

Factors Influencing Implementation of CDF Projects In Secondary Schools in Mosop Constituency, Nandi County, Kenya

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Abstract: Constituency Development Fund (CDF) came into existence in Kenya after the National Rainbow Coalition (NARC) came into power with the enactment of CDF Act in 2003, subsequently amended in 2007. The CDF forms one of the devolved funds channeled by central government to the constituencies. It aims at supporting development projects in the constituencies. Over ten years after its inception, various achievements have been made although there is continuous outcry from stakeholders on the ineffective management of the projects funded by CDF. This is blamed on the ineffective management framework of Constituency Development Fund Committees (CDFC). This study looked at the factors influencing project implementation process of CDF projects in the education sector in Mosop Constituency, Nandi County, Kenya, with a view to establishing more effective ways of implementing the projects. The study reviewed literature on some past studies and evaluated their contribution to the objectives of this study. Descriptive survey design was used in carrying out the study and entailed the collection of both qualitative and quantitative data. This design was deemed appropriate for this study because it shows clearly the relationships that may exist between the variables. 20 schools were sampled for the study. The intended respondents were 20 Principals, 20 PTA Chairpersons and 20 BOM Chairpersons. The stratified random sampling technique was used in order to cover the different categories of players that were involved in the implementation process. Purposive sampling was used to select 10 CDF officers and 10 community members who had had previous experience in CDF management to provide information on CDF. The study gives recommendations on a number of issues that need to be attended to in order to bring about a more efficient and effective utilization of CDF assistance especially in the education sector. These recommendations especially address the roles played by Principals as well as Chairpersons of PTA and BOM respectively. The study also tried to show whether school Principals have competency in planning, supervising and monitoring of school projects. Similarly it tried to show whether PTA and BOM Chairpersons have the capacity to assist principals in project implementation.

Keywords: Constituency Development Fund (CDF), National Rainbow Coalition (NARC), PTA and BOM.

1. INTRODUCTION

The success of any project is critical to achieving development agenda in the local communities across the world. It is also understood that implementation of projects is fundamental if the project objectives and success is to be achieved. Implementation of project improves overall efficiency of project planning, management and evaluation. Various projects could be initiated to transform social, political and economic well-being of citizens in a particular country. UNDP (2002) noted that there has been growing demand for development effectiveness to improve people's lives. This calls for effective utilization of implementation results for continuous improvement and quality of performance in organizations.

Since independence, The Kenya government has initiated various programs and projects aimed at transforming the

country to a middle-income country as indeed strategized in the government's blue-print: Vision 2030 (2007). The various programs include the enactment of Constituency Development Fund (CDF), Local Authority Transfer Funds (LATF), Secondary Bursary Fund (SBF), Economic Stimulus Program (ESP), Youth Enterprise Fund (YEF), Women Enterprise Fund (WEF), HIV/AIDS Fund, and Uwezo Fund.

The Constituency Development Fund (CDF) was introduced in Kenya in 2003 through CDF Act (2003) and amended in 2007 to combat poverty and promote equitable growth and development around the country. Statistics have consistently shown high poverty and inequality levels, for instance, the 1997 Welfare Monitoring Survey showed a poverty rate of 57% overall and 60% in the rural population, the 2006 Kenya Integrated Household and Budget Survey, (KIHBS) found that 46% of the total Kenyan population is absolutely poor, i.e. below the poverty line, whereas 49% of the rural population is absolutely poor (Kenya National Bureau of Statistics, 2007). Kenya has also been described as being highly unequal, ranking among the top ten most unequal countries in the world and fifth in Africa (SID, 2004). This inequality is more pronounced in rural areas.

The CDF is one of the devolved funds meant to achieve rapid socio-economic development at constituency level through financing of locally prioritized projects and enhanced community participation. Studies conducted across the country's 210 constituency by the CDF Board (2008) indicated that since its inception in 2003, CDF has facilitated the implementation of a number of local level development projects aimed at poverty reduction and socio-economic development.

CDF resources are generated from tax collected on various items and services. Therefore, each and every Kenyan contributes towards CDF (Gikonyo, 2008). At the national level, the CDF Act amended in 2007; Section 4(2a) mandates that at least 2.5% of the government's annual ordinary revenue be channeled to the constituencies for purposes of development. However, studies conducted by National Anti Corruption Steering Committee (NACS) (2008) on the implementation of CDF projects have shown that various forms of corruption were found to be reducing its implementation efficiency and effectiveness. The CDF Project cycle consists of several stages: Identification, planning, implementation and monitoring..

1.1 Problem Statement:

Doubts have been raised as to whether the constituency development fund has met its stated objectives, giving a clear indication that the extent to which CDF has met its objectives remains a research imperative (Bagaka, 2008). Owuor (2013) argues that CDF management faces varied challenges, some of which include: Lack of teamwork in managing CDF projects, Project funding, and Project Manager's competency. A similar research conducted by IEA (2006) in all Kenyan constituencies indicated that sharing of CDF within the constituency is not always a smooth exercise. Due to the needs at the constituency level and the weak mechanisms of ensuring equity in the distribution of CDF projects within the constituencies, some locations felt short-changed in the process. Kerote (2007) revealed that, relevant field methodologies that call for effective management of funds have been inadequate in allowing maximum utilization of local resources. He also noted that vital components of project implementation, project identification, monitoring and evaluation have not fully been managed by the CDFC.

