

**FACTORS INFLUENCING THE COMPLETION OF
EDUCATIONAL CONSTITUENCY DEVELOPMENT FUNDED
PROJECTS: A CASE OF IGEMBE SOUTH CONSTITUENCY-
MERU – KENYA**

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DECLARATION

This research proposal is my original work and has not been previously submitted for award in any degree in any other university or institution of higher learning.

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DEDICATION

This research work is dedicated to my family-my husband Alex, son Brian, my mother Elizabeth, my father Stanley and my sister Angela for the encouragement and great support they offered to me.

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The completion of a study of this magnitude was partly due to the encouragement and advice from a number of scholars to whom I render due honor and thanks. I wish to express my heartfelt gratitude to all who have been my source of encouragement throughout this work. I sincerely thank my supervisor Dr. Anne Ndiritu for her immeasurable support and guidance without which this work would have been impossible. I also thank my lecturers for their invaluable guidance throughout my course and course mates of Nairobi University whom we gave each other moral and physical support. My deep appreciation goes to all who contributed to the success of this work. I also thank the Almighty God who has enabled me to go this far.

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LIST OF ABBREVIATION AND ACRONYMS

CDF-	Constituency Development Fund
CDFC-	Constituency Development Funds Committee
CRC-	Citizen Report Card
MP-	Member of Parliament
NACCSC-	National Anti-Corruption Campaign Steering Committee
NTA-	National Taxpayers Association
PMC-	Project Management Committee
RDT-	Resource Dependency Theory
TASAF-	Tanzania Social Action Fund

ABSTRACT

This study was seeking to assess the factors influencing completion of Educational CDF projects specifically a case of Igembe South Constituency in Meru county Kenya. The objectives guiding this research study were as follows; to establish the influence of stakeholder participation on the completion of educational CDF projects in Igembe South Constituency, to determine the influence of project management competence on the completion of Educational CDF projects in Igembe South Constituency, to examine the influence of budgetary allocation on the completion of Educational CDF projects in Igembe South Constituency and to determine the influence of political interests on the completion of Educational CDF projects in Igembe South Constituency. The types of techniques used included the use of stratified proportionate random sampling, descriptive research design techniques, and inferential statistics. Data was collected using interview guide, questionnaires and observation. Simple random sampling technique was used to identify the respondents. The sample size included 230 educational project beneficiaries and 30 project implementers. A pilot study had to be carried out to ascertain the validity, as well as, the reliability of the research instruments. The researcher employed the use of both the primary and secondary data in the analysis. Multiple regression and descriptive data analysis were used. Data findings have been presented in frequency distribution tables and in prose form. The study findings revealed that there is a strong relationship between stakeholders' participation and completion of Education CDF funded projects hence need to involve stakeholders in all the project phases. It was also noted that most of the school projects in the constituency have been implemented but not completed to the required standards because the funds allocated to the specific projects were insufficient. The study findings also indicated a powerful positive relationship between project management competence and completion of Educational CDF projects whereby issues related to application of knowledge, techniques and leadership skills, communication, planning, controlling, time and risk management influence the success of school construction projects. However, though the results indicated a negative relationship between political interests and completion of educational CDF funded projects, the influence of political interests cannot be assumed. Hence, it is recommended that stakeholders be involved in all the school construction project phases in order to enhance their completion within the time frame and set budget. More so, project management team should be well trained and possess all technical skills of a project especially in project planning, controlling and financial management. Additionally, the project financiers should be committed to release funds on time and ensure that the funds allocated are sufficient to complete the initiated projects. CDF funded projects and politics should be parallel and no politician should be part of the CDF committees in order to eliminate any political interests in CDF funded projects.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The introduction of CDF (constituency development fund) occurred in 2003 during the Kibaki presidency. The fund was not only designed to support constituency-level developments, but also grass-root development projects. The purpose encompassed to accomplish equitable distribution of development resources across the country besides to control imbalances in regional development that emanated from by partisan politics. The target included all constituency-level development projects, more so those aiming to combat poverty and illiteracy at the grassroots. The program of the CDF has facilitated the putting up of new water, educational and health, facilities in every part of the nation, including remote areas that would often be overlooked especially during funds or resource allocation from the national budgets.

The introduction of CDF in Kenya occurred in 2003 following the passage of the CDF Act 2003 by Kenya's 9th parliament. The provisions of the CDF Act stipulate that the government has to set aside about 2.5% of its ordinary revenue for disbursement or distribution under the CDF program. Three-quarters of the amount is divided equitably between the constituencies in Kenya while the remaining $\frac{1}{4}$ is divided according to a poverty index to cater for constituencies considered to be poorer. The constituency is the unit of political presentation in Kenya. Furthermore, each constituency is also sub-divided into locations for local administrative purposes. The district was initially considered as the unit of local development before the introduction of the CDF in 2003. A district is a unit level of governance that consists of between four and six constituencies.

CDF had played a significant role in helping in the provision of success to areas that never benefited substantially from services of the government for many years. Poor constituencies had the challenge of accessing basic service which CDF has made available today. However, Kaimenyi (2005) illuminates that there are increasing concerns that the funds are not being utilized optimally. As posited by Bagaka, (2008), a look at the CDF implementation in the recent past brings to the fore a glaring mismatch between the local nature of capital expenditure decisions and financing for the operations and maintenance of such projects with local benefits. Given the discretionary nature of capital spending and the intrinsic value attached to political symbolism in launching CDF projects, most of the times new projects are initiated to the detriment of the existing ones which are either left to deteriorate or are insufficiently funded (Nyaguthi & Oyugi, 2013). As such, it is hypothesized that some factors affect the completion of CDF funded projects in Kenya.

1.2 Statement of the Problem

The primary roles of the CDF entail the provision of facilities more so in learning institutions. It creates the right learning atmosphere not only for the learners but also for the other stakeholders. These funds are allocated to facilitate and enhance the construction of various infrastructures in schools such as classrooms, toilets, laboratories, dining halls, and libraries among others.

Moreover, constituency development fund strategy was an important vehicle aimed at enabling the government to achieve the poverty and illiteracy reduction as per the poverty reduction paper from 52% in 1997 to 20% in the year 2004 (Geda et al. 2001). However, this initiative is faced by many complaints, which have been highlighted through conferences, and by authors alike.

Despite the increased allocations, there have been projecting delays especially in CDF funded construction projects that have been seen constituents express their frustrations (Nyamori, 2009).

Also according to Igembe South Constituency CRC (2016) report, most of the CDF funds allocated to the projects were wasted on badly implemented projects and the rest wasted on abandoned CDF projects. Some of the abandoned and delayed projects include Karama Autuamuo day secondary school completion of a laboratory and Kathelwa day secondary school construction of dining hall among many others. The projects were initiated in 2013, and they are still incomplete and not in use by the students. The report shows that the projects need more money to be completed and others still waiting for disbursement.

Therefore, this study was seeking to find out how stakeholder participation, project management, budgetary allocation, and political interests influence the completion of Educational CDF funded projects in Kenya, the case of Igembe South constituency-Meru.

1.3 Purpose of the Study

The purpose of the research study was to investigate factors influencing completion of Educational CDF projects in Igembe South constituency.

1.4 Objectives of the Study

The following objectives guided the study:

- i. To establish the influence of stakeholder participation on the completion of educational CDF projects in Igembe South constituency.

- ii. To determine the influence of project management on the completion of educational CDF projects in Igembe South constituency
- iii. To examine the impact of budgetary allocation on the completion of educational CDF projects in Igembe South constituency
- iv. To determine the influence of political interests on the completion of educational CDF projects in Igembe South constituency.

1.5 Research Questions

The research intended to provide answers to the following questions;

- i. To what extent does stakeholder participation influence the completion of Educational CDF projects in Igembe South Constituency?
- ii. How does management competence influence the completion of Educational CDF projects in Igembe South constituency?
- iii. How does the budgetary allocation influence the completion of Educational CDF projects in Igembe South constituency?
- iv. To what extent do political interests influence the completion of Educational CDF projects in Igembe South constituency?

1.6 Significance of the Study

The study aimed at documenting the best processes and lessons learned, as well as, illuminating areas of weaknesses including the general concerns in the management and use of the devolved funds. The information will be vital to the general public (beneficiaries of the funds) particularly in empowering the citizenry more so with valuable information besides critical monitoring and

evaluation tools to enable them to engage and participate fully in development projects at the local level.

Also, it will assist the communities to know how best to use government resources to increase literacy levels, create jobs, reduce poverty and improve people's living standards. The study will also provide vital information for policymakers and the CDF committees to understand their own shortcomings increase their capacity to provide better management practices of the funds and identify ways and means of ensuring sustainability of the projects.

1.7 Delimitations of the Study

Delimitations are the characteristics that limit the scope and define the boundaries of your study, and they are in your control (Simon, 2011). The study was delimited to the people of Igembe South constituency. These are the direct beneficiaries of various educational CDF projects. The study also focused on the educational CDF projects in the entire Igembe South constituency. All the stakeholders from the constituency staff at the headquarters, CDFC, and PMC from the village level to the constituency were involved. The study was delimited to a specific period (June and July) the findings of the study will be generalized to a larger population (Kenya).

1.8 Limitations of the Study

Limitations of the study are those characteristics of design or methodology that will impact or influence the interpretation of the research findings. They are mainly the challenges anticipated by the researcher, Komb & Tromp (2006). The respondents might have withheld some correct, accurate and reliable information for the fear that it could be used against them. However, the

researcher assured the respondents that their identity was concealed and that the information provided would be strictly used for an academic study. Time was not adequate to collect as much data as possible. Financial resources were also not sufficient to collect data from the entire population.

1.9 Assumptions of the Study

Assumptions in the research study are things that are somewhat out of your control, but if they disappear your study would become irrelevant. According to Leedy and Ormrod (2010), assumptions are usually so basic to the extent without them the problems of the research would not exist.

The study was based on the following assumptions;

- The information provided by the respondents would be accurate and reliable.
- Respondents would cooperate and fill the questionnaires themselves.
- Sample population chosen would voluntarily participate in the study and give honest responses in their reporting.

