

**FACTORS INFLUENCING COMPLETION OF PRIMARY SCHOOL
INFRASTRUCTURE CONSTITUENCY DEVELOPMENT FUND'S
PROJECTS AT MUTITO CONSTITUENCY IN KITUI COUNTY,
KENYA**

BY

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DECLARATION

This research project report is my original work and has never been presented for an award in any other university.

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This research project report has been submitted for examination with my approval as the university supervisor.

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DEDICATION

The study is dedicated to my wife Tamasha and children Hajj and Smirti.

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ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
CDFC	Constituency Development Fund Committee
DEO	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education for All
ERS	Economic Recovery Strategy
FPE	Free Primary Education
GOK	Government of Kenya
KESSP	Kenya education sector support programme
MOE	Ministry of Education
NARC	National Alliance Rainbow Coalition
NGOs	Non Governmental Organizations
PFM	Public Finance Management
PPDA	Public Procurement and Disposal Act
PRSP	Poverty Reduction Strategy Paper
PMC	Project Management Committee
SMC	School Management Committee
TSC	Teacher Service Commission
UPE	Universal Primary Education
USA	United States of America

ABSTRACT

It was recommended that CDF guidelines should be followed in selection of the PMC members for the primary school education infrastructure CDF projects. The selected PMC members for the primary school education infrastructure CDF projects should have adequate time for effective supervision of the primary school CDF projects and they should be given a time frame for PMC membership service in the management of the primary school CDF projects. The selected PMC members for the primary school education infrastructure CDF projects should be trained in project management skills, financial accounting and record keeping as well as in other relevant project management areas. The already serving PMC members should be trained or in-serviced in financial management and other relevant management areas in order to provide adequate and effective monitoring and evaluation services over the lifecycle of all primary school education infrastructure CDF projects implementation period. The following issues emerged from the study and were suggested for further investigation. A further study on the influence of politics in the disbursement of CDF in Kenyan public primary schools; An investigation into the levels of involving the community in the disbursement of the CDF funds and in project management of the primary schools' infrastructure CDF projects in Kenya; A study on the effectiveness of disbursement of public primary school education infrastructure CDF projects funds from the central government's treasury at the ministry of finance. And also suggested for further studies was a study on the distribution of the CDF projects' funds through the PMC Constituency offices upto the recipient primary school

CHAPTER ONE:

INTRODUCTION

1.1 Background to the Study

State governments provide some form of financial aid for primary school construction in the United States of America (USA), the Republic of China, and Mexico (World Bank, 2005). National governments also provided most of the funds needed for basic education school constructions in Egypt and Israel (Nishimura, Yamano and Sasaoka, 2008). In New Zealand, a Primary School Infrastructure Project (PSIP) was launched in 2005 with the goal of assisting in the improvement of school infrastructure in the Solomon Islands. Improvement of school infrastructure is one of several key priority areas under the New Zealand Government's education strategic framework (Nishimura, et al., 2008).

The overarching New Zealand Government's goal is to provide equitable access to quality basic education for all children and to manage resources in an efficient and transparent manner (Sifuna, 2007). However, whereas the national government of New Zealand pays for the total cost of primary school construction, in the United States, 98 percent of the primary school construction is financed by the taxation of property in the local school counties (Sifuna, 2007). The issuance of bonds, by local school counties for school construction in the United States, has been universal in 49 out of the 50 states (World Bank, 2005).

Previous studies (Samoff, 1999; Foster, 2000; Klees, 2001) reveal that there are shortcomings in Universal Primary Education (UPE) policy leading to criticisms on the uniformity of the implementation of UPE in Africa (GoK, Kenya education sector support programme (KESSP), 2006). In Africa, the UPE policy in the form of abolition of user charges has been a popular intervention for achievement of Education for All (EFA) goals since the mid-1990s (Nishimura, et

al., 2008). However, in spite of this there has been a great need for a broad based research that would boost the understanding of financial and administrative systems for sustainable educational development programmes in most of the developing countries in the sub-Saharan Africa (Nishimura, et al., 2008).