Concerns have arisen particularly about the utilization of Constituency Development Funds. Most of the concerns revolve around issues of allocation efficiency. Radoli (2009) highlights some of the constituency characteristics that impact on the efficiency and efficacy of CDF and also some political/ economic aspects associated with the fund. Since the introduction of CDF projects in Kenya in 2003, Kenyans have complained that the outcome of such projects is doubtful (Ndeto, 2011). In most cases the implementations of such projects take longer than planned, the end user gets a questionable result or the funds are not adequately utilized. Other CDF projects are abandoned in the process of implementation. CDF project progress in the recent past years like any other public sector is seen to be consistently performing poorly in some constituencies (Kimenyi,2005) Mosop constituency is one of the constituencies that have been characterized by public outcry over the utilization of the CDF. According to Lumiti (2008), it has been a challenge in some constituencies to have success in the projects due to lack of an implementation plan. In Mosop constituency, out of 25 CDF projects, only 10 are operational (Mosop CDF 2012/2013). This leaves the constituency with a total of 15 projects that are still stalling. In most of the stalling projects, the reason given is that more funds are needed. This study seeks to bridge the gap created in the stage of implementation of the CDF projects and find out the problem behind the stalled projects.

In his study of the Impact of Constituency Development Fund, A case of Amogoro constituency in Teso District, Lumiti, (2008) observed that some constituencies do not have the capacity to utilize the funds and the required plan to implement the projects; hence the large sums of money are returned to the ministry of finance, yet CDF projects lack money for complete implementation. Despite the several years of research in the area of CDF projects, no research has ever been conducted in Mosop constituency to come up with the answers to the problems above. This study therefore seeks to find out factors influencing effective implementation of CDF projects in secondary schools in Mosop constituency, Nandi County

1.2 General Objective:

This study sought to examine factors affecting project implementation within CDF projects in secondary schools, with a view to evaluating optional approaches for its improvement.

1.3 Specific Objectives:

The specific objectives of this research project were:

1. Establish the managerial input requirements and processes for implementing CDF projects in the education sector.
2. Establish levels, decision-making criteria and types of funding for CDF projects in the education sector.

1.4 Justification of the Study:

CDF is a noble idea but laden with continuous outcry regarding management and effectiveness of the projects. Despite numerous known studies, the search for solution is still needed due to widespread continuous outcry. The findings of this study may be applied to other constituencies which continue to experience similar issues and thus suffer same outcry from stakeholders.

In order to achieve fiscal decentralization through the CDF and reduce poverty levels and improve the education system, this study is expected to: Help all stakeholders to understand their roles in identification and implementation of the CDF project; Build a case for determination of critical success factors of project implementation within CDF funded projects; Draw conclusions that may be helpful in improving the implementation of CDF funded projects.

2. LITERATURE REVIEW

2.1 Introduction:

This section reviewed literature on some past studies and evaluated their contribution to the objectives of this study. To enhance a comprehensive analysis, the section looked into the diverse issues influencing the management and utilization of the CDF with an aim of establishing the positions held by different authors about the same.

2.2. Theoretical Review:

This review focused on pertinent literature related to the research question. It was a review of relevant studies on the general subject of project management and implementation.

2.2.1 Project Life Cycle:

According to Meridith & Mantel (2012), they define a project as an endeavor in which human, material, and financial resources are organized in a novel way to undertake a unique scope of work of a given specifications within constraints of cost, time and the prevailing environment so as to achieve beneficial change defined by quantitative and qualitative objectives. According to the International Standard Organization (ISO) 10006:2003; Quality management systems, looks at a project as a unique process that consists of a set of coordinated and controlled activities with start and finish dates undertaken to achieve an objective conforming to specific requirements including constraints of time, costs, and resources.

According to Ogula, (2002), project cycle is a sequence of continuous events which a project follows: problem identification, project formulation and project implementation At problem identification (project conceptualization stage) one need to undertake project needs analysis, to identify the needs of the institution, possible project ideas to satisfy needs identified are evaluated and closely analyzed to finally arrive at the intended project.

Formulation of the project involves evaluation to some extent; it requires careful evaluation by project stakeholders by conducting costs and benefits analysis of each and every activity that will be included in the project.

2.2.2 Project Management Models:

There are different project management models. Across the web site, the study used the project management life cycle as presented in the section “The Fundamentals of Project Management”.

Linear model: It is a linear process model consisting of four phases.



Figure 2.1: Linear Process Model

In this picture it looks as if the four phases did not overlap. In real life, they often do but we simplify for the sake of clarity of our presentation. This project management process model with non-overlapping phases corresponds in fact to the waterfall model.

Waterfall model: The waterfall model is based upon the principle that one phase cannot start until the previous one is completed.. In fact, to one extreme, this model does allow for overlapping phases, in that one phase cannot be finished until the previous one is finished.