1.10 Definition of Significant Terms used in the Study

Budgetary allocation	This is an integral component of an annual financial plan or budget, of all organizations. (It indicate the level of resources an organization is committing to a department or program)
CDF funded projects	The piece of work involving many people whose capital funding is by constituency devolved fund.
Project completion	It is stage or phase in project financing where the cash flows from the project (after the completion test) itself become the primary/main source of repayment of the loans
Project	Planned the set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations
Stakeholder participation	It is the process through which an organization involves individual that may be affected by the decisions it makes or can even influence the implementation of its decisions (active participation of individuals in implementing CDF projects)

1.11 Organization of the Study

The study is organized into five chapters. Chapter one consists of; introduction which presents the background of the study, and statement of the problem. It also includes the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two presents a literature review which consists of the following subheadings; introduction, concept of project completion, concept of stakeholder's participation, project management and completion of CDF projects, budgetary allocation and completion of CDF projects, political interests and completion of CDF projects, theoretical framework, conceptual, conceptual framework and summary of literature review. Chapter three describes the research methodology under research design, target population, sample and sampling techniques, data collection instruments, pilot study, instrument validity and reliability, data analysis and data processing. Chapter four contains data analysis, interpretation, and discussion of the findings. Chapter five presents a summary of the results, conclusions, and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the relevant literature on CDF as a form of investment approach as used by National Government all over the constituencies to support and improve the education level of people as a development approach. The chapter presents a review of the related literature on the subject under study as presented by various researchers, scholars, analysts, and authors. The review will draw information from several sources that are closely related

2.2 Completion of Educational CDF projects

Project completion is usually the most neglected phase of the project lifecycle. Completion of construction projects is all about the success of the project management process and the success of the project itself. Cookie-Davies (2002) distinguishes between the success of project management (usually measured against cost, time, and quality), as well as, project success (measured against the objectives of the project). Cookie-Davies (2002) further distinguishes success criteria as the measures more so against which success or failure of a project is measured. On the other hand, success factors involve the inputs that result either directly or indirectly in the success of the project. According to Ashley et al., (1987), project success is the better result in comparison to the expected or generally observed regarding safety, cost, quality, schedule, and participant satisfaction. Their study led to an investigation of the factors which were most influential in the completion of construction projects. The challenge of timely project

delivery, in African, can take multiple dimensions depending on the environment of the project. In Ghana, Frimpong et al, (2003) identified five factors as the major causes of delays; monthly payment difficulties to contractors, poor contract management, material procurement difficulties, poor technical performance, and material price escalations. Poor professional management, fluctuation of prices, the rising cost of materials and poor site management have also been identified as factors causing the delay in project completion. To forestall the challenge of timely project delivery, Meredith & Mantel, (2011) recommend that project time management is a key priority for the contractors and that the appointment of a registered project manager for each contract should be a mandatory condition of tender. According to Frimpong et al., (2003), a major delay occurs during the project implementation phase.

Every project needs to end, and that is what project completion is all about in the last phase of the project cycle. The entire point of the project involves delivering that which was promised. By delivering everything you said you would, you make sure that all stakeholders are satisfied and all acceptance criteria have been met. Once that happens, your project can end. Once the project outcomes are documented, you'll require formal acceptance from the stakeholders or customer. They are interested in knowing if the product or service of the project meets the objectives the project set out to accomplish. If your documentation is up-to-date, you'll have the project results at hand to share with them (Ashley et al., 1987)

2.3 Stakeholder's Participation and Completion of Educational CDF projects

This section explores stakeholder participation under the following headings; resource mobilization and decision making. A stakeholder includes either any group or an individual that

can affect or even be affected by the achievement of the objectives of an organization (Freeman, 1984). Their interests in an issue can be monetary, professional, personal or cultural, or can arise from a host of other motivations. They play a key role in project and programme activities and serve as key links with the general beneficiary population and also with donors and project facilitators. According to the stakeholder theory by Freeman & Philips, (1984), a stakeholder is one that puts a primary managerial task the charge to influence, manage or balance the set relationships that can affect the achievement of an organization or institutions' purpose. The central idea is that an organization's success in its project initiatives is dependent on how well it manages the relationships with key groups such as customers, employees, suppliers, communities, financiers and others who can affect the realization of its purpose. Stakeholder participation is that act of getting involved in the various aspects and stages of the project or programme management cycle through material contributions and consultation. It involves the process of informing the public and inviting them to have input into the decisions that affect them (Donaldson and Preston, 1995, Freeman and Evan, 1990). The focus of public participation is usually to share information with and gather input from public members who may have an interest in a project. The constitution of Kenya, 2010, gives the citizen the right to take part in activities that have a direct bearing on their lives.

World vision international has recognized the value more so of a participatory approach to development. It puts the principle at the center of its transformational development policy which calls on world vision staff and projects to engage families and communities as agents, implementers, planners, and evaluators of transformational development, where the vision and mission come from these individuals and the ownership is theirs (Blackburn, & Holland, 1998).

2.3.1 Decision making by Stakeholders

One of the main advantages of involving stakeholders in decision making is that it creates a greater sense of ownership, morale, and commitment among stakeholders. Dunne (2007) argues that decisions made at the local level are more responsive to specific issues related to school projects. Decentralization of decision making empowers school stakeholders to mobilize resources. Involvement of stakeholders in decision making motivates parents to show greater interest in their children education becoming more active in school projects. According to De Grauwe (2011), the involvement of stakeholders in decision making can help to improve the quality of schooling, students' achievement and school development projects.

Although the planning and management of public schools have largely been a role of the government, Robbins (2001) notes that, in the mid-1970s, leading economists in universities in Europe and donor agencies began to criticize governments direct involvement in service delivery. The government of Kenya was criticized for inefficiency, mismanagement, corruption and poor planning. Consequently, in the 1980s there was a great shift from government to community participation in service delivery and development projects. In both primary and secondary level, schools depend heavily on the decision made by parents concerning management, financial contributions, and development projects. Unless all stakeholders are involved, school achievements including student's performance and completion of school projects may not be realized (Robbins, 2001).

Education Policy Review Commission report that the responsibility of stakeholders involves deciding financial mobilization for school infrastructural projects. Insufficient funds in any

school lead to poor quality or lack of infrastructural projects (MOE, 1997). Stakeholder participation consists of activities like communicating with educators and other school personnel, volunteering at school, attending school events and assisting in academic activities. With the proper involvement of stakeholders in decision making, the useful features bound to result are; provision of educational materials, adequate payment of school fees and also successful completion of school infrastructural projects (Onderi & Makori, 2013). Historically, the involvement of stakeholders in the form of the board of management (BOM) in the management of schools in Kenya came into being after independence in 1963, as a response to the recommendations made by the first Kenya education commission report by Ominde (Onderi & Makori, 2013). The Education Act, Cap 211 is clear regarding the information of the composition and categories of the Board of Management and their tenure of office (Republic of Kenya 1968). The role of BOM members involves making a decision concerning school finance management, improvement of school performance and raising funds for school projects and welfare among others (Onderi & Makori, 2013).

The BOM members make decisions that ensure that school funds are properly utilized and accounted for by the school principal and head teacher. Good decisions by all stakeholders facilitate proper supervision and management of school funds hence successful completion of school infrastructural projects. All major studies on school effectiveness and innovation reveal that the school head teacher and principal strongly influence the likelihood of change (Maranga, 2017). The projects that principles and head teachers actively supported are most likely to fare well since their actions seem to be legitimate if a change is to be taken seriously and to support teachers both psychologically and with resources (Fullan, 1992). The role the ministry of

education plays involves deciding policy, resource mobilization, and quality assurance; auditing how resources are used, field implementation and capacity building to ensure successful completion of school infrastructural projects. In January 2010, the presidential press service reported that the president of Kenya, Mwai Kibaki had asked all parents to demand accountability for the funds distributed to the schools. The president emphasized that the funds were meant for the physical infrastructure of local schools and the creation of a good learning environment. The main function of the government through the ministry of education involves deciding regarding planning and policy formulation to guide the whole education system, determination of the national curriculum and allocation of resources (Ndili, 2013). The role that the government plays is crucial in ensuring all public school projects are completed through proper decisions, monitoring, supervising and auditing school development plans and their implementation (Jackson, 2005).

2.3.2 Resources Mobilization by Stakeholders

Resource mobilization is a process which helps to identify the resources essential for the development, improvement, and continuation of works for achieving the organizational mission and objectives. Resource mobilization does not mean only money, but its extension denotes the process that accomplishes the organization's through the mobilization of human knowledge, use of skills, equipment, and services. It also means seeking new sources of resource mobilization and right maximum use of the available resources. Bray (1996) explains that resource mobilization refers to all activities involved in securing new, as well as, additional resources for your organization. It entails making better use of and maximizing existing resources. It is a distinct perspective for understanding the social movement, emphasizing the critical role played

by material resources. It stresses rationality and the importance of adequate funding, leadership, and organization (Bray, 1996).

According to Masube, (2008), community mobilization is a process that involves creating awareness and organizing for action. Masube, (2008), outlines two factors that may facilitate community mobilization. The first one is the push factor which occurs when the response to a threat of a felt need acts as a factor that unifies. Second is the pull factor which occurs when people see new opportunities (Cohen, 1996). Effective mobilization has only occurred concerning the construction of school development projects. Such type of participation has often been referred to as pseudo participation in which the control of the project and decision making power rest with the planners (Sogomo, 2002). The participation of the school stakeholders is to obey willingly the government order to make materials or labor for construction of specific projects (Olembo, 1985).

2.4 Project Management Competence and Completion of Educational CDF Projects

Project management is critical in determining whether a project fails or succeeds. Equally, the technical competence of the manager and his team cannot be underestimated in delivering the expected results of a project. It is the manager's responsibility to foster a climate of shared vision and active participation among his team. The team manager needs to adequately understand the project task, establish the right people to work and support them to implement the project at hand (Welch and Byrne, 2001). Many organizations believe that the effective use of management and technical skills of the team members are critical to the success/completion of a project (Novello, 2008).

The management of CDF in Kenya is not immune to the realities of accusation of favoritism in the selection, as well as, poor management of its project. Management committees with little management skills to manage the funds to which the electorate has since 2003 held their managers accountable by voting them out in subsequent general elections depending on their judgment on their performance in providing management for their resources (Romero, 2012)

2.5 Budgetary Allocation and Completion of Educational CDF Projects

CDF programs are said to allow individual legislators to make policy decisions. The legislature has the role of approving the overall budget of the CDF and may also set parameters for its expenditure, yet, within these broad constraints, it is alleged that individual legislators or their committees have a free hand from a constitutional perspective. It is asserted that CDFs are the wrong answers to the real problems of inadequate funding in regions that are in need of development, as well as, the failure of the national government to address the needs on the ground. The other issues that the CDF fails to address include the practice of withholding funds from areas that opposition parties control. Providing individual MPs with money for spending in the name of CDFs is not the solution to these problems. Instead, there is a need devise more effective and efficient ways of devolving funds and resources to local areas besides directly involving communities in decisions concerning how to spend these resources (Murray, 2011).

The amount allocated to the CDF projects was found to be insufficient according to the UDN study. In Kenya, the previous allocation of CDF was 2.5% of the national budget which is felt by many people to be rather small and may need to be enhanced to at least 5%. In a survey by Ochanda (2010), it was noted that it is still clear that the cumulated amount of funds that go

through the district treasuries are much higher than the overall CDF allocation. At the constituency level, the entire amount allocated to each constituency is to be spent based on functional criteria set in the law. One criterion emphasizes that not less than 73% of the CDF allocation should be spent on development projects. According to the statutes, for projects to qualify for CDF funding they must satisfy three major criteria. First, they must be development oriented and not recurrent. For instance, funds may be disbursed to build school classrooms but not payment of teachers. Second, projects must be community-based to spread the benefits to many constituents. Lastly, the funds can only be disbursed to a defined, auditable phase, unit or element of a given project. It is further noted that once funds are allocated to a given project, they cannot be allocated or diverted to another project in the same year.