Poor primary school infrastructure is one of the major barriers in improving access to primary school education under Free Primary Education (FPE) policy in Kenya. Empirical data show that physical facilities are important in improving both school attendance and achievement (Sifuna, 2007). For this reason, improving primary school infrastructure is a high priority among school management committees in Kenya (GoK, KESSP, 2006).

Since independence in 1963, communities and parents had been responsible for provision of primary school infrastructure in Kenya. Development partners, churches, Non Governmental Organizations (NGOs) and individuals have also made investments in primary school building infrastructure often supporting the local community initiatives (Bold, Kimenyi, Mwabu and Sandefur, 2009). Through all these combined efforts for provision of primary school structures over 18,000 public primary schools had been constructed by 2007 (Sifuna, 2007).

However, there is a backlog of shortage of permanent classrooms, particularly among the urban-poor communities in slums and arid and semi-arid land (ASAL) rural parts. The existing structures are generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Bold, et al., 2009).

With the significant increases in primary school enrolments, following the introduction of FPE in 2003, additional pressure has been put on existing primary school infrastructure, resulting into the poor and overcrowded learning conditions (Bold, et al., 2009). Inadequate classrooms in public primary schools in Kenya pose serious challenges in terms of limited primary school education opportunities in achieving the Education for All (EFA) goals through the Free Primary Education (FPE) policy 10 years down the line. To address some of these challenges, in 2003, the

Government of Kenya (GOK) through the Constituency Development Fund (CDF) projects expanded its structural school infrastructure support for repair and construction of schools based on the local situational analysis needs in all the 210 constituencies (GOK, 2010).

The CDF education sector's primary school projects implementing agency is the Ministry of Education (MOE) (GOK, 2009). The School Management Committee (SMC) in primary schools is charged with the management of the school building projects by the MOE in Kenya (GOK, 2010). This study aims at assessing the influence of project management on completion of primary school infrastructure CDF projects in Mutito constituency, Kitui County, Kenya.

Mutito Constituency is one of the six electoral constituencies in Kitui County, Kenya. The constituency was established for the 1988 general elections. The constituency has seven wards, all electing members of county assembly for Kitui County Government. About 97 per cent of primary school children aged 6-13 year olds are still attending pre-schools, with only 37 per cent of them actually enrolled for primary school education in Kitui County (Vasudevan and Gichohi, 2008).

There is low transition from pre-primary to primary schools with gross enrolment rate (GER) of 37 percent in Kitui County compared to the 97 percent of primary school pupils still enrolled at pre-primary school education level (Vasudevan and Gichohi, 2008). It is against the aforementioned background that the current study will investigate the influence of project management skills on completion of primary school (CDF) projects in Mutito Constituency.

1.2 Statement of the Problem

Although, the constituency-based primary school infrastructure upgrading projects have been in place since the inception of CDF projects in Kenya, there is still a major backlog of provision of primary school infrastructure. There is acute shortage of permanent primary school classrooms in the Mutito Constituency (DEO's Report, Mutito District, 2013).

As alluded to in the background literature, a comparative analytical framework of primary school infrastructure (PSI) shows that there are gaps in the way the problem of equitable

distribution in the public provision of the primary school physical infrastructural facilities is being addressed in Mutito Constituency (Catholic Diocese of Kitui, 2012). There is also a notable high level of dilapidated primary school infrastructure; despite the presence of the constituency development funds sponsored building infrastructure projects at primary school education level.

There is uncertainty on adherence to project management procedures among the primary school infrastructure CDF project management committee (PMC) members. The Ministry of Finance has mandated these committees with the CDF projects' management within the 210 constituencies nationally without reference to quality project's management strategies. Therefore, it is against such uncertainty that this study will assess the influence of project management on completion of primary school infrastructure CDF projects in Mutito Constituency.