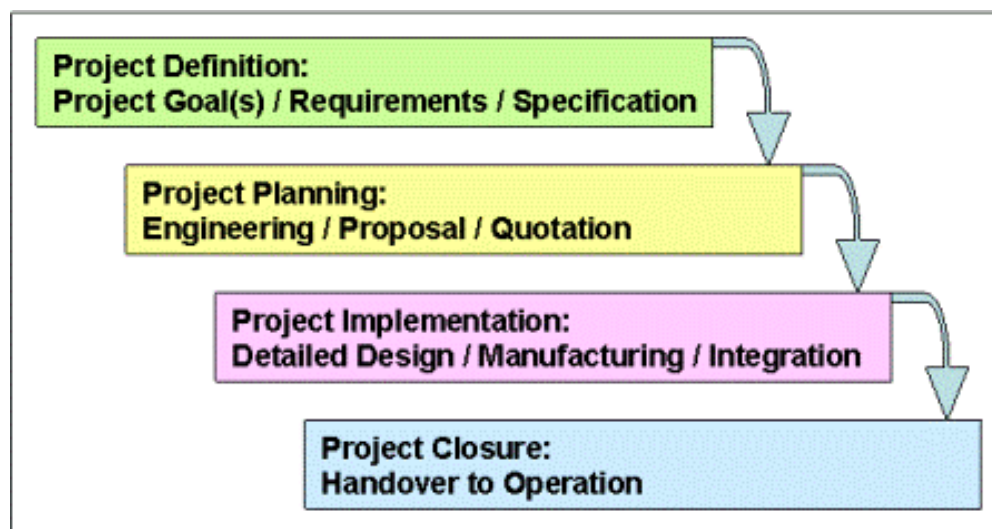


Figure 2.2: Waterfall Model

2.2.3 Decision Making Models in Project Management:

Project Management has emerged as a discipline of high level decision making with the help of analogue and digital tools which would help augment the intuition of a Project Manager and his team for taking decisions in favour of the future of the project. These decision making tools are general, they are based on common sense and are used in all the trades for backing up the decisions taken by the decision making authorities.

Time, cost and scope are the triple constraints of any project. Any variation in the stipulated value of these three constraints is bound to affect the project's outcome. So, what a project manager should do in order to keep these three constraints in check? Should he be doing work around after the risks have happened or should he be planning for the risks through these decision making models?

Through decision making models we do not essentially plan for the risks, but we perform a reality check with what should be the step which shall be taken in response to a particular situation. This situation may account for positive or negative risks and for the risks we can deduce a risk response plan accordingly.

2.2.4 Decision Making Process:

The whole purpose of indulging in the decision making process is to make a rational decision. Rational decision making means a tendency that is suitable to the already existing goals within the given conditions and constraints. Project Management thrives on the rationality of decisions and here is where it is important for the Project manager to have a process which enables him and his team decide rationally about different aspects of the project. There are many decision making models and these can be effectively used in professional as well as personal life. These tools are sometimes regarded highly in the sphere of project management as their capacity of backing up decisions taken by project manager is enormous. A good project manager can understand the need of these effective tools which can be used all through the life cycle of project management.

2.2.5 Factors Influencing Effective Implementation:

Successful implementation of projects must put in place the following mechanisms: Management skills: The need for supervision skills is to provide a platform for professionalism in the project work. The stakeholders involved in the implementation of the project must have skills required by the project in question; funding: According to Chandra (2008), availability of adequate funds also has a direct connection with expeditious implementation of projects. Firms with adequate funds have successful completion of their projects. While the overall resource available may in theory be sufficient to complete the project, there might be difficulties arising from the way in which the project is scheduled. Training: Project management aims to improve the performance of a business organization. It is a discipline that combines technical skills, tools and human.

Managers and other employees, who participate in management training, learn the techniques to use in improving their skills. If a manager takes a project management course, s/he will be taught the basics of management that improve specific skills like cost estimation, scheduling and risk management. S/he will also gain by acquiring knowledge on leadership and other people management. Firms with employees who underwent management training also benefit because they will have better control on their projects and the company develops improved customer relations. Their project delivery quality will be much better which will then lead to more profits for the company. Different divisions of the company will learn to coordinate with each other, realizing higher ROI's for the amount of money spend by the firm for their employees' management courses.

2.3 Conceptual Framework:

According to Orodho (2003) conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationships between variables and shows the relationships graphically or diagrammatically. In this study, the conceptual framework .below will be applicable:

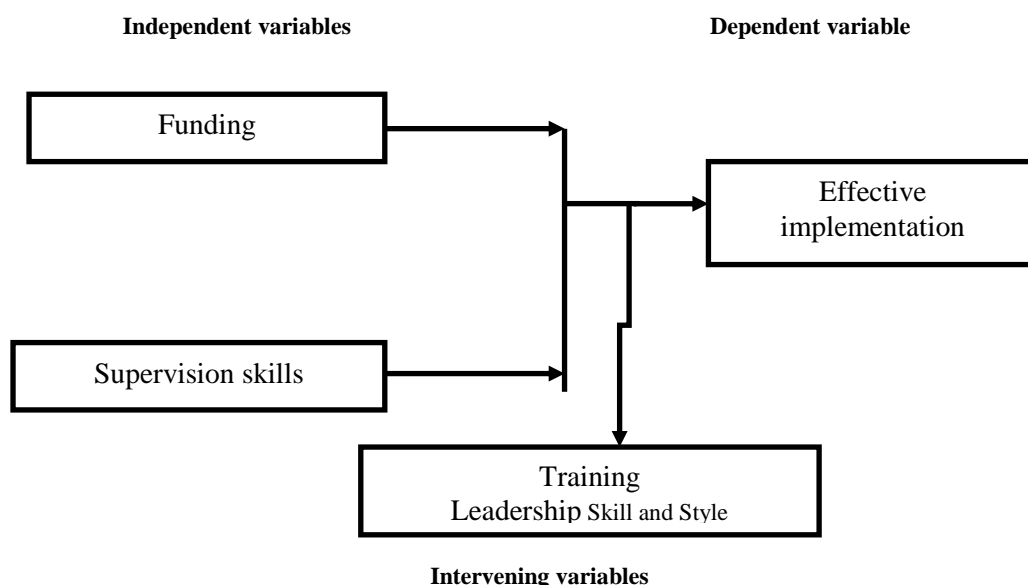


Figure 2.3: Conceptual Framework

The key variable of this study is the effective implementation. This variable is considered as dependent variable which depends on the independent variables as outlined in the figure. The indicators of the effective implementation are therefore that; the projects will be completed on time, the project will be within stipulated budget, and that the project objectives will be met hence producing the right quality of the end product.