According to a report by NACCSC (2008), the CDF Act (2003) allocates some money for emergencies without specifying what constitutes an emergency. Furthermore, by setting aside money as CDF office running costs, the Act not only allows for taking away the needed development funds for higher priority projects but also makes the CDF office to be treated as development project itself. This reduces the amount of funds needed to be allocated to more deserving development projects. The report recommends that the current CDF kitty be doubled. In the light of some constituencies having more development needs than others and given that CDF allocates re almost equal in all constituencies, more funds are required to go into the CDF kitty. This is observed to not only avail more resources for local level development but also increase equity.

It is noted that the community is minimally involved in the allocation of CDF to selected projects and that CDF structural weaknesses could help to explain the existence of transparency in allocation and utilization of CDF as well as accountability of committee members. Several weaknesses of the CDF as currently constituted were identified. The weaknesses appear to revolve around issues of CDF allocation, project identification, distribution, management, community participation in project design, prioritization and monitoring and evaluation. A study by the NTA (2012), on citizen's CDF report card for Kibwezi constituency, Kenya, established that ksh.19.7 M of taxpayers' money has been wasted on badly implemented projects. That is, 31% of the total CDF funds allocated to the monitored projects in the financial year 2009/2010 were alleged to be on badly implemented projects. Moreover, ksh.24 M of taxpayers' money which is equivalent to 4% of the total CDF funds allocated to the monitored projects in the same financial year was on abandoned projects. On the other hand, 8% of the allocated funds in the same year was unaccounted for.

2.6 Political Interests and Completion of CDF Projects

It is posited by Murray, (2011) that legislators have a personal interest in the way the CDF money is spent in their respective constituencies. The rationale is to support their reelection prospects. Murray, (2011), argues that this is not an illegitimate interest given that the legislators' job of representation is to make decisions that serve the interests of their constituents and therefore, win approval from the potential supporters to help secure their reelection. However, when the legislators make decisions on their own on how including where to spend public money in their respective constituencies, conflict of interest is bound to surface. The normal process of legislation in which the particular interests of each legislator compete with

those of others mediates the common immediate personal interests of individual legislators in providing benefits to their constituents.

In the case of CDFs, by removing not only the mediating but also collective process of approval on vital restraint on legislators that use public resources to serve their individual political interests is lost. Legislators are usually free to use CDF funds to entice and also woo their most likely supporters and ignore those who can make a difference. Keefer & Khemani, (2009) in their study, they conclude that in India, MPs put considerably less effort into disbursing CDF to their party strongholds than in less secure seats.

MPs were found by the UDN study to tend to fail to follow the guidelines for disbursing the CDF money. It is indicated that Tanzanians are advised that the Tanzania Social Action Fund (TASAF) projects are gifts from the Government and are not supported by loans obtained from the World Bank. This is contrary to the fact that TASAF is one of the largest social funds designed and funded by the World Bank in sub-Saharan Africa. The political intervention is brought to the fore by the observation that due to parliamentary pressure the social fund was expanded to all Tanzanians districts. The performance of the TASAF projects has however been critical. It is alleged that there has been scope for the local leadership to influence the selection and allocation of TASAF projects. It is exemplified that even though in one district only one project was operating per ward and that the only village to have two projects was the Council Chairperson's village. The Council of Chairperson was established and is one of the numbers of councilors which is part of the District Steering Committee of the TASAF projects (Anyanwu 2003).

With increased awareness and interest amongst the public, the CDF is argued to have occasioned a lot of benefits and indeed met the development needs of the constituents. However, it is noted that CDF has only been successful constituencies where the MP does not interfere with the CDF Committee decisions and activities. It is indicated that MPs are accorded too many powers in CDF governance structure. They enact CDF legislation. The parliamentary committee in charge of finance is known to oversee implementation of the CDF and also enjoys powers to determine the allocated amounts, develop policy and indeed has the final say on issues of CDF implementations. According to the same study, MPs appoint the CDF committee members who manage the CDFs in the constituencies and act as their chairpersons (Keefer and Khemani, 2009).

Political, economic, and social factors have a significant role in the implementation of CDF projects in the constituencies (Simiyu, Mweru and Omete, 2014). This also affects the delivery time of construction projects in the constituencies. According to Okungu (2008), 70% of the constituencies have reported mismanagement of funds, fraud, theft, and misappropriation. These issues concerning CDF are of political nature. According to Ongoya and Lumallas (2005), politicians have the potential of using the CDF to build their reputation in their constituencies besides mobilizing political support. Gikonyo (2008) illuminates that the fund has no specific development agenda; hence it stands out as a political tool. Wamugo (2007) further highlights that the success of the fund is dependent on the character and the commitment of the area Member of Parliament to use the fund for general development in his/her constituency. The key objectives of the CDF funds are to finance projects with immediate social and economic impact on the citizen with a view of improving lives, alleviating poverty and bringing general

development (IEA, 2006). CDF is designed to eradicate poverty in various ways such as the implementation of development projects at the local level more so those that provide basic needs such as water, healthcare, security, and education.

Further, there are insufficient checks and balances in the governing structure. The CDF board is reluctant to hold errant MPs to account. It is opined that the best solution to CDFs problem of accountability and conflicts of interest is to remove MPs entirely from the administration of these programs including the choice of projects (Murray, 2011). He adds that CDFs would then be funds that are sent in constituencies on projects identified by members of the constituency through established structures.

2.7 Theoretical Framework

This study was guided by stakeholder theory (Freeman, 1984) and resource dependence theory (Pfeiffer, 1981). The theories are relevant to this study because, for any CDF construction projects to be initiated, various stakeholders and resources must be involved: that is the direct beneficiaries and the government to finance the project

2.7.1 Stakeholder Theory

This theory explains how organizations function on various constituencies with whom they are inextricably embedded. Stakeholder theory development has centered on defining the stakeholder concept and classifying stakeholders into categories that provide an understanding of individual stakeholder relationships. Freeman defined stakeholder as any group of individuals who can affect or who are affected by the achievement of the firm's objectives and continues to

provide the boundaries of what constitutes a stakeholder (Waddock, 2002). He argues that a stakeholder has some form of capital, either financial or human at risk, and therefore, has something to lose or gain depending on a firm's behavior. Of these elements, Waddock (2002), adds a tie that creates a bond of some sort. The stakeholder's theory of an organization requires an understanding of the types of stakeholder influence and also how an organization responds to those influences (Waddock, 2002). Each firm faces a different set of stakeholders which aggregate to into unique patterns of influence. Thus, an organization's response to their stakeholders requires an analysis of the complex array of multiple, interdependent relationships existing within the stakeholder environment.

2.7.2 Resource Dependency Theory

Resource dependency theory suggests that power accrues to those who control resources needed by the organization, thereby creating power differentials among parties and it confirms that the possession of resource power makes stakeholder important to a firm (Hillman et al., 2009). Legitimacy is achieved if patterns of organizational practice are in congruence with the wider social system. Resource dependence theory is concerned with how organizational behavior is affected by external resources the organization utilizes such as raw materials (Davis & Cobb, 2010). The theory is important because an organization's ability to gather, alter and exploit raw materials faster than competitors can be fundamental to success. Some commentators encourage organizations to view customers as a resource predisposed to scarcity (Casciaro & Piskorski, 2005). In this regard, RDT is underpinned by the idea that resources are key to organizational success and that access and control over resources is a basis of power. Organizations usually

control resources, meaning that strategies must be carefully considered to maintain open access to resources (Casciaro & Piskorski, 2005)

2.8 Conceptual Framework

A conceptual framework is an analytical tool and arsenal with several variations, as well as, contexts. It is used not only to make conceptual distinctions but also organize ideas. It illustrates the interaction of the study variables; mainly the independent and dependent variables. The two sets of variables are in tandem with the study objectives.

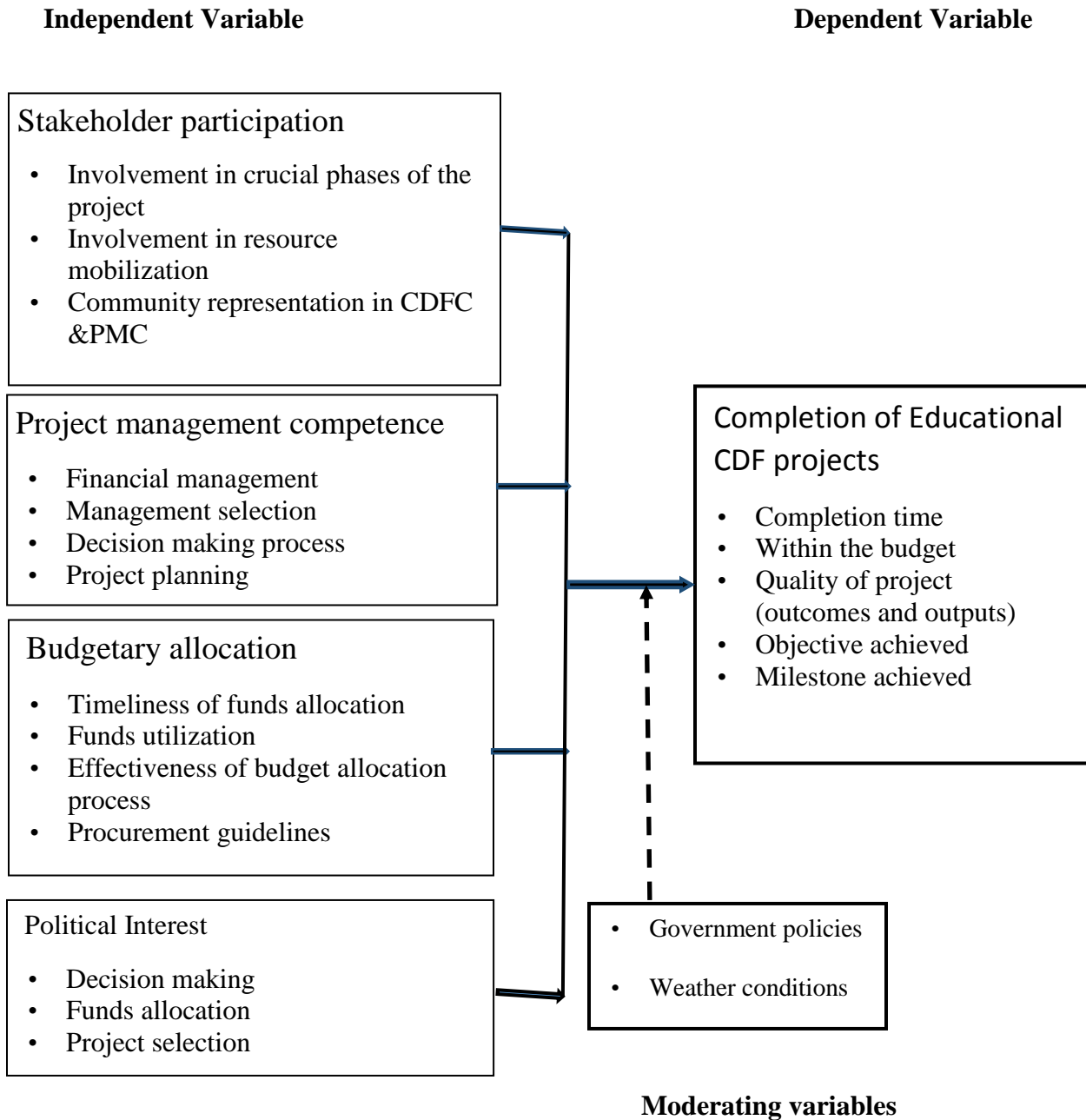


Figure 1: Conceptual framework for the study.