1.3 Purpose of the Study

The purpose of this study is to assess the influence of projects' management on completion of CDF primary school building infrastructure projects in Mutito Constituency, Kitui County in Kenya. The study results were useful in suggesting further projects' management strategies.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the extent to which selection criteria for PMC members influence completion of primary school infrastructure CDF projects in Mutito Constituency.
- ii. To establish influence of training in project management skills on the completion of primary school infrastructure CDF projects in Mutito Constituency.
- iii. To establish the extent to which accountability influences completion of primary school infrastructure CDF projects in Mutito Constituency.
- iv. To establish the extent to which community participation influences completion of primary school infrastructure CDF projects in Mutito Constituency.

- v. To establish how funds availability for CDF projects from the central government treasury influences completion of primary school infrastructure projects in Mutito Constituency.

1.5 Research Questions

To achieve these objectives the following research questions will guide the study:

- i. To what extent do selection criteria for PMC members influence completion of primary school infrastructure CDF projects in Mutito Constituency?
- ii. What influence does training in project management skills have on completion of primary school infrastructure CDF projects in Mutito Constituency?
- iii. To what extent does accountability influence completion of primary school infrastructure CDF projects in Mutito Constituency?
- iv. To what extent does community participation influence completion of primary school infrastructure CDF projects in Mutito Constituency?
- v. How does funds availability for CDF projects from the central government treasury influence completion of primary school infrastructure projects in Mutito Constituency?

1.6 Significance of the Study

The findings and recommendations of this study may be important to several people and stakeholders in the following ways. The parents, school administration and committees may use the study findings to correct overcrowding and inadequacy of learning resources in the roughly over twenty thousand public primary schools in Kenya by improving school infrastructure. The Ministry of Education (MOE) might use this study finding to determine how to improve its supervisory work in schools to enhance accountability and monitoring in the completion of CDF primary school infrastructure structural building projects. Level of involvement of parents in the FPE policy and provision of school infrastructure and in the learning/teaching process might be restructured to make them more involved in education.

1.7 Delimitations of the study

The study was confined to Mutito Constituency, Kitui County, Kenya. Thus the study findings were generalizable to other areas with considerations of similarities between other study areas and those of Mutito Constituency. The respondents were primary school CDF project management committee (PMC) who were randomly selected in the six purposively selected schools in Mutito Constituency. The primary school PMC members were involved in the management of the implementation of the CDF primary school infrastructure projects in their respective schools. This was beneficial to the study in gathering relevant data on which study conclusion and recommendations were made.

1.8 Limitations of the study

Scarcity of literature on the CDF projects was a limitation. However, some limited copies of the CDF articles and books in the Ministry of Education (MOE) and from the CDF primary school manuals in selected schools, through special agreements with the MOE officials/DEO was used. Isolating the influence of extraneous variables from the influence of the preferred study variables appearing in the research questions will also be another major limitation of this study.

1.9 Definition of significant terms

Community participation- is to involve communities, with profound links between outsiders' knowledge and local peoples' lived realities, to build awareness.

Parental involvement: role played by parents in CDF primary school infrastructure projects.

Political influence- refers mostly to a perspective of social activism and in view of political action to benefit the underprivileged, the marginalized and the poor people.

Primary school infrastructure policy- is a programme of financing primary schools to boost their physical building facilities by the government of Kenya.

Project management- is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Public finance management- deals with all aspects of public resource mobilization and expenditure management in government institutions.