3. RESEARCH METHODOLOGY

The study adopted the descriptive design research. This entailed the search for both qualitative and quantitative data thus providing descriptive data. Descriptive research was important for this study because the researcher easily inferred relationships that existed between the variables the study was carried out in Mosop constituency. There are 25 secondary schools receiving funding from CDF. Sampling was used to choose respondents for the study. The findings of the study were then used to make inferences on the basis of the data collected.

4. RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction:

Since the overall objective of this study was to investigate the factors influencing effective implementation of CDF projects in secondary schools in Mosop Constituency, the study was limited to this constituency. The field research was comprehensive, giving most of the attention to the variables of this study which include: Funding, Teamwork and stakeholder participation, Supervision skills, Monitoring and control, Training, Accountability and PM leadership style. All these variables were captured in the questionnaires and the responses were sufficient enough to allow viable conclusions.

4.2 Background Information:

The study was carried out in Mosop Constituency, Nandi County. In the survey, 75% of the respondents were male while 25% were female. 40% of the respondents were above 45 years, 30% were between 26-35, 25% were of age 35-45 and 18-25 were only 5%. It was interesting to note that 5% was the least representation by age range between 18-25. Most of the respondents had attained education level, at least up to primary level.

4.2.1 Response Rate:

About 20 questionnaires were sent to the school principals, 20 were sent to the PTA chairpersons, 20 were sent to the BOM chairpersons, 10 were sent to the CDF officers in Mosop Constituency, and 10 to community members who served previously in the CDF committee. The total number of usable responses was 60. 20 questionnaires were not returned as the respondents could not be reached. This represented a response rate of approximately 75%, which was considered adequate for analysis. Findings of the study are presented and discussed in this chapter. Table 4.1 below represents the response rate of this survey. It is also evident that most of the respondents were principals followed by community members.

Table 4.1: Response Rate

Questionnaire	Principals		PTA/BOM Chairpersons		CDF Officers		Community Members	
	No.	%	No.	%	No.	%	No.	%
Returned	18	90	27	67.5	7	70	8	80
Not returned	2	10	13	32.5	3	30	2	20
Totals	20	100	40	100	10	100	10	100

4.2.2 Gender:

Figure 4.1 below shows the analysis of the respondents based on the gender in the constituency.

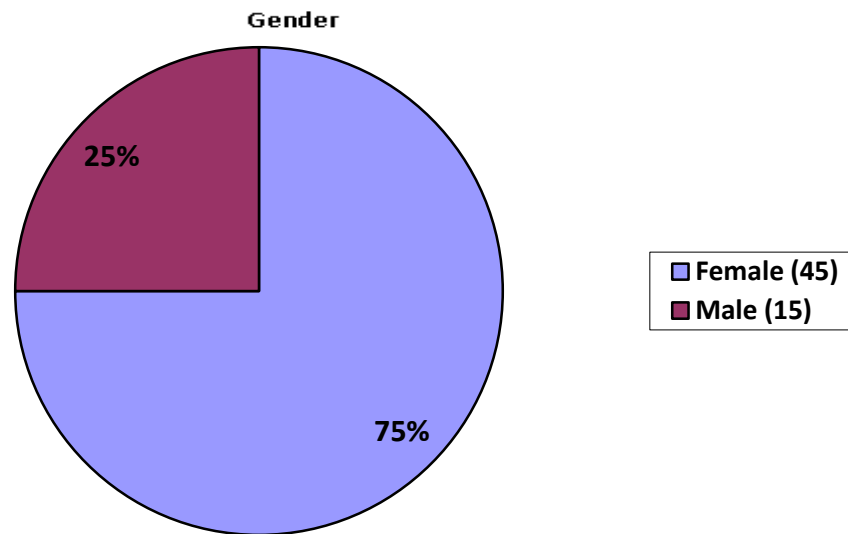


Figure 4.1: Gender

From the survey in figure 4.1, it is evident that the 75% of the respondents were male while 25% were female. This shows that the gender parity was taken care of. The male respondents were more than the female ones. This shows that the male respondents were easily accessed compared to their female counterparts.

4.2.3 Age Range:

This category sought to find out if the age ranges of the respondents were well represented. The results were summarized in figure 4.2 below:

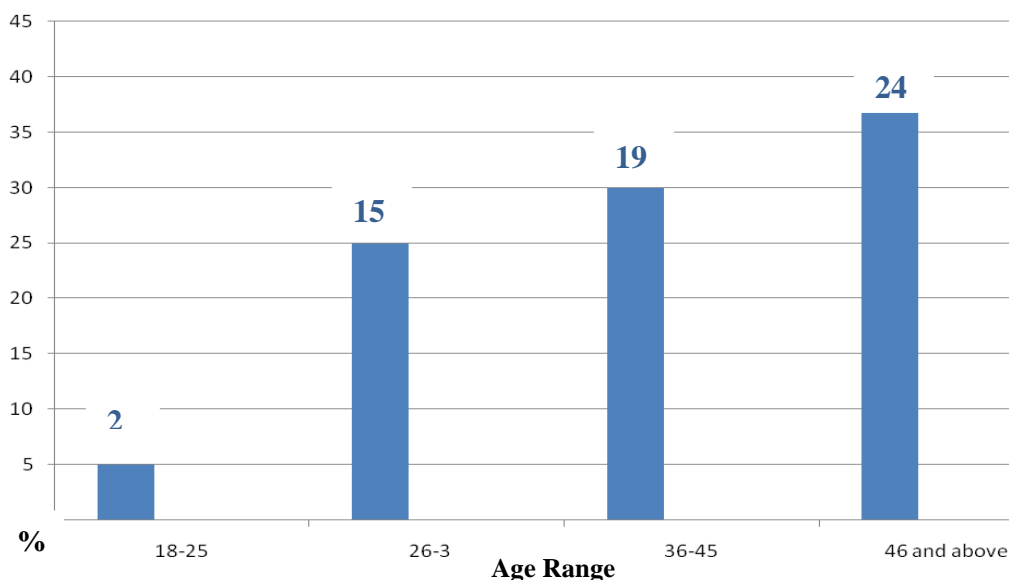


Figure 4.2: Age Range

The column bar graph above illustrates the age disparities of the respondents. It is evident that 40% of the respondents were above 45 years, 30% were between 36-45, 25% were of age 26-35 and 18-25 were only 5%. It was interesting to note that the least representation by age range was between 18-25. This might be owing to the fact that most are students and therefore it is likely that such people are still in school. The rest of the analysis shows that the various age ranges were well represented in the study.

4.2.4 Occupation of the Respondents:

Respondents were also profiled based on their occupation. The findings were summarized in figure 4.3 below:

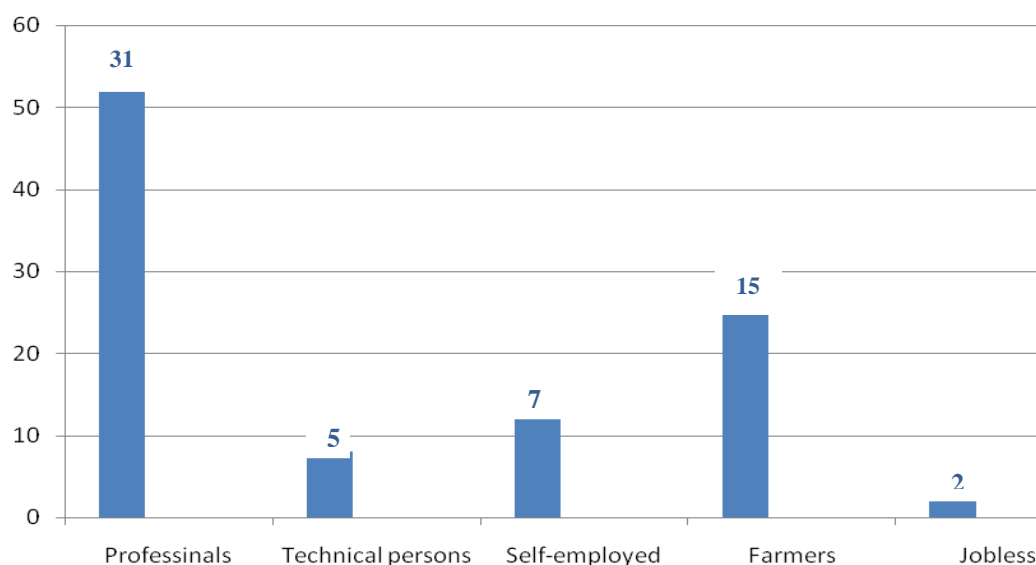


Figure 4.3: Occupation of the Respondents

The survey shows that most of the respondents interviewed are professionals (52%), 25% are farmers, followed by self employed at 13%, technical persons were 8% while the least were jobless at 2%. This shows that different people in the various occupations were well represented. It is also evident that most of the respondents were professionals in different fields followed by farmers.

4.3 Supervision Skills and Training:

4.3.1. Education Level of School Principals:

The education level of the respondents was included in the study as it has an impact on the respondent's knowledge on the implementation of CDF programs. The results were as indicated in table 4.2 below:

Table 4.2: Academic Qualifications of the School Principals

Educational level	Frequency	Percentage
Diploma	1	6
Bachelors degree	14	78
Masters degree	3	16
Total	18	100

Table 4.2 shows that the majority of the principals (78%) had bachelors' degree in education. This is a good gesture. University training is regarded internationally as means of preparing high skilled labour force in their fields hence they should be able to steer their school effectively in all spheres including project supervision, monitoring and control. The principals are therefore expected to manage projects in their schools competently.

4.3.2 Principals' Attendance to KEMI Course:

Academic preparation alone may not be sufficient to equip practicing principal with necessary skills and attitude in the implementation of school projects. They need more knowledge through additional trainings and experience in the field. Kenya Education Management Institute (KEMI) is one such institution that offers training in various managerial skills to principals and their deputies. The respondents were asked to state whether they had attended any KEMI management course. The responses are tabulated in table 4.3.

Table 4.3: Principals' Attendance of KEMI Course

Attended KEMI course	Frequency	Percentage
Yes	15	83
No	3	17
Total	18	100

From table 4.3, the researcher found that 83% of the principals had attended KEMI course. As to whether the course was relevant to the tasks involved in managing projects, they said that the KEMI courses they attended did not cover areas related to implementation of projects since very little content was covered.

4.3.3 Principals' Experience in School Management:

The researcher sought to know the teaching and administrative experience of the principals. The data on this variable is in table 4.4.