2.9 Research Gaps

CDF was designed to support constituency level and grass-roots development projects and must be prioritized according to the most pressing needs and requirements of the community. In the reviewed literature, it is evident that many constituencies are faced with challenges in implementing their constituency development funded projects. The initiative is faced by many complaints which have been highlighted through conferences and by authors alike. The reviewed literature reveals that many CDF projects have failed to be completed as scheduled due to some factors. One of the factors is lack of stakeholders' involvement in the crucial phases of the project (Freeman & Philips, 1984). The competence of the project management also influences the completion of the CDF projects because as posited by Welch & Byme, (2001), the team manager needs to understand the project task adequately and establish the right people to work and support in implementing the project at hand. Many organizations believe that the effective use of management and technical skills of the team members are critical to the success/completion of a project (Novello, 2008). Another factor is budget allocation whereby, Ti Sullivan et al. (2010), did extensive research on budget limitation and he found out that there is a positive relationship between funds availability and project success/completion. Also according to the reviewed literature, it is evident that political factors have played a significant role in the completion of CDF projects in the constituencies (Simiyu, Mweru & Omete, 2004). Many studies have been conducted on the factors influencing the completion of CDF funded projects, but little or no specific studies that have been carried out to investigate the factors influencing the completion of educational CDF funded projects in Igembe South Constituency-Meru-Kenya. Therefore, this study was seeking to fill that knowledge gap.

2.10 Summary of the Literature Review

This chapter has reviewed various studies on factors affecting completion of the CDF funded projects. It has discussed the concept of project completion and factors that affect the completion of CDF projects in other parts of the world and other constituencies in Kenya. In this regard, some of the major factors believed to affect completion of CDF funded projects include; stakeholders' participation (involvement in the crucial project phases), the competence of management team, funds allocation and political interests. However, little or no specific study has been undertaken to investigate these factors in Igembe South Constituency. In this case, this study is, therefore, seeking to find out whether the above factors influence the completion of Educational CDF funded projects in Igembe South Constituency-Meru-Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures through which the study was conducted. It focuses on the research design, the target population and sampling methods (procedures).

It discusses the methods and instruments of data collection and procedures used in administering them in the field. The chapter also discusses how validity and reliability were established.

3.2 Research Design

The study employed a descriptive survey research design. It is founded on the assertion that descriptive research design attempts to find solutions to “what was” and “what is” questions. This kind of research design describes the situation as it was and enabled the researcher to draw pertinent inferences. Research methods are a constituent of research methodology and enable a researcher to get a solution to a problem (Rajasekar, Philominathan, & Chinnathambi (2006). The researcher adopted a quantitative research method and in particular survey research method. A survey of CDF committee members and the beneficiaries of educational projects was conducted across the five wards of Igembe South Constituency.

3.3 Target Population

Population involves a group of the same species occupying a particular geographic area. It is a group of persons or elements that have at least one thing in common (Komb & Tromp, 2006).

A target population is a group of individuals from which the sample might be drawn. For this particular study, the target population consisted of the Educational CDF project implementers

and project beneficiaries in Igembe South Constituency. The focus was on the members of Educational CDF project implementers and the beneficiaries of the educational projects in the constituency. The study was targeting a population of 2,400 respondents comprising of 2,300 project beneficiaries and 100 project implementers.

Table 3. 1 Target Population

Respondents	Target population
Project beneficiaries	2,300
Project implementers	100
Total	2,400

3.4 Sampling Technique

Simple random sampling technique was used in the selection of the respondents because it merely allows one to draw externally valid conclusions about the entire population based on the sample.

3.5 Sample size

Table 3.2 Sample size

Respondents	Target population	Percentage	Sample size
Project beneficiaries	2,300	10%	230
Project implementers	100	30%	30
Total	2,400	11%	260

According to Mugenda and Mugenda, (2003), where time and resources allow a researcher should take a big sample as possible. However, generally, the sample size depends on factors such as the number of variables in the study, type of design, method of data analysis and the size of the accessible population. Gay (1992) suggests that for descriptive studies, 10% of the target population is adequate for the study. It is on the basis of that the above discussion that the researcher used 111 projects (50% of the target population) as the target population.

3.6 Methods of data collection

Mbwesa (2006) defines data collection instruments as the techniques and tools that are used for the purpose of data collection. The researcher employed the use of the following instruments for data extraction or collection.

3.6.1 Questionnaires

A questionnaire is a research instrument that involves a series of questions and other prompts for gathering information from respondents. It is a means of eliciting the feelings, beliefs, experiences, perceptions or attitudes of some sample of individuals. As a data collection instrument, it can be structured or unstructured. Data was collected by use of self-constructed questions. The questionnaires were administered on the project beneficiaries and project implementers.

3.6.2 Interviews

Interviewing is the careful asking of relevant questions to the respondent. Interviews are described as the most important data collection technique a qualitative researcher possesses. The purpose of interviewing the respondents was to find out what they think and how they feel about

the factors influencing the completion of educational CDF funded projects. The data collection instrument was used to collect information from the respondents who alerted the researcher that they would not be available to respond to the questionnaires the researcher distributed. The researcher interviewed these respondents at their appropriate time and administered the interview guide through the face-to-face interview and via phone interview.

3.6.3 Observation

It is a data collection technique in qualitative research that consists of detailed notation of events and the contexts surrounding the events. The detailed descriptions collected in qualitative research can be converted later to numerical data and analyzed quantitatively. In this method, it involved the researcher observing what is going on and also visiting a number of the ongoing educational projects in the constituency and recording the observations

3.7 Pilot Study

A pilot study is a sort of a small study that helps the researcher redesign the research instrument and design a confirmatory study (Arnold et al., 2009). A pilot study before the main study, constituting 10% of the targeted population should be carried out (Creswell, 2003). In this regard, the pilot study was undertaken in a similar environment a month before the actual data collection process with an interval of one week. To this extent, three project implementers (10% of 30) and 23 project beneficiaries (10% of 230) took part in the pilot study. The respondents who took part in the pilot study were excluded from the main study. The aim of undertaking a pilot study was to establish any potential weaknesses of the instrument by testing both the reliability and validity of the instrument.

3.8 Validity of the Research Instrument

Validity entails the appropriateness, as well as, meaningfulness and usefulness of the inferences researchers make based on the data they collect. A research instrument is valid if it measures what it purports to measure. In this case, Kothari, (2008), further articulates that data collected by a researcher must satisfy the topic in question for it to be said to be accurate. In this study, the researcher ensured that the information recorded in the questionnaires was correct by issuing questionnaires that could be easily read and understood by the respondents. The questionnaires were then submitted to the University supervisor for evaluation (content validity), Borg and Gall (2008). If the content under scrutiny receives support from at least three members of the panel, then it is assumed that the content in the validity of the study is significant. The research instrument was also subjected to face and construct validity test. Face validity was done by asking the respondents about their view on the research instrument so that it could be refined and corrected before the actual presentation in the field.

3.9 Reliability of Research Instrument

Reliability is the consistency of the inferences over time. Research instrument is reliable if it gives similar results after several tests. It is one of the most important elements of test quality. It looks into the consistency or reproducibility or on examinee's performance on the test. In this study, the researcher used the test-retest method to obtain reliability of the instrument. This involved administering twice the same instrument in one weeks' interval in the pilot study. The scores from both testing periods were correlated using Pearson's correlation coefficient. Formula for computing Pearson's correlation coefficient according to Best & Khan (2005) is as indicated below;

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \times \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where:

n is size of the sample

r is the correlation coefficient

\sum is the summation symbol

The correlation coefficient was 0.7952 after correlating scores of the first and the second test.

When a correlation is found to be closer to 1.00, the instrument is considered reliable, Mugenda and Mugenda (2003). The correlation results therefore implied that the instruments were reliable.

3.10 Data Analysis and Processing

Data analysis entails the process of not only inspecting and cleansing but also transforming and modeling data with the goal or the purpose of discovering useful information, suggesting conclusions and supporting decision making (Sanders et al. (2009)). It is a process of evaluating data through the use of analytical, as well as, logical reasoning to examine each component of the provided data. This form of analysis is just one of the numerous steps or stages that must be completed when carrying out a research experiment. Data from various sources is collected, gathered, reviewed and then analyzed to form some conclusion.

The data collected was first grouped and then edited before being coded using the statistical packages for social sciences (SPSS version 21.0). The data was then not only processed but also analyzed using the SPSS. Data was analyzed through the use of both descriptive and inferential statistics. Descriptive analysis comprised measures of distribution (frequencies and percentages),

measures of central tendencies (mean) and measures of variability (standard deviation). The Pearson's correlation analysis was employed to facilitate the drawing of conclusions pertinent to the study objectives. The analyzed data was then presented in the form of tables that reflected both the descriptive and inferential statistics.

3.11 Ethical Considerations

Ethical considerations are one of the most critical parts of the research whereby research participants or respondents should not be subjected to harm in any ways whatsoever, and respect for their dignity should be prioritized. Ethical considerations such as confidentiality, anonymity, and avoidance of deception are very important issues in social research Sommer & Sommer (2004). For this study, permission was first sought from relevant authorities, and a letter was granted to allow the researcher to carry out the research. However, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their identities.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the analyzed data in tables according to the study objectives. Interpretation of the findings has also been done to answer research questions. The purpose of the study was to investigate factors influencing the completion of educational CDF projects in Igembe South Constituency Meru County. The objectives of the study were; to establish the influence of stakeholder participation on the completion of educational CDF projects in Igembe South constituency, to determine the influence of project management on the completion of educational CDF projects in Igembe South constituency, to examine the influence of budgetary allocation on the completion of educational CDF projects in Igembe South constituency and to determine the influence of political interests on the completion of educational CDF projects in Igembe South constituency. Data was analyzed by use of descriptive statistics and presented in sections according to the study objectives. The table below represents questionnaire return rate;

4.2 Questionnaire Return Rate

Table 4. 1 Questionnaire Return Rate

Respondents	Targeted respondents	Number returned	Percentage
Project implementers	30	28	93.3%
Project beneficiaries	230	218	94.8%
Total	260	246	94.6%

The results in table 4.1 indicate that 260 questionnaires were distributed to the respondents. 246 questionnaires out of 260 were returned, which gives a response rate of approximately 94.6%. The response rate was considered satisfactory to answer the study questions and conforms to Mugenda, and Mugenda, (2003) stipulation that a response rate of 50% is adequate for analysis, reporting, a rate of 60% is good, and a response rate of 70% and above is excellent.