1.10 Organization of the study

This study was organized into five chapters. Chapter one comprised of background of the study, statement of the problem, purpose and objectives of the study, research questions; significance, delimitations, limitations and assumptions of the study and definition of significant terms. Chapter two was on the review of related literature arranged according to the study objectives. Chapter three was on the research methodology according to: research design, target population, sampling procedures and sample size, research instruments, data collection procedures and analysis, ethical considerations and operational definition of variables. Chapter four was on the data analysis, presentation and interpretation according to the study objectives. Finally in chapter five the researcher presented the summary of the study, discussions of the study findings, conclusions of the study, recommendations of the study and suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents review of literature related to the topic of study according to the study objectives, alongside identification of research gaps in the existing primary school infrastructure CDF project management knowledge in Kenya as well as worldwide. The chapter subheadings are arranged according to the objectives of the study. A conceptual framework and the summary of reviewed literature are presented at the end of the chapter.

2.2 Selection Criteria of PMC members on completion of primary school CDF projects

The concept of participatory research in the 1970's and how it was applied was mostly in a perspective of social activism and in view of political action to benefit the underprivileged, the marginalized and the poor people (Barro and Grilli, 1994). In Kenya, parliament consists of the policy makers who are elected by people in each constituency to politically represent them in government (Sifuna, 2007).

According to the Ministry of Education circular 3rd July 2008, there have been numerous complaints over the functioning of the PMC members across the country. There have been many changes in the leadership at various levels and organizations in the constituencies following 2007 general elections. Many complaints are linked with the involvement of the area politicians and the abuse of the CDF projects implementation guidelines (GOK, 2008).

Some of the hidden complaints in the 3rd July, 2008 circular from the Ministry were that politicians were meddling in the management of CDF project, by recommending PMC membership of some members in disregard of the PMC selection criteria. As a result, deserving members for primary school CDF projects miss out in the PMC membership.

According to the circular, it was reported that some MPs were hand-picking PMC members whom they would influence during the process of awarding CDF funds to primary schools.

Consequently, the government initiative in decentralizing and reviewing CDF funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase completion rate of primary school CDF projects. Further, to address income inequalities in the society, a special assistance scheme and preferential policy should be developed to target vulnerable groups such as primary schools from the marginalized communities like in Mutito Constituency in Kitui County.

2.3 Influence of Managerial Training on completion of primary school CDF projects

Management can be defined as the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the marshalling of the required resources, the rational design, organization, direction, and control of the activities required to attain the selected procedures (McNeil & Clemmer, 1988). Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Project management is a discipline that has evolved into very specific and detailed processes mostly adopted to meet the systems needs for complex situations, and to integrate multiple disciplines (Stevenson, 1989). The highly technical sectors of Aerospace, Defense and other government sectors originally started using project management systematically in the 1940s. The private sector, in high technology sub-sectors: construction, engineering, computers, and electronics started adopting project management systems in the 1960s (Stevenson, 1989). Informal and social services' sector started later to recognize the value and use project management concepts and techniques for project planning and completion. Many concepts

have relevance to any sector and are useful to help organize human activity that aims at creating a product, a service or effecting a change (Stevenson, 1989).

However, the “participation” notion, earmarked by social science, is not mainstreamed in project management as it is understood in this context. Thus later the notion of participation was integrated later into the project management principles and the project cycle in project completion process. Project cycle boils down to a set of technical parameters, clusters of processes and steps in view of achieving a result. It is comprised of tasks and activities, grouped in phases under Project Life Cycle (PLC) (McNeil & Clemmer, 1988). Each phase completion is assessed before moving to the next phase. The project management process includes properly ‘closing’ the project. There are five process groups in project management, which are in summary the steps or phases that need to be happening in the life cycle of a project (Stevenson, 1989)

The five process groups in project management include the: Initiating processes, which involve recognizing that a project or phase of a project should begin and making a commitment to start; Planning processes, which involve development of a workable scheme to achieve the goals for which the project was undertaken; Defines and refines objectives, and plans the course of action required to attain the objectives and scope of the project; Executing processes, which involve coordinating the step by step activities, the resources, including human resources, required in the plan; Integrates people and other resources to carry out the project management plan as designed (Yuki, 1994).