Table 4.4: Principals' years of Service in Administration

Experience in years	Frequency	Percentage
1-5	9	50
6-10	6	33
10 and over	3	17
Total	18	100

Table 4.4 shows that the majority of the principals 50% had served for 1-5 years. This period is not good enough to expose someone to the necessary competencies in planning and supervision of projects. When asked about their competency, all the Principals indicated that they were competent enough in running projects in the schools.

4.3.4 Importance of a Project Manager:

When principals were asked about the importance of a project manager, they agreed that the authority of the project manager is very crucial in the implementation process the views are reported in table 4.5.

Table 4.5: Principals opinion on the importance of the authority of a project manager in the implementation

Response	Frequency	Percentage
Yes	12	67
No	6	33
Total	18	100

The majority of the Principals 67 % felt the authority of the project manager is quite crucial in the implementation process.

4.3.5 Education Level of the PTA/BOM Chairpersons:

The school PTA and BOM chairpersons played a very significant role in the implementation of school projects. If a school has a competent PTA and BOM chairperson then projects can be supervised well. The competence of the person of the PTA and BOM chair can also be measured in terms of their academic qualifications and work experience. It therefore became necessary to determine these variables on the PTA/BOM officials. The academic qualifications of the PTA/BOM chairpersons are as shown in table 4.6.

Table 4.6: Academic Qualifications of the Schools' PTA/BOM Chairpersons

Academic level	Frequency	Percentage
University	2	7
College	4	13
Secondary	14	53
Primary	5	20
None	2	7
Total	27	100

From table 4.6, it can be observed that the majority of the PTA and BOM chairpersons (53%) were holders of secondary school qualifications and above. According to the Kenyan education act the minimum qualifications of one to be appointed to serve on a secondary school board is that one should have a minimum of secondary school education. Schools in Mosop constituency have competent persons to run the management of the school legally.

4.3.6 Level of Training of PTA/BOM Chairpersons:

The PTA/BOM chairpersons need training on relevant skills to enable them assist the principals. However, they are never given such opportunity as seen in table 4.7.

Table 4.7: Whether PTA/BOM Chairpersons were trained before assuming office

Response	Frequency	Percentage
Yes	5	18.5
No	22	81.5
Total	27	100

From table 4.7, the researcher sought to know whether the PTA and BOM chairpersons were trained or inducted before assuming office and the results indicated that the majority of them 81.5% had no training or induction courses at all. These results are not pleasant if they have to play their roles competently of planning, and overseeing the implementation of projects in the schools.

4.3.7 PTA/BOM Chairpersons' Experience in School Management:

Apart from academics their own exposure and experience can be very crucial. It was therefore important to establish the experience of these people in the management of schools. The responses are presented in table 4.8.

Table 4.8: PTA/BOM Chairpersons' Experience in School Management

Experience in years	Frequency	Percentage
1-4	18	66
5-9	7	27
10 and over	2	7
Total	27	100

The investigation on the period the PTA/BOM chairpersons had served as members of the school management as indicated in table 4.8 shows that the majority of the PTA/BOM chairpersons representing 66% had been in office for between 1-4 years only. This is too short a period for them to be very conversant in school management unless one is an educationist or of other related disciplines.

4.3.8 Education Level of CDF Officers:

The education level of the CDF officers was included in the study as it has an impact on the respondent's knowledge on the implementation of CDF programs

Table 4.9: Education Level of CDF Officers

Education level	Frequency	Percentage
College/ university	5	71
Secondary	2	29
Primary	0	0
Total	7	100

In table 4.9 above, the highest number of respondents (71%) has attained college level while 29% have attained secondary level. This analysis shows that all of the respondents had attained education level, at least up to secondary

level. It was interesting to note that in the study; most of the respondents have attained college level which is the level of professionals.

4.3.9 Number of Years in Service in CDF:

The CDF officials were requested to give the number of years in service with the CDF. Table 4.10 below summarizes the results:

Table 4.10: Number of Years of CDF officers in Service in CDF

Number of years	Frequency	Percentage
1-3	1	14
4-7	2	29
8 and above	4	57
Total	7	100

According to the survey, most of the respondents (57%) have worked for CDF since it began in 2003. 29% have been there for 4-7 years, 14% have worked for between 1-3 years. 30% of the targeted CDF officers did not return the questionnaire as they had relocated. This analysis shows that most of the respondents had rich information on CDF performance given the years of service. The respondents were tested on their knowledge, personal views, benefits and challenges of Constituency Development Fund initiative. The results of the survey were discussed with regard to the variables in this study. These are both dependent variable (project implementation) and the independent variables (Teamwork, Supervision skills, Monitoring and control, Funding, Training, Accountability and PM Leadership style)

4.3.10 Education Level of Community Members:

The education level of the community members was included in the study as it has an impact on the respondent's knowledge on the implementation of CDF programs.

Table 4.11: Academic Qualification of Community Members

Education level	Frequency	Percentage
College/ university	1	12.5
Secondary	4	50
Primary	3	37.5
No education	0	0
Total	8	100

In table 4.12 above, the highest number of respondents (50%) has attained secondary level while 37.5% have attained primary level. 12.5% of the respondents have attained college level. This analysis shows that all of the respondents had attained education level, at least up to primary level. It was interesting to note that most of the respondents have attained secondary level which is the average level of education among Kenyan population.

4.3.11 Availability of Skilled Labour in Implementation of CDF Projects in Public Secondary.

The challenge to the implementation of the projects is the availability of the skilled labour force. An inquiry therefore was made to ascertain the availability of skilled labour in the school projects in Mosop constituency.

