that have an impact on time, cost and quality and mentioned client satisfaction, project manager competence, environmental conditions, leadership skills, top management support, coordination among others Majority of respondents agreed that stake holders do articulate their needs and desires and expectations in public projects (M=4.29, SD=0.85). These findings agree with the study done by Suleiman and Simon (2018) who said that the approach of collaboration M & E also known as participatory was prompted by the need and desire to align programs and projects with the views and aspirations of the residents which has been highly accepted over a period of time. Resulting to working with and by communities to ensure the program serve the communities envisaged.

From the interviews the sub county director of education stated that:

“The accountability is achieved through auditing the project. The audit report is represented in the BOM meeting and the Ministry official involved.

The stakeholders are made aware of the project’s funds during the AGM. Also, the SIC conducts monitoring and evaluation of the project”

This statement implies that in order to ensure accountability in school construction projects, several measures are implemented. One crucial step is conducting audits of the project, which provides an independent assessment of financial management and adherence to regulations. These audits identify any discrepancies or irregularities in the use of project funds, promoting transparency and accountability. To address the findings from the audits, the reports are presented in Board of Management (BOM) meetings, where Ministry officials are also present. This platform allows stakeholders to discuss the audit reports, take necessary actions, and hold responsible parties accountable. By involving Ministry officials, the meetings ensure oversight and enable timely resolution of any issues identified.

In addition to BOM meetings, Annual General Meetings (AGMs) are conducted to inform stakeholders about the project's financial aspects. During these meetings, stakeholders, including the community, parents, and interested parties, are made aware of the project's funds, expenditure, and any financial challenges faced. This transparency empowers stakeholders to engage in discussions, provide feedback, and hold project implementers accountable for the efficient use of funds. Furthermore, the School Improvement Committee (SIC) plays a crucial role in monitoring and evaluating the project's progress. The SIC conducts regular monitoring and evaluation activities to assess the project's implementation, identify any deviations from plans or timelines, and evaluate its impact on the school and its stakeholders. By actively monitoring the project, the SIC ensures accountability by tracking its objectives, resource utilization, and overall effectiveness.

4.2 Regression analysis on public accountability and implementation of infrastructure projects

A linear regression model was used to explore the effect of public accountability and implementation of infrastructure projects. From the model, ($R^2 = .310$) indicated that public accountability accounts for 31% variation in implementation of infrastructure projects. The R^2 represented the measure of variability in implementation of infrastructure projects that’s public accountability account for. The public accountability predictor used in the model captured the variation in the implementation of infrastructure projects as shown in Table 2.

Table 2: Model Summary on public accountability implementation of infrastructure projects

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557a	.310	.307	.50391

a. Predictors: (Constant), Public accountability

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 3). The regression model with public accountability as a predictor was significant

(F=123.85, p value =0.000) shows that there is a significant relationship between public accountability and implementation of infrastructure projects.

Table 3: Analysis of Variance on public accountability

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.448	1	31.448	123.851	.000b
	Residual	70.082	276	.254		
	Total	101.530	277			

a. Dependent Variable: Implementation of projects

b. Predictors: (Constant), Public accountability

In addition, the β coefficients for public accountability as independent variable were generated from the model, in order to test the hypotheses under study. Table 3 shows the estimates of β -value and gives contribution of the predictor

to the model. The β -value for public accountability had a positive coefficient, depicting positive relationship with implementation of infrastructure projects as summarized in the model as:

$$Y = 1.617 + 0.542X_1 + \epsilon \dots\dots\dots \text{Equation 4.5}$$

Where: Y = Implementation of infrastructure projects, X_1 = public accountability, ϵ = error term

From the findings the t-test associated with β -values was significant and public accountability predictor was making a significant contribution to the model. The

coefficients result in table 4 showed that the predicted parameter in relation to the independent factor was significant ($\beta_1 = 0.542$; $P < 0.05$).

Table 4: Public accountability implementation of infrastructure projects' coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.617	.203		7.956	.000
	Public accountability	.542	.049	.557	11.129	.000

a. Dependent Variable: Implementation of projects

The study hypothesized that there is no significant effect of public accountability and implementation of infrastructure projects. There was a positive significant effect of public accountability and implementation of infrastructure projects ($\beta_4 = 0.542$ and p value < 0.05). Therefore, an increase in public accountability led to an increase in implementation of infrastructure projects. The null hypothesis (H_0) was rejected. Public accountability had a significant influence on implementation of infrastructure projects. This implies that for each increase in public accountability, there was an improvement in

implementation of infrastructure projects. This agrees with Kayhko (2011) that ensuring public accountability can be useful in setting high level strategic objectives and matters that are crucial to the public community, with spending of government and beneficiaries' funds and the exercise of public responsibilities. In public accountability, one side deals with assigning of responsibilities and giving of resources while the other side was dealing with accountability of the usage of the resources. This agrees with Otieno *et al* (2010) that an ideal policy on project implementation should focus on the project's effectiveness,

where the projects implementation prospects should meet the institutional, regulatory and socio-economic goals of the recipients in a manner that is appropriate to the proponents of the project

5. Conclusion and Recommendations

5.1 Conclusion

The study established that public accountability has a strong and positive influence on the implementation of infrastructure projects in public secondary schools in Kakamega County. The descriptive findings showed that respondents generally agreed that accountability mechanisms such as monitoring and evaluation, auditing, stakeholder participation, and adherence to legal frameworks enhance project performance. The regression results further confirmed that public accountability significantly explains variations in infrastructure project implementation, indicating that improved accountability leads to better project outcomes. The qualitative evidence supported these findings by showing that audits, Board of Management meetings, Annual General Meetings, and School Improvement Committees play a key role in strengthening transparency and oversight. Overall, the study concludes that effective public accountability systems are essential for improving the efficiency, transparency, and success of infrastructure projects in public secondary schools.

5.2 Recommendations

Based on the findings, this paper makes the following recommendations:

1. There is a need for the Ministry of Education and school management boards to strengthen monitoring and evaluation systems to ensure continuous tracking of infrastructure project implementation.
2. There is a need for public secondary schools to enhance transparency in financial management through regular and timely auditing of project funds.
3. There is a need for increased stakeholder involvement, including parents, community members, and teachers, in all stages of infrastructure project planning and implementation to improve ownership and accountability.
4. There is a need for county and national education authorities to enforce stricter compliance with accountability regulations and ensure that project implementers are held responsible for misuse or mismanagement of resources.

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