4.3 Demographic Information

The study through the questionnaires sought to find out the gender of the respondents. This background information was useful to the study as it helped the researcher to balance the views of both males and females regarding factors influencing completion of Educational CDF funded projects.

4.3.1 Respondents Response by Gender

Table 4.2 Respondents' Response by Gender

	Gender	number of respondents	percentage
Implementers	Female	11	39%
	Male	17	61%
Beneficiaries	Female	108	50%
	Male	110	50%

Table 4.2 shows gender of the respondents who took part in the study. Study findings in table 4.2 shows that 39% female and 61% male implementers participated in the study. The findings also indicate that 50% males and 50% female beneficiaries participated in the study. This was a vital

area in the study so as to balance and compare the views of both males and females. The table below shows responses by gender;

4.3.2 Age of the Respondents

Table 4.3 Age of the Respondents

Age bracket	Number of respondents	Percentage
10-20 years	27	11%
20-30 years	59	23.9%
30-40 years	63	25.7%
40 years & above	97	39.5%
Total	246	100%

Table 4.3 shows the number of respondents by age. The results revealed that between ages 10-20 years 11%, age 20-30 years 23.9%, age 30-40 years 25.7% and age 40 years and above 39.5% of the respondents participated in the study.

4.3.3 Beneficiaries duration of Residence in Igembe South Constituency

Table 4.4 Beneficiaries' duration of Residence in Igembe South Constituency

Duration	Number of respondents	Percentage
1-2 years	15	7%
2-3 years	33	15%
3-4 years	24	11%
4 years & above	146	67%
Total	218	100%

Study findings in table 4.4 shows that majority 67% of the project beneficiaries have lived in Igembe South Constituency for more than 4 years, 11% 3-4 years, 15% 2-3 years and 7% 1-2 years. This is a clear indication that the respondents had abundant information about Igembe South Constituency.

4.3.4 Implementers duration of Work in Igembe South Constituency

Table 4.5: Implementers' duration of work in Igembe South Constituency

Duration	Number of respondents	percentage
1-2 years	1	3.5%
2-3 years	3	10.7%
3-4 years	5	17.9%
4 years & above	19	67.9%
Total	28	100%

The study also sought to find out implementers' duration of work in Igembe South Constituency. Results in table 4.5 reveals that most of the project implementers' respondents 67.9% had worked in Igembe South Constituency for more than four years, 17.9% 3-4 years, 10.7% 2-3 years and 3.6% 1-2 years. This clearly indicates that the respondents were more knowledgeable about the CDF undertakings in Igembe South Constituency.

4.3.5 Education Qualifications of CDF Project Implementers

Table 4.6: Education Qualification of CDF Project Implementers

Education level	Frequency	Percentage
Certificate	4	14.3%
Diploma	10	35.7%
Degree	11	39.3%
Masters	3	10.7%
Any other	0	0%
TOTAL	28	100%

From the study findings and interview results, majority of project implementers 39.3% had degrees, 35.7% diploma, 14.3% certificates and 10.7% masters. This clearly implies that most of the project implementers in Igembe South Constituency are trained. Table 4.6 shows the education qualifications of CDF project implementers in Igembe South Constituency;

4.4 Completion of Educational CDF Funded Projects

Completion of Educational CDF funded projects was considered since it was the dependent variable. The study findings in table 4.7 indicate that majority of project implementers 54.4% agreed that there is a baseline report for CDF projects, 24.3 % strongly agreed, 14.6% were not sure, 5.8% disagreed and 1% strongly disagreed with the statement. Similarly, majority of the project implementers 67.3% were in agreement with the statement that schedule of work determines completion time of the CDF construction projects, 14% strongly agreed, 16.8% were not sure and 1.9% disagreed with the statement. The study findings further revealed that 39.5%

of project implementers agreed that all CDF construction projects are completed within time frame, the set budget and at required standards, 6.2% strongly agreed, 33.3% were not sure, 17.3% disagreed and 3.7% strongly disagreed with the statement.

On average, on a scale of 1-5, the project implementers agreed with the statements relating to completion of educational CDF funded projects at a mean of 3.46 and the responses were spread from the mean at a standard deviation of 1.4873

Table 4.7 Implementers level of Agreement with Statements Relating to Completion of Educational CDF Funded Projects

Statement	Strongly agree	Agree sure	Not	Disagree	Strongly disagree	Mean	Standard deviation
There is baseline report for Educational CDF projects.	24.3%	54.4%	14.6%	5.8%	1%	3.68	1.521
Schedule of work determines completion time of the Educational CDF construction projects.	14.02%	67.3%	16.8%	1.9%	0.0%	3.82	1.834
All CDF construction							

projects are							
completed							
within time							
frame, the							
set budget	6.2%	39.5%	33.3%	17.3%	3.7%	2.89	1.047
and at	14.7%	53.7%	22.2%	8.3%	1.57%	3.46	1.4873
required							
standards							
Average							

4.4.1 Beneficiaries Level of Agreement with Statements of Completion of Educational CDF Funded Projects

Study findings in table 4.8 indicates that 6.9% of the beneficiaries strongly agreed that there is a baseline report for Educational CDF construction projects, 40.8% agreed, 23.9% were not sure, 34.9% disagreed and 11% strongly disagreed with the statement. More so, 7.3% of the beneficiaries strongly agreed with the statement that all educational CDF funded projects are completed within the time frame and set budget, 22.5% agreed, 20.6% were not sure, 32.1% disagreed and 17.4% strongly disagreed with the statement. In addition, majority of beneficiaries 51.4% agreed with the statement that schedule of work determines the completion time of CDF funded construction projects, 20.2% strongly agreed, 12.8% were not sure, 10.6% disagreed and 5% strongly disagreed.

Table 4.8: Beneficiaries level of agreement with statements relating to completion of Educational CDF funded projects in Igembe South Constituency.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	SD.
There is a baseline report for Educational CDF construction projects.	6.9%	40.8%	23.9%	34.9%	11%	3.2	1.1290
All Educational CDF funded projects are completed within the time frame and set budget.	7.3%	22.5%	20.6%	32.1%	17.4%	2.7	1.2032
Schedule of work determines the completion time of Educational CDF funded construction projects.	20.2%	51.4%	12.8%	10.6%	5%	3.7	1.0577
Average	11.5%	38.2%	19.1%	25.9%	11.1%	3.2	1.1300

4.5 Stakeholders' Participation and completion of Educational CDF projects.

Table 4. 9 Opinions of Project Beneficiaries on Stakeholders' Participation

Statement	Frequency	Percentage
To a very large extent	20	9.2%
To a large extent	68	31.2%
Neutral	51	23.4%
To small extent	49	22.5%
To no extent at all	30	13.8%
Total	218	100%

The study sought to find out the extent to which stakeholders' participation influence the completion of Educational CDF funded projects on a scale of 1-5 whereby, **5- to a very large extent, 4- to a large extent, 3- neutral, 2- to small extent and 1- to no extent at all.** Study findings in table 4.9 indicate that majority of the project beneficiaries 31.2% agreed that stakeholders participation influence the completion of Educational CDF funded projects to a large extent,9.2% to a very large extent, 22.5% to negligible extent, 13.8% to no extent at all, while 23.4% of the beneficiaries remained neutral.

Opinions of project implementers on stakeholders' participation

Results in table 4.10 reveals that majority of the project implementers 37.5% also agreed that stakeholders participation influence completion of Educational CDF funded projects to a large extent, 1.4% to a very large extent, 32.1% to negligible extent, 7.1% to no extent at all and 14.3% of implementers remained neutral.

Table 4.10: Opinions of Project Implementers on Stakeholders' Participation

Statement	Number of respondents	Percentage
To a very large extent	3	1.4%
To a large extent	10	35.7%
Neutral	4	14.3%
To negligible extent	9	32.1%
To no extent at all	2	7.1%
Total	28	100%

Implementers level of agreement with statements of stakeholders' participation

The result findings in table 4.11 shows that majority of the project implementers 35.7% agreed that involvement of stakeholders in decision making process influence the completion of Educational CDF funded projects to a negligible extent, 28.6% to a large extent, 7.1% to a very large extent, 10.7% to no extent at all and 17.9% remained neutral. Majority of the project implementers 42.9% agreed that resource mobilization by stakeholders influence the completion time of Educational CDF funded projects to a large extent, 14.3% to a very large extent, 10.7% remained neutral, 25% to negligible extent and the minority of the implementers 7.1% disagreed with the statement. Further, the results in table 4.5 reveals that majority of implementers 35.7% agreed that involvement of stakeholders in four crucial phases of the project influence completion time of Educational construction projects, 14.3% to a very large extent, 25% to negligible extent, 7.1% to no extent at all and 17.9% remained neutral.

On a scale of 1-5, the implementers agreed with the statements of stakeholder participation at the mean of 3.2 and the results were spread from the mean at 1.1797 standard deviation

Table 4.11 Implementers level of agreement with statements relating to stakeholders participation

Statements	To a very large extent	To a large extent	Neutral	To small extent	To no extent	Mean	S.D at all
Involvement of stakeholders in decision making process influence completion of educational CDF funded projects.	7.1%	28.6%	17.9%	35.7%	10.7%	2.9	1.157
Resource mobilization by stakeholders influence the completion time of educational CDF funded construction projects.	14.3%	42.9%	10.7%	25%	7.1%	3.3	1.197
Involvement of stakeholders in four crucial phases of the project affect the completion time of educational CDF funded construction projects	14.3%	35.7%	17.9%	25%	7.1%	3.3	1.185
Average	11.9%	35.7%	15.5%	28.6%	8.3%	3.2	1.1797

4.5.1 Influence of Stakeholders' Participation in Completion of School CDF Funded Projects

In line with the study objectives, the study was also seeking to establish the influence of stakeholders' in the completion of educational CDF funded projects in Igembe South Constituency. The correlation results in table 4.12 indicates that there is a significant relationship between stakeholders' participation and completion of educational CDF funded projects ($r=0.14$, $p=0.001$). The $p>0.01$ indicates that the relationship between the two variables is significant at 0.01 level of significance. This means that if stakeholders' participation is put into consideration, the completion of initiated projects will be achieved. Hence, stakeholders should be involved in decision making, four crucial project phases and in selection of the projects to be initiated and funded.

Table 4.12 Correlation between Stakeholders' Participation and Completion of School CDF Funded Projects.

		Completion of educational CDF funded projects	Stakeholders' participation
Completion of educational CDF funded projects	Person's correlation Sig (2-tailed) N		.014** 0.001 246
Stakeholder participation	Pearson's correlation Sig (2-tailed) N	.014** 0.001 246	

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

4.6 Project Management Competence

The study sought to find out whether the project management competence influence completion of the Educational CDF funded projects. The respondents were asked if project management has influence in completion of the projects. Results in table 4.13 indicates that majority of project implementers 85% and project beneficiaries 64.2% agreed that project management influence completion of Educational CDF funded projects, 10.7% of the project implementers and 26.6% of project beneficiaries were not sure and 3.6% of the project implementers and 9.2% of the project beneficiaries opposed that project management influence completion of Educational CDF funded projects.