The executing processes in the processes sequence is followed by the Monitoring and Controlling processes, which involve monitoring project progress and taking corrective action, if needed; regularly measures and monitors progress to identify variances from the project management plan so that corrective action can be taken when necessary to meet project objectives and Closing processes, which involve bringing the project to an orderly and formal

conclusion; Formalizes acceptance of the product, service or result and brings the project or a project phase to an end to form the processes dynamics (Musgrave, 2008).

There are nine projects management knowledge areas recognized in project management processes: those areas all integrate in any project; they all have to be taken into account in the design of the project though they don't necessarily have the same weight in each and every project (Musgrave, 2008). The knowledge areas are the: scope management-the processes required to ensure that the project includes all the work required, and only the work required; time management-the processes required to ensure timely completion of the project; cost management-the processes required to ensure that the project is completed within the approved budget; quality management-the processes required to ensure that the project will satisfy the needs for which it was undertaken (Stevenson, 1989). The others are human resource management-the processes required to make the most effective use of the people involved with the project; communications management-the processes required to ensure timely and appropriate collection, dissemination, and storage of project information; risk management-the processes concerned with identifying, analyzing, and responding to project risk; procurement management-the processes required to acquire goods and services for the project completion; and the integration management-the processes required to ensure that the various elements of the project are properly coordinated. Project Life Cycle is used to refer to the totality of the various phases into which a project is divided into (McNeil & Clemmer, 1988).

Each project phase involves completion of one or more deliverables, which are tangible and verifiable outputs of a process like a design output or a set of recommendations for that phase (Yuki, 1994). Each phase also concludes with a review so that errors may be detected and corrected so that it can be determined whether the project should continue on to the next phase. At the Initiation Phase-someone recognizes an opportunity to be gained or a problem to

be resolved. At the Planning Phase the project's case and the detailed project plan are created. At the Design Phase further definition of the need being met and description of the technical aspects, step by step activities and tasks to be done to reach the objective are stated (Musgrave and Musgrave, 1973). At Completion the execution of the project plan with unfolding of the various steps of the project until completion is conducted and at the Evaluation Phase the determination of how well the project realization met the project objectives and how well the project was managed in all aspects is reviewed and recommendations given either for further funding to complete the project or the funds were adequate for the project (Yuki, 1994).

Organizations constantly encounter forces driving them to change. Because change means doing something new and unknown, the natural reaction is usually to resist it. But they must improve their personal, team, and cultural management skills if they hope to adapt themselves to the changing world (Mintzberg, 1973). Overwhelmingly, current management wisdom touts the goal of getting decisions made as low down in the organization as possible (Yuki, 1994).

2.4 Influence of Accountability on completion of primary school CDF projects

In theory, private markets allocate goods and services among individuals efficiently in the sense that no waste occurs and that individual tastes are matching with the economy's productive abilities 'ceteris paribus' that is if all other factors are constant (McNeil & Clemmer, 1988). If private markets provide efficient outcomes and distribution of income is socially acceptable, then there was little or no scope for public finance in the government (Barro and Grilli, 1994). But the conditions for private market efficiency in practice are violated where the market failure occurs due to externalities, public goods, informational advantages, strong economies of scale, and network effects.

This makes the private markets not to allocate goods or services efficiently. The existence of private market failure provides an efficiency-based rationale for collective or governmental provision of goods and services. Public provision via a government, however, is subject to

other inefficiencies, termed as government failure (Atkinson & Stiglitz, 1980). The government can pay for spending by borrowing, for example, with government bonds, although borrowing is a method of distributing tax burdens through a time-span rather than replacement for taxes (Stiglitz, 2000).

Public finance is closely connected to issues of income distribution and social equity which could only be championed by politics, because government can reallocate income through transfer payments or by designing tax systems that treat high-income and low-income households differently (Musgrave, 2008).