Table 4.12: Availability of Skilled Labour

Response	Frequency	Percentage
Yes	15	25
No	45	75
Total	60	100

The responses from all the respondents indicated that there was a big challenge. About 75% of the respondents indicated that they did not use qualified personnel whereas only 25 % said were available and were engaged. Some of the principals commented that whereas the public procurement act requires that they hire competent persons from the locality in the constructions, there were no people with relevant certificates to be hired.

4.3.12 Importance of Skilled Labour in Project Implementation:

The respondents were asked about their views on importance of skilled labour in project implementation. Their views were presented in the table 4.14 below.

Table 4.13: Importance of skilled labour in Project Implementation

Response	Frequency	Percentage
Yes	52	88
No	8	12
Total	60	100

About 88% of the respondents felt that skilled labour was a key in the project implementation and supervision. And only 12% of the respondents thought otherwise.

4.4 Funding:

4.4.1 Sources of Funds:

Respondents were asked to reveal the sources of funds for the school projects. Their views were presented in the table 4.15 below.

Table 4.14: Sources of Funds

Response	Frequency	Percentage
CDF	13	22
PTA contributions	41	68
Government	6	10
Total	60	100

From the responses, 68% of the projects are financed by the parents through the PTA contributions, 22% by CDF and only 10% from government grants under the Kenya Education Sector Support Programme (KESSP).

4.4.2 Project Budget:

The CDF officers were asked to say if the projects are completed within budget or not.

Their views were presented in the table below.

Table 4.15: Whether Projects were completed within Project Budget

Response	Frequency	Percentage
Yes	6	86
No	1	14
Total	7	100

About 86% of the respondents said that the projects were completed within budget. This was also found to be interesting given that so many projects that are stalling prove that the projects need more funding for them to continue.

4.4.3 Decision Making Criteria Used in the Selection of the Projects:

The respondents were tested on their knowledge of the criterion used in selection of the projects to be funded by the Constituency Development Fund. The results are tabulated in the table 4.18 below.

Table 4.16: Criterion Used in the Selection of the Projects

Objective	Frequency	Percentage
Pressing needs	25	42
First come first serve	5	8
Not involved at all	10	17
Not aware	20	33
Total	60	100

The above analysis indicates that a large percentage of the respondents (42%) were of the opinion that CDF projects were selected for funding on the basis of pressing needs assessment. 17% were not involved at all, while 8% were of the opinion that the CDF projects were chosen on first come first serve basis. This analysis indicates how the stakeholders are very much concern in the projects selection.

4.4.4 Number of Projects Funded by CDF:

This section was intended to determine the number of projects that had been started by CDF in their schools. The results are summarized in the figure 4.19 below:

Table 4.17: Number of Projects Funded by CDF

Number of Projects	Frequency	Percentage
1-2	29	48
3-5	22	37
6 and above	2	3
None	7	12
Total	60	100

The above findings show that most of the areas represented by the views of 48% respondents had 1 to 2 projects started by CDF since 2003. 37% had had 3 to 5 projects started while 3% had 6 and above projects. 12% had had none. The majority of the respondents indicated that only 1 or 2 projects had been started since the initiative was introduced. This is around 10 years ago. This analysis proves the views that the CDF implementation rate is very slow.

4.5 Discussion of the Research Findings:

4.5.1 Effects of Variables on CDF Projects Implementation:

Mean scores were used to determine the effect of CDF on the goals below by the respondents on a 3-1 point scale ranging from 'satisfied' (3) to 'dissatisfied' (1) responses. Standard deviations were used to determine the varying degree of the responses by the participants in the survey. This part was geared towards measuring the effect of the variables on successful project implementation. The respondents were requested to rate the variables in this study as they have affected CDF project implementation. Table 4.30 shows the mean, and standard deviation of the respondents based on the effects of the various variables on project implementation.

Table 4.18: Effect of the Variables on CDF Implementation

Effect	3		2		1		Mean	Standard Deviation
	No.	%	No.	%	No.	%		
Supervision skills	26	43	26	43	8	14	2.30	0.674
Funding	9	15	17	28	34	57	1.58	0.711
Training	9	15	17	28	34	57	1.58	0.711

From the analysis, it is clear that supervision skills (2.30) have a great influence on project implementation. It can be noted that in Mosop constituency good supervision skills required for the CDF projects needs to be improved.

4.5.2 Supervision Skills and Training:

The purpose of the training is to provide a platform for professionalism in the project work. The stakeholders involved in the implementation of the projects must be trained in accordance with the objectives of the project in question. If training is not done, then the members act from a point of ignorance and guess work and the result is therefore dubious. The training workshops can be used to emphasize the importance of learning by doing. Generally, it is clear that the officers of CDF (88%) were satisfied with the development in their areas of work. It seems like the level of training for CDF projects was fair. Training the project team also helps in expanding on its efforts to introduce a self-monitoring tool in project work. The project team should also be trained in management to avoid mediocrity. CDF is faced with ignorance in management of its projects and this can be improved through training.