Table 4.13 Opinions of Respondents on Project Management Competence

	Statement	Number of respondents	percentage
Beneficiaries	Yes	140	64.2%
	No	20	9.2%
	Not sure	58	26.3%
Implementers	Yes	24	85%
	No	1	3.6%
	Not sure	3	10.7%

4.6.1 Respondents Level of Agreement/Disagreement with Skills Relating to Project

Management Competence

Study findings in table 4.14 shows respondents' level of agreement/disagreement with statements relating to project management competence. On average, majority of the respondents (implementers and beneficiaries) 39.1% strongly agreed that project planning, financial management, quality consultations, management selection, decision making, monitoring & evaluation and controlling & coordinating influence completion of Educational CDF funded projects, 43% agreed, 9.8% were not sure, 4.8% disagreed and 3.2% strongly disagreed.

On a scale of 1-5, the respondents agreed with the statements of project management competence at an average mean of 4.1 and the results were spread from mean at 0.9882 standard deviation.

Table 4. 14 Respondents agreement with Statements of Project Management Competence

Skill	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	S.D
Project planning	36.2%	38.2%	13%	8.1%	4.5%	3.9	1.1046
Financial management	46.3%	37.4%	11%	3.7%	1.6%	4.2	1.2044
Quality consultations	30.9%	40.7%	12.2%	8.9%	7.3%	3.8	1.184
Management selection	31.7%	48.8%	9.8%	4.1%	5.7%	4.0	1.01
Decision making	46.3%	42.3%	7.3%	3.3%	0.8%	4.3	0.856
Monitoring & evaluation	41.5%	45.5%	8.5%	2.8%	1.6%	4.2	0.8430
Controlling & coordinating	41.1%	48%	6.9%	2.8%	1.2%	4.3	0.7153
Average	39.1%	43%	9.8%	4.8%	3.2%	4.1	0.9882

4.6.2 Influence of project management on completion of Educational CDF funded projects

The study sought to determine the influence of project management on the completion of educational CDF funded projects in Igembe South Constituency. Table 4.8 outlines the correlation analysis results. The results reveals that there exists a strong and positive relationship between project management and completion of educational CDF funded projects in Igembe South Constituency ($r=0.827$; $p=0.000$). The $p<0.01$ which implies that the relationship between the two variables was statistically significant at 0.01 level of significance. Critically, how a project is managed is very significant in its success and completion. Therefore the project management team must possess the knowledge and skills (project planning, financial management, decision making and controlling and coordinating) of project management in order ensure the success of any given project any given time.

Table 4.15 Correlation between Project Management Competence and Completion of Educational CDF Funded Projects

		Completion of educational CDF funded projects	Project management
Completion of Educational CDF funded projects.	Pearson's correlation		.827**
	Sig (2-tailed)		0.000
	N		246
Project management	Pearson's correlation	.827**	
	Sig (2-tailed)	0.000	
	N	246	

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

4.7 Budgetary Allocation

The study also sought to find out whether budget allocation influence completion of Educational CDF funded projects. The respondents were asked if allocation of funds influence completion of Educational CDF funded projects. The results table 4.16 indicates that majority of the respondents (implementers and beneficiaries) 94% agreed that budget allocation influence completion of Educational CDF funded projects, 5% of the respondents were not sure and 1% disagreed.

Table 4.16: Respondents' opinions on budgetary allocation

Statement	Number of the respondents	Percentage
Yes	232	94.3%
No	2	0.8%
Not sure	12	4.9%
Total	246	100%

4.7.1 Implementers Level of Agreement with Statements Relating to Funds Allocation

The study findings in table 4.17 indicates that majority of the project implementers 64.3% agreed that timeliness of funds allocation influence completion of Educational CDF funded construction projects, 28.6% strongly agreed and the minority 7.1% of the implementers were not sure. Similarly, table 4.17 results reveals that majority 32.1% of the project implementers agreed that funds allocation and utilization process is effective and transparency, 17.9% strongly agreed, 25% disagree, 14.3% strongly disagreed and 10.7% were not sure. 53.6% of the project implementers agreed that commitment from the project financiers influences the funds allocation process, 21.4% strongly agreed, 10.7% disagreed, 7.1% strongly disagreed and 7.1% were not sure. In addition, majority 39.3% of the project implementers disagreed that funds allocated are sufficient for completion of selected projects, 14.3% strongly disagreed, 28.6% agreed, 10.7%

strongly agreed and the minority 7.1% of the project implementers were not sure if funds allocated are sufficient for completion of selected projects. On average, the implementers agreed with statements of funds allocation at an average mean of 3.5 while the results were spread from mean at 1.033 standard deviation.

Table 4.17 Implementers level of Agreement with Statements of Funds Allocation

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	S.D
Timeliness of funds allocation influence the completion of Educational CDF funded projects.	28.6%	64.3%	7.1%	00%	00%	4.2	0.558
Funds allocation and utilization process is effective and transparency.	17.9%	32.1%	10.7%	25%	14.3%	3.1	1.160
Commitment from the project financiers influences the funds allocation process.							
Funds allocated are sufficient for completion of selected projects.	21.4%	53.6%	7.1%	10.7%	7.1%	3.7	1.129
Average	10.7%	28.6%	7.1%	39.3%	14.3%	2.8	1.283
	19.7%	44.7%	8%	18.8%	8.9%	3.5	1.033

Beneficiaries level of agreement with statements of funds allocation

Table 4.18 results indicate that 32.1% of the project beneficiaries agreed with the statement that methods of payment for the projects are always effective, 9.6% strongly agreed, 19.3% were not sure, 30.7% disagreed and the minority 8.3% of the project beneficiaries strongly disagreed with the statement. Further, majority 37.2% of the project beneficiaries disagreed with the statement that funds allocated for school construction projects are not diverted to other uses, 4.6% strongly disagreed, 27.1% agreed, 9.2% strongly agreed and 22% were not sure. Majority 39.4% of the project beneficiaries were not sure whether the disbursement of funds by the government is frequent, 23.9% agreed with the statement, 5.5% strongly agreed, 22% disagreed and 9.2% of the beneficiaries strongly disagreed with the statement. Similarly, 42.2% of the project beneficiaries agreed with the statement that budgeting, auditing and management problems cause projects to fail, 14.7% strongly agreed, 12.8% disagreed, 12.8% strongly disagreed while 17.4% were not sure if budgeting, management and auditing problems cause projects to fail.

On a scale of 1-5, project beneficiaries slightly agreed with statements of funds allocation at an average mean of 3.1 and 1.1210 standard deviation.

Table 4.18 Beneficiaries level of Agreement with Statements of Funds Allocation

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	S.D
Methods of payment for the projects are always effective.	9.6%	32.0%	19.3%	30.7%	8.3%	3.0	1.1586
Funds allocated for school construction projects are not diverted to other uses.	9.2%	27.1%	22%	37.2%	4.6%	3.0	1.0921
The disbursement of funds by the government is frequent.	5.5%	23.9%	39.4%	22%	9.2%	2.9	1.0212
Budgeting, management and auditing problems cause projects to fail.	14.7%	42.2%	17.4%	12.8%	12.8%	3.3	1.2119
Average	9.8%	31.3%	24.5%	25.7%	8.7%	3.1	1.1210

Influence of budgetary allocation on completion of educational CDF funded projects

Table4.19: Correlation between budgetary allocation and completion of educational CDF funded projects.

		Completion of educational CDF funded projects	
			Budgetary allocation
Completion of educational CDF funded projects	Pearson's correlation	1	.769**
	Sig (2-tailed)		0.001
	N		246
Budgetary allocation	Pearson's correlation	.769**	1
	Sig (2-tailed)	0.001	
	N	246	

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

The study sought to examine the influence of budgetary allocation on the completion of educational CDF funded projects in Igembe South Constituency. The correlation results in table 4.11 indicates that funds allocation has a high positive correlation with the completion of school CDF funded projects in Igembe South Constituency ($r = .769$, $p = 0.001$). The $p < 0.01$ is an indication that these results are statistically significant at 0.01 level of significance. The results brings to attention that funds allocation/funds availability influences the completion of any given project.

4.8 Political Interests

The opinions of the project implementers and beneficiaries were sought in line with political interests and completion of Educational CDF funded projects. Table 4.12 results indicates majority (60%) of the respondents agreed that political interests have an effect on the completion of CDF funded projects, 29% of the respondents were not sure and 21% opposed that political interests affect completion of Educational CDF funded projects.

Table 4.20: Opinions of Respondents on Political Interests

Statement	Number of respondents	Percentage
Yes	148	60.2%
No	52	21.1%
Not sure	46	18.7%
Total	246	100%

4.8.1 Respondents level of Agreement/Disagreement with Statements Relating to Political Interests

Result findings in table 4.13 indicates that 37.4% of the respondents (implementers and beneficiaries) were not sure whether the politician (area MP) is involved in selection of projects to be funded, 25% agreed with the statement, 13% strongly agreed, 13.8% disagreed and 10.6% strongly disagreed with the statement that politicians (area MP) is involved in selection of the projects to be funded. Similarly, 30.1% of the respondents were not sure if the decisions made by the area MP are final on which projects to be funded and initiated, 11.4% strongly agreed with the statement, 22.8% agreed, 4.1% strongly disagreed and majority of the respondents 31.7%

disagreed with the statement that the decisions made by the area MP are final on which projects to be funded and initiated. Further, 16.3% of the respondents strongly agreed with the statement that area MP influences the funds allocation process, 29.3% agreed with the statement, 25.6% were not sure, 23.5% disagreed and 5.3% strongly disagreed with the statement that area MP influences the funds allocation process.

On average, the respondents slightly agreed with statements relating to political interests at a mean of 3.2 and the results spread from mean at 1.1220 standard deviation.

Table 4.21: Respondents Level of Agreement with Statements of Political Interests

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean	SD.Dev
Politicians (area MP) is involved in selection of the projects.	13%	25%	37.4%	13.8%	10.6%	3.2	1.1432
The decisions made by the MP are final on which projects to be funded and initiated.	11.4%	22.8%	30.1%	31.7%	4.1%	3.1	1.0767
Area MP influences the funds allocation process	16.3%	29.3%	25.6%	23.5%	5.3%	3.3	1.1462
Average	13.6%	25.7%	23.2%	23%	6.7%	3.2	1.1220

4.8.2 Influence of Political Interests on Completion of School CDF Funded Projects

In line with the study objectives, the study also sought to determine the influence of political interests on the completion of educational CDF funded projects in Igembe South Constituency. Correlation results in table 4.14 reveals that there exists a positive relationship between political interests and completion of school CDF funded projects in Igembe South Constituency ($r=0.839$, $p=0.023$). The relationship was significant at $P=0.01$ level of significance. The influence of political interests on completion of educational CDF funded projects is comparatively low but it cannot be ignored because its influence is significant.

Table 4.22: Correlation between Political Interests and Completion of Educational CDF Funded Projects

		Completion of educational Political interests CDF funded projects
Completion of educational CDF funded projects	Pearson's correlation	.839**
	Sig (2-tailed)	0.025
	N	246
Political interests	Pearson's correlation	.839**
	Sig (2-tailed)	0.025
	N	246

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

4.9 Qualitative Analysis

From the qualitative study findings, it was established that resource mobilization by stakeholders' involvement of stakeholders in decision making and in four crucial phases of the project affect completion of the school CDF funded projects to a large extent. It was also noted that most of the school projects in Igembe South Constituency have been implemented but not completed to the required standards because the funds allocated to the specific projects were not sufficient for their completion. The projects have been left pending waiting for more financing.

The respondents also indicated that project management competence and budgetary allocation are the most common factors influencing the completion of school CDF funded projects in Igembe South Constituency. Also as pointed by the respondents, stakeholder participation and political interests influence the completion of CDF funded projects but their effect is not as significance as that of project management competence and funds allocation. A number of respondents stated that they were not contented with the commitment of the project financiers and requested that CDF funding should be increased and the funds should be geared towards development projects and especially the school construction projects.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of study findings. It has been organized to provide a concise summary of the study findings, conclusions and recommendations.

5.2 Summary of the Study Findings

The purpose of this study was to investigate the factors influencing completion of educational CDF funded projects in Igembe South Constituency Meru County. The study sought to establish the extent to which stakeholders' participation influence the completion of school CDF funded projects. The study established that stakeholders' participation influence the completion of school CDF funded construction projects to a large extent. Descriptive statistics relating to stakeholders' participation established that majority 42.9% of project implementers agreed that resource mobilization by stakeholders influence completion of school CDF funded projects to a large extent. Also, majority 35.7% of the project implementers agreed that involvement of stakeholders' in four crucial phases of the project influence the completion of school CDF funded projects to a large extent. Lastly, majority 35.7% of the project implementers agreed that involvement of stakeholders in decision making process influence completion of school CDF funded projects to a negligible extent.

The study also sought to determine the influence of project management competence on completion of school CDF funded projects in Igembe South Constituency. The study established

that project management competence positively influence the completion of school funded projects with the majority 85% of project implementers and 64.2% of project beneficiaries agreeing that project management influence the completion of the school CDF funded projects. Descriptive statistics relating to project management competence established that majority of the respondents 43%, agreed with the statements of project management and 39.1% of the respondents strongly agreed with the same statements.

More so, the study was also seeking to examine the influence of budget allocation in completion of school CDF funded projects. Descriptive statistics relating to budgetary allocation revealed that majority 94% of the respondents were of the opinion that funds allocation positively influence the completion of Educational CDF funded projects. Further, the study results indicated that majority 64.3% of the respondents agreed that timeliness of funds allocation influence completion of school CDF funded and 28.6% of the respondents agreed with the same statement. Further, 32.1% of the respondents agreed with the statement that funds allocation and utilization process is effective and transparency while 25% of the respondents disagreed with the same statement. Similarly, majority 53.6% of the respondents strongly agreed that commitment from the project financiers influence completion of school CDF funded construction projects and 21.4% agreed with the same statement. However, majority 39.3% of the respondents disagreed that funds allocated are sufficient for completion of selected projects while 28.6% of the respondents agreed with the statement. Most project implementers and beneficiaries attributed failure of completion of most of school CDF funded construction projects to insufficient budget allocations to such projects.

The study also sought to determine the influence of political interests in completion of school CDF funded projects. Majority 60% of the respondents were of the opinion that political interests have an influence on the completion of school CDF funded projects. Descriptive statistics relating to political interests established that majority 30.1% of the respondents were not sure whether the politician (area MP) is involved in selection of projects and 25% of the respondents agreed with the same statement. Also, majority 31.7% of the respondents disagreed with the statement that the decisions made by the MP are final on which projects to be funded and initiated while 30.1% of the respondents were not sure. However, majority 29.3% of the respondents were in agreement with the statement that area MP influences the funds allocation process and 25.6% were not sure of the same statement.

5.3 Discussions

This part has discussed the influence of stakeholders' participation, project management competence, budgetary allocation and political interests on completion of educational CDF funded projects in Igembe South Constituency.

5.3.1 Stakeholder Participation

The study findings disclosed that majority of the respondents (35.7% implementers and 31.2% beneficiaries), agreed that stakeholder participation influence the completion of educational CDF funded construction projects in Igembe South Constituency to a large extent. . In this case the project beneficiaries confessed that they did take part in some of the school construction projects whereby they were involved in decision making process and in resource mobilization to enhance the completion of the projects. Being involved in the main phases of the project, stakeholders'

participation made inputs into the completion of the projects. This is also reinforced by inferential statistics results which established that there is a well-built positive correlation between stakeholders' participation and completion of school CDF funded construction projects in Igembe South Constituency ($r=0.14$, $p=0.001$). The study findings align with World vision international findings that recognized the value of a participatory approach to development. It puts the principle at the center of its transformational development policy which calls on world vision staff and projects to engage families and communities as agents, implementers, planners, and evaluators of transformational development, where the vision and mission come from these individuals and the ownership is theirs (Blackburn, & Holland, 1998). Further the findings are in agreement with Dunne (2007) that decisions made at the local level are more responsive to specific issues related to school projects.

5.3.2 Project Management Competence

From descriptive statistics, it is evident that majority of the respondents (85% implementers and 64.2% beneficiaries) agreed that project management competence influence the completion of educational CDF funded construction projects in Igembe South Constituency. More so, the results also indicated that issues related to application of knowledge, techniques and skills like leadership skills, communication, planning, controlling, time management and risk management influence the success of construction projects in Igembe South Constituency. This is also underpinned by inferential statistics results that indicated a powerful positive relationship between project management competence and completion of educational CDF construction funded projects in Igembe South Constituency ($r=0.827$, $p=0.000$). The findings are in line with the findings of Welch &Byrne (2001) who pointed out that Project management competence is

critical in determining whether a project fails or succeeds. Equally, the technical competence of the manager and his team cannot be underestimated in delivering the expected results of a project. It is the manager's responsibility to foster a climate of shared vision and active participation among his team. The team manager needs to adequately understand the project task, establish the right people to work and support them to implement the project at hand (Welch and Byrne, 2001). Many organizations believe that the effective use of management and technical skills of the team members are critical to the success/completion of a project (Novello, 2008).

5.3.3 Budgetary Allocation

Descriptive statistics disclosed that majority 94% of the respondents agreed that budgetary allocation process influence completion of school CDF funded projects in Igembe South Constituency because it negatively affects funds availability. The findings are also reinforced by inferential statistic results that revealed that there is a powerful correlation between funds allocation and completion of school CDF funded construction projects in Igembe South Constituency ($r=0.769$, $p=0.001$). The result findings align with the findings of Mohammed & Kamau (2015) who realized a very powerful relationship between availability of funds and completion of CDF funded construction projects and also concluded that funds allocation influence both the pace and technical competence of the project.

5.3.4 Political Interests

Study findings revealed that majority 60% of the respondents agreed that political interests influence completion of educational CDF funded projects in Igembe South Constituency. However, inferential statistics indicates that most of the respondents were not sure whether the

politicians are involved in different CDF activities like project selection, making decisions on which projects to be funded and influencing the funds allocation process. The findings indicated that there is a negative correlation between political interests and completion of educational CDF funded projects in Igembe South Constituency ($r=-0.839$, $p=0.025$). It was noted that CDF projects are always successful in areas where no politician interferes with the CDF activities and the findings are linked to reviewed literature in the sense that political and social factors have a significant role in the implementation of CDF projects in the constituencies (Simiyu, Mweru & Omete, 2014). This also affects the delivery time of construction projects in the constituencies. According to Okungu (2008), 70% of the constituencies have reported mismanagement of funds, fraud, theft, and misappropriation. These issues concerning CDF are of political nature. According to Ongoya & Lumallas (2005), politicians have the potential of using the CDF to build their reputation in their constituencies besides mobilizing political support. Gikonyo (2008) illuminates that the fund has no specific development agenda; hence it stands out as a political tool. Wamugo (2007) further highlights that the success of the fund is dependent on the character and the commitment of the area Member of Parliament to use the fund for general development in his/her constituency.

5.4 Conclusion

According to this research, there is no doubt that CDF is a novel concept and one that is expected to have major positive impact on development at the grassroots level. More so, to advancing the welfare of the people through development projects, CDF has a desirable effect on participation which is itself fundamental to empowerment of communities. On account of positive evaluation by beneficiaries of CDF funds, there is high probability that other developing nations may seek

to mirror the Kenyan concept. As such, understanding the operations of CDF, especially the aspects that impact on efficiency and transparency is crucial. In addition, a better understanding of CDF can also provide meaningful information that can help in designing of other decentralization schemes that may be implemented. This would also be a stepping stone in building a strong economy for Kenya and thereby achieving Vision 2030 objectives as well as global development targets such as the millennium development goals (MDGs). Nevertheless, strengthening the policies, laws and guidelines governing these funds is pivotal so that they can engineer the implementation of the projects in line with the people's needs.

5.5 Recommendations

Based on the study findings, the researcher recommends the following;

- 1) Stakeholders/project beneficiaries should be involved in decision making process and in selection of the projects to be initiated and funded. Also in the four crucial phases of the projects for resource mobilization in order to enhance the completion of the projects within the time frame and the set budget.
- 2) A demanding study to identify the main sources of concerns that are emerging be undertaken so as to negate major failures in the future. Such a study would offer irrefutable recommendations on reforms and also the type of information and data that should be required of all CDF funded projects for their effective completion and to the standards required by the beneficiaries
- 3) Project financiers should ensure that the largest portion of the funds should be allocated to development projects such as school projects and that the funds allocated are sufficient for completion of the projects and the funds should not be diverted to other uses.

- 4) Project management team should be thoroughly trained and possess knowledge and all technical skills of a project especially in project planning, decision making, controlling and coordinating and financial management.
- 5) CDF committee should ensure that all the projects initiated and funded are completed to the required standards before initiating other projects.
- 6) CDF funded projects and politics should be parallel and no politician should be part of the CDF committees in order to eliminate any political interests in CDF funded projects.

5.6 Suggestions for Further Study

This study investigated factors influencing completion of educational CDF funded projects only and it is therefore necessary to extend a similar study to other CDF funded projects. In addition, the study targeted only Igembe South Constituency, thus, a longitudinal study should be undertaken on factors influencing completion of educational CDF funded projects in other constituencies in Meru County and other Counties in Kenya to validate the findings made in this particular study.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

Department of Extra Mural Studies

School of distance learning

SALOME MUKAMI,
UNIVERSITY OF NAIROBI,
P.O BOX 30197-00100,
NAIROBI.

SUBJECT: MASTER OF ART IN PROJECT PLANNING AND MANGEMENT RESEARCH PROJECT

Dear Sir, Madam,

I am a final year MA student carrying out an academic research for the purpose of examination leading to the award of a degree of master or Art in Project Planning and Management, titled: Factors Influencing Completion of Educational CDF Funded Projects in Igembe Central Constituency

The main aim of this letter is to request you to provide the required information as per the questionnaires and interview guides provided. Kindly be as honest and clear as possible. The information you provide will be considered as confidential and will only be used for academic purpose.