4.5.3 Funding:

According to Chandra (2008), availability of adequate funds also has a direct connection with expeditious implementation of projects. Firms with adequate funds have successful completion of their projects. There is always a budget for the project and this presents serious project constraints. While the overall resource available may in theory be sufficient to complete the project, there might be difficulties arising from the way in which the project is scheduled. There might be a number of activities scheduled to take place at the same time and this may not be possible given the amount of resources available. In this survey most of the respondents said that the projects were completed within budget. This question was meant for the CDF officers. This was also found to be interesting given, that so many projects were stalling (found on a data obtained in Mosop CDF 2009-2010 on the government web site. It is also clear in the data that the projects need more funding for them to continue. This is a wakeup call for the CDFC to be straight in their financial planning to ensure a smooth run in the project work.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

The study was an investigation into the factors influencing effective implementation of CDF projects in secondary schools in Mosop Constituency. The study sought to establish the reasons why such projects are seemingly stalling and also success strategies for the CDF projects in secondary schools. The overall objective of this study was to examine factors affecting project implementation within CDF projects in secondary schools, with a view to evaluating optional approaches for its improvement.

5.2 Summary:

The results of this study show that majority of the respondents knew the role of CDF (95%). The results also indicate that the residents in the constituency felt that CDF in their schools are useful (75%). From the survey, it was evident that majority of the respondents (77%) were of the opinion that projects were not completed in time. Only 23% expressed satisfaction. Among the variables of this study, Supervision skills seem to be rated as the most that affected project implementation in the area with a mean of 2.30. In the survey, 43% of the respondents indicated that they were satisfied with management supervision skills in place. While 28% of the respondents indicated that they were okay with the way funding was done, while 57% of the CDF officers were dissatisfied with the way resources were availed for project management

5.2.1 Background Information:

The study was designed to establish the factors influencing effective implementation of CDF projects in secondary schools in Mosop constituency. To achieve this objective, questionnaires were sent to the relevant stakeholders. The study confined itself to the stakeholders in the schools under study and employees of CDF in the constituency. Several projects in the schools were sampled such as school construction, water projects among others. The study concentrated itself to Mosop Constituency, Nandi County. In the survey, 75% of the respondents were male while 25% were female. This shows that both genders were represented even though there were more male compared to female. 40% of the respondents were above 45 years, 30% were between 26-35, 25% were of age 35-45 and 18-25 were only 5%. It was interesting to note

that 5% was the least representation by age range between 18-25. Most of the respondents had attained education level, at least up to primary level. It was interesting to note that most of the participants had attained college level which is the level of professionals. Different people in the various occupations were well represented.

5.2.2 Effective Project Implementation:

Implementation of a project is the step where all the planned activities are put into action. This step comes after definition stage where tactics are set in order to ensure that the project objectives' are clear, time allocation is well estimated and the resources are effectively allocated (cost estimations). From the survey, 63% of the respondents indicated that the rate of CDF project implementation is slow. The management of CDF needs to do something on the way finances are managed as far as this survey is concerned. The peoples' training needs are also crucial to the implementation of any project. The main variable of the study being project implementation, it is important for the CDF management to consider how this variable is affected by the independent variables.

The respondents gave their views on what should be done to ensure effective project implementation in the education sector. The views of the various respondents were compiled together. Most of the respondents said that the members of the community should be involved in selection of both the projects to be funded and CDFC members. To avoid nepotism, selection of committee members should be free and fair, chosen on merit and reshuffled every year. The MPs should not select the committee members. A balanced representation from the various locations in the constituency is necessary.

5.3 Conclusions:

It can generally be concluded that most of the objectives of this study were met. The general objective of the study was realized through a close look at the specific objectives which were discussed in detail through this study. In as far as project implementation is concerned, it emerged from the study that the respondents were dissatisfied with the manner in which the implementation of CDF projects was being done in their schools. The general analysis in this study indicated how the beneficiaries of CDF in the constituency are not happy concerning the stalling projects. A large percentage of the respondents were of the view that CDF projects were not finished on time. It also emerged that part of the school management was not trained on the role in as far as the management of the fund was concerned.

From the study it can be concluded that school projects are faced with numerous challenges. The government should organize capacity building of school managers (Principals, PTA chairpersons and BOMs) in project implementation, planning, supervision monitoring and evaluation. They should also be assisted in the training for funds' proposal writing. The PTA/BOM chairpersons should also be trained on their roles in school management to steer schools.

In times of limited resources like funding, schools need to guard against scope creep, projects need to stay focused and deliver benefit for the school quickly. This means setting project specific realistic goals and sticking to them. Most of the respondents indicated that they were not happy with the way constituents had no access to the fund. It was of great concern to note that all the CDF officers expressed displeasure on the way funds were being handled. The study indicates that access to Constituency Development Funds was below average.

With the help of training, a project manager can learn team-building skills, including how to develop a motivated, committed team that will work co-operatively. And how to communicate effectively with everyone involved in the project, including the stakeholders. It will give him, or her, the confidence to stick with the plan when the plan is right, change the plan when it is wrong and be prepared to make unpopular decisions when necessary.

5.4 Recommendations

The general objective of the study was realized through a close look at the specific objectives which were discussed in detail through this study. In as far as project implementation is concerned, it emerged from the study that the respondents were dissatisfied with the manner in which the implementation of CDF projects was being done in their schools

Based on the findings and conclusions, the study makes the following recommendations; the projects should be funded promptly to avoid stalling projects. The government should have mechanism in place to follow up and ensure that the fund is well utilized. Monitoring and control of the project progress will ensure that there are no ghost projects and the stalling ones get completed. The projects should be evenly distributed throughout the constituency. The government should also follow up on the fund to ensure that it is well utilized.

The government should have a policy on the time span of the projects. The projects should be followed up once started to ensure finishing. The CDF officers should be qualified personnel. The team should be well trained on the job to ensure professionalism. The projects that have already been started should be completed before starting up new ones. The government should increase the fund to enhance the completion of stalling projects.

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