Thanking you in advance.

Yours faithfully,

Salome Mukami.

APPENDIX II: RESEARCH QUESTIONNAIRE FOR PROJECT

IMPLEMENTERS

Introduction

This questionnaire is designed to collect data on the study titled, ‘**factors influencing the completion of Educational CDF funded projects in Igembe Central Constituency**’. The data collected through this questionnaire is intended for academic purposes only and will not be divulged to any other person. Kindly complete all the sections of this document. All questions are interrelated and are very important for the study. You have been identified as one of the respondents and you are kindly requested to fill in the information appropriately.

SECTION A: DEMOGRAPHIC INFORMATION

1. a. Indicate your Gender: Male Female

b. Indicate your Age : 20-30 years
30-40 years
40-50 years
50 years-above

c. Highest level of education

Primary level

Secondary level

Certificate

Diploma

Degree

Masters

Any other (specify)

c. How long have you worked in the CDF projects?

1 month – 1 year

1 – 2 years

2 – 3 years

3 – 4 years

4 years – above

SECTION B: COMPLETION OF EDUCATIONAL CDF PROJECTS

2. The following statements relate to completion of educational CDF funded construction projects, using the scale of **5-strongly agree, 4-agree, 3-not decided, 2- disagree and 1-strongly disagree**, express the extent to which you agree or disagree with the following statements.

No	statements	5	4	3	2	1	scores
i	There is a baseline report for CDF						
ii	Schedule of work determines completion time of the CDF construction projects						
iii	All CDF construction projects are completed within time frame, the set budget and at required standards						

SECTION C: STAKEHOLDER’S PARTICIPATION

3. a. Do you think stakeholder’s participation influences completion of educational CDF funded construction projects in Igembe Central Constituency?

Yes No Not sure

b. In your opinion, to what extent does stakeholder’s participation influence the completion of educational CDF funded construction projects? Using the scale of **5- to a very large extent, 4- to a large extent, 3- neutral, 2-to negligible extent and 1-not at all**, express the extent to which you agree or disagree with the following statements.

No.	Statements	5	4	3	2	1	Scores
i	Involvement of stakeholders in decision making process influence completion of educational CDF funded construction projects						
ii	Resource mobilization by stakeholders influence the completion time of educational CDF funded construction projects						
iii	Involvement of stakeholders in four crucial phases of the project affect the completion time of educational CDF funded construction projects						

SECTION D: PROJECT MANAGEMENT

4. a.In your own opinion, does project management competence have an influence on completion of educational CDF funded construction projects?

Yes No Not sure

b. As a project implementer, using the scale of **5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1-strongly disagree**, please rate you agreement or disagreement on how the following affects completion of educational CDF funded construction projects.

No	Skills	5	4	3	2	1	Scores
I	Quality consultations						
ii	Management selection						
iii	Decision making						
iv	Project planning						
v	Financial management						
vi	Controlling and coordinating						

SECTION E: BUDGETARY ALLOCATION

5. a.In your own opinion do you think allocation of funds influences completion of educational CDF funded construction projects in Igembe Central Constituency?

Yes No Not sure

b. The following statements relate to funds allocation for CDF funded construction projects. Using the scale of **5-strongly agree, 4-agree, 3- not sure, 2-disagree and 1- strongly disagree**, express the extent to which you are or disagree with the statements.

No	Statements	5	4	3	2	1	Scores
i	Timeliness of funds allocation influence the completion of educational CDF funded construction projects						
ii	Funds allocation and utilization process is effective and transparency						
iii	Commitment from the project financiers influences the funds allocation process						
iv	Funds allocated are sufficient for completion of selected projects						

SECTION F: POLITICAL INTERESTS

6. a. In your opinion do you think political interests’ influences the completion of educational CDF funded construction projects in Igembe Central Constituency?

Yes No Not sure

b. The following statements relate to political interests, using the scale of **5-strongly agree,4-agree, 3-not sure, 2-disagree and 1-strongly disagree**, express the # to which you agree or disagree with the statements.

No	statements	5	4	3	2	1	Scores
i	Decisions made by politicians have influence on completion of educational CDF funded construction projects						
ii	Politicians (area MP) influence the funds allocation process						
iii	Politicians (area MP) is involved in the project selection process						

APPENDIX III: RESEARCH QUESTIONNAIRE FOR PROJECT

BENEFICIARIES

This questionnaire is designed to collect data on the study titled ‘**factors influencing the completion of educational CDF funded projects in Igembe Central Constituency**’. The data collected through this questionnaire is intended for academic purposes only and will not be divulged to any other person. Please complete all the sections of this document. All questions are interrelated and are very important for the study. You have been identified as one of the respondents and are kindly requested to fill in the information as appropriate.

SECTION A: DEMOGRAPHIC INFORMATION

1. a. Indicate your Gender Male Female

b. Indicate your Age 10-20 years

20-30 years

30-40 years

40years-above

d. How long have you worked/lived in Igembe Central Constituency?

1 month-1 year

1-2 years

2-3 years

3-4 years

4years- above

SECTION B: COMPLETION OF EDUCATIONAL CDF PROJECTS

2. The following statements relate to completion of educational CDF funded construction projects. Using the scale of **5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1 strongly disagree**, express the extent to which you agree or disagree with the following statements.

No.	Statements	5	4	3	2	1	Scores
i	There is a baseline report for CDF construction projects						
ii	All Educational CDF funded construction projects have been completed within the time frame, the set budget and to the standards						
iii	Schedule of work determines the completion time of educational CDF funded construction projects						

SECTION C: STAKEHOLDER PARTICIPATION

3. List any three educational CDF funded construction projects that you are aware of in Igembe Central Constituency.

- i).....
- ii).....
- iii).....

4. Which of the five projects you listed above you were directly involved in making decisions on whether to implement the project or not based on the beneficiary needs.

- i).....[]
- ii).....[]
- iii).....[]

5. In your opinion to what extend does stakeholders’ participation affect the completion of initiated educational CDF funded construction projects

- To a very large extend []
- To a large extend []
- Neutral []
- To negligible extend []
- To no extend at all []

SECTION D: BUDGET ALLOCATION

6. The following are some statements about your feeling on whether funds allocation influence the completion of school CDF funded construction projects. Using the scale of **5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1-strongly disagree**, express the extent to which you agree or disagree with the statements.

No	Statement	5	4	3	2	1	Scores
I	The methods of payment for the projects are always effective						
Ii	The funds are allocated on time to cater for the construction expenses						
iii	Funds allocated for school construction projects are not diverted to other uses						
iv	The disbursement of finances by the government is frequent						
V	The sources of project finances are always adequate						

SECTION E: PROJECT MANAGEMENT

7. a. In your opinion, do you think project management has an influence on the completion of school CDF funded construction projects?

Yes No

b. As a beneficiary of the school projects, using the scale of 1-5, where, **5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1-strongly disagree**, kindly rate your level of agreement or disagreement on how the following affects completion of school CDF funded construction projects.

	Skill	5	4	3	2	1	Scores
i	Project planning						
ii	Financial management						
iii	Quality consultations						
iv	Management selection						
v	Decision making						
vi	Monitoring and evaluation						
vii	Performance/progress reporting						
vii	Controlling and coordinating						
Total							
Mean							

SECTION F: POLITICAL INTERESTS

8. a. In your opinion do you think political interests influences the completion of school CDF funded construction projects in Igembe Central Constituency?

Yes No Not sure

The following statements relate to political interests. Using the scale of 1-5, where, **5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1-strongly disagree**, kindly rate the extent to which you agree or disagree with the following statements.

No.	Statements	5	4	3	2	1	Scores
i	Politicians (area MP) is involved in selection of the projects						
ii	The decisions made by the MP are final on which projects to be funded and initiated						
iii	Area MP influences the funds allocation process						

APPENDIX IV: INTERVIEW GUIDE FOR PROJECT IMPLEMENTERS

This questionnaire is designed to collect data on the study titled; ‘factors influencing completion of educational CDF funded projects in Igembe Central Constituency’. The data collected through this questionnaire is intended for academic purposes only and will not be divulged to any other person. Please complete all the sections of this document. All questions are interrelated and are very important for the study. You have been identified as one of the respondents and you are requested to fill all the information appropriately.

SECTION A: DEMOGRAPHIC INFORMATION

1. a. Indicate your Gender Male Female

b. Indicate your Age 20-30 years

30-40 years

40-50 ears

50 years – above

c. How long have you worked on CDF construction projects?

1month-1 year

1-2 years

2-3 years

3-4 years

4 years- above

2. List any five school CDF funded construction projects that you have worked on in Igembe Central Constituency.

Project number 1.....

Project number 2.....

Project number 3.....

3. In your opinion, kindly express to what extend the following factors influence the completion of school CDF funded construction projects. Use the scale of **5-to a very large extent, 4-to a large extent, 3-neutral, and 2-to small extent and 1-to no extent at all.**

No	Factors	5	4	3	2	1	Scores
i	Stakeholders participation						
ii	Budgetary allocation						
iii	Project management						
iv	Political interests						

4. Which political factors would you say affects the completion of school CDF funded projects in Igembe Central Constituency?

- 1.....
- 2.....
- 3.....

5. a. Do you in any way involve stakeholders in decision making process concerning the school projects to be funded and initiated?

Yes No

b. If yes, name some of the projects you have involved the stakeholders in decision making process.

- Project 1.....
- Project 2.....
- Project 3.....

6. List any five school CDF funded construction projects that have been completed as scheduled (within the set budget, on time and to the standards)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

7. How does stakeholders' participation contribute to completion time of school CDF funded construction projects?

-
-
-

8. Do you think project financiers (Government) is committed to funding the school construction projects in Igembe Central Constituency?

Yes No

9. a. Do you feel that the project implementers are qualified enough with the required skills and knowledge?

Yes No

B. In your own opinion what do you think should be done to improve the outcome of school CDF funded construction projects in Igembe Central Constituency?

.....
.....
.....
.....

Appendix IV: Research Permit

THIS IS TO CERTIFY THAT: **MISS. SALOME MUKAMI KITHAO** of **UNIVERSITY OF NAIROBI, 0-60600 Maua, has been permitted to conduct research in Meru County** **Permit No. : NACOSTI/P/19/75545/26221** **Date Of Issue : 24th June, 2019** **Fee Received :Ksh 1000**

on the topic: FACTORS INFLUENCING COMPLETION OF EDUCATIONAL CDF FUNDED PROJECTS IN IGEMBE SOUTH CONSTITUENCY-MERU COUNTY

for the period ending: 24th June, 2020


Applicant's Signature


Director General
National Commission for Science, Technology & Innovation



THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013


The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA



NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH LICENSE
Serial No.A 25409

CONDITIONS: see back page

Appendix V: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/75545/26221**

Date: **24th June, 2019.**


Salome Mukami Kithao
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Factors influencing completion of educational CDF funded projects in Igembe South Constituency-Meru County.”*** I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **24th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.