The public choice approach to public finance seeks to explain how self-interested voters, politics, and bureaucrats actually operate, rather than how they should operate (Stiglitz, 2000). Public financing of education, transfers wealth to families with children in these schools such as the ones in which public primary school buildings are being constructed in Kenya (Musgrave, 2008).

Financial accounting is an efficient tool for decision making by school management committees. Proper use of fiscal records enables the school managers to know the precise cost of operation and to discover wastes. A major shortcoming in school administration is failure to utilize enough of the accepted accounting principles in financial record keeping (School procurement guide, 2009).

Budgeting is financial management function that includes fiscal planning, accounting and revenue, procurement and expense controls. Budgeting requires specific planning, a thorough understanding of objectives and future programmes, a sixth sense of economic conditions and realities, and a hunch for predicting the unpredictable (McNeil & Clemmer, 1988). Public finance is the revenue and expenditure of government public authorities (Barro and Grilli, 1994).

Public Finance Management (PFM) basically deals with all aspects of resource mobilization and expenditure management in government institutions such as prioritization of programmes,

the budgetary process, efficient management of resources and exercising controls (Musgrave and Musgrave, 1973). The rising aspirations of people are placing more demands on proper accountability of public financial resources and the emphasis of the citizenry on value for money makes public financial management increasingly vital (Musgrave, 2008). Managing finances is a critical function of management in any organization so public finance management is an essential part of public project's governance process (Musgrave and Musgrave, 1973).

2.5 Community participation on completion of primary school CDF projects

The concept of 'community participation' as applied to development work, arose in the 1970's inspired by Paulo Freire's philosophy and social activist movement, based on the fundamental recognition that the poor and disempowered, marginalized communities were abound with knowledge, creativity and capacities that were not recognized or valued by dominant development practices (Freire, 1970). In this context and along the Freire (1970) philosophy, ultimately, the agenda for any community development project should be driven by the community people themselves, and the agencies or any outsiders claiming to support the development process such as the researchers, NGOs, and government extension workers would in fact act as facilitators of the development process for the local community.

The 1970's concept of participatory approaches evolved as to involve communities, created profound links between outsiders' knowledge and local peoples' lived realities, supported the need to build awareness on and about the rich indigenous knowledge and experience, and supported the process of analysis by people themselves and self-driven development action (Freire, 1970). It moved from the attitude that we need to change people, to the attitude that change can happen without being prescribed from the outside but rather, stimulated within communities through real dialogue, engagement, conversations and stimulating facilitation (Freire, 1970).

Therefore, the principles of local stakeholder's participation in government public funded project's completion have been named by Egger and Majors (1998) as: inclusion; of all people, groups, representative, affected by a project; equal partnership where everyone brings capacity, equal right and skills to the project process. As transparency in which the climate of open communication and building dialogue in sharing power and avoiding the domination of one group over the other, sharing responsibility is encouraged.

In this arrangement all have equal responsibility for outcomes and decisions; empowerment; encouragement of people with skills to apply them, mutual reinforcement and promotion of what exists in people to be used for the project and cooperation; operating together and sharing everyone's strength reduces everybody's weakness (Egger and Majors, 1998). Yuki (1994) pointed out that governance of primary school education today poses one of the greatest challenges in the sector, which range from stakeholder's involvement, parents and community participation and public accountability. Thus, enhancing community participation is significant in checking financial accountability (Yuki, 1994). With community participation, regular monitoring and evaluation of education projects to ensure that quality is assured, plans implemented, public expectations met and outcomes achieved are fundamental to the success of KESSP projects (GoK: Sectional paper No. 1 of 2005).

The incapacity of civil society, local community groups and education authorities to exercise control and oversight over education projects' plans and budgets continues to mar the efforts towards attainment of quality education goals. Building the requisite capacity for monitoring quality and tracking expenditure remains one of the most significant challenges facing both Ministries of Education and Civil Society Organization's coalitions (GoK: Sectional paper No. 1 of 2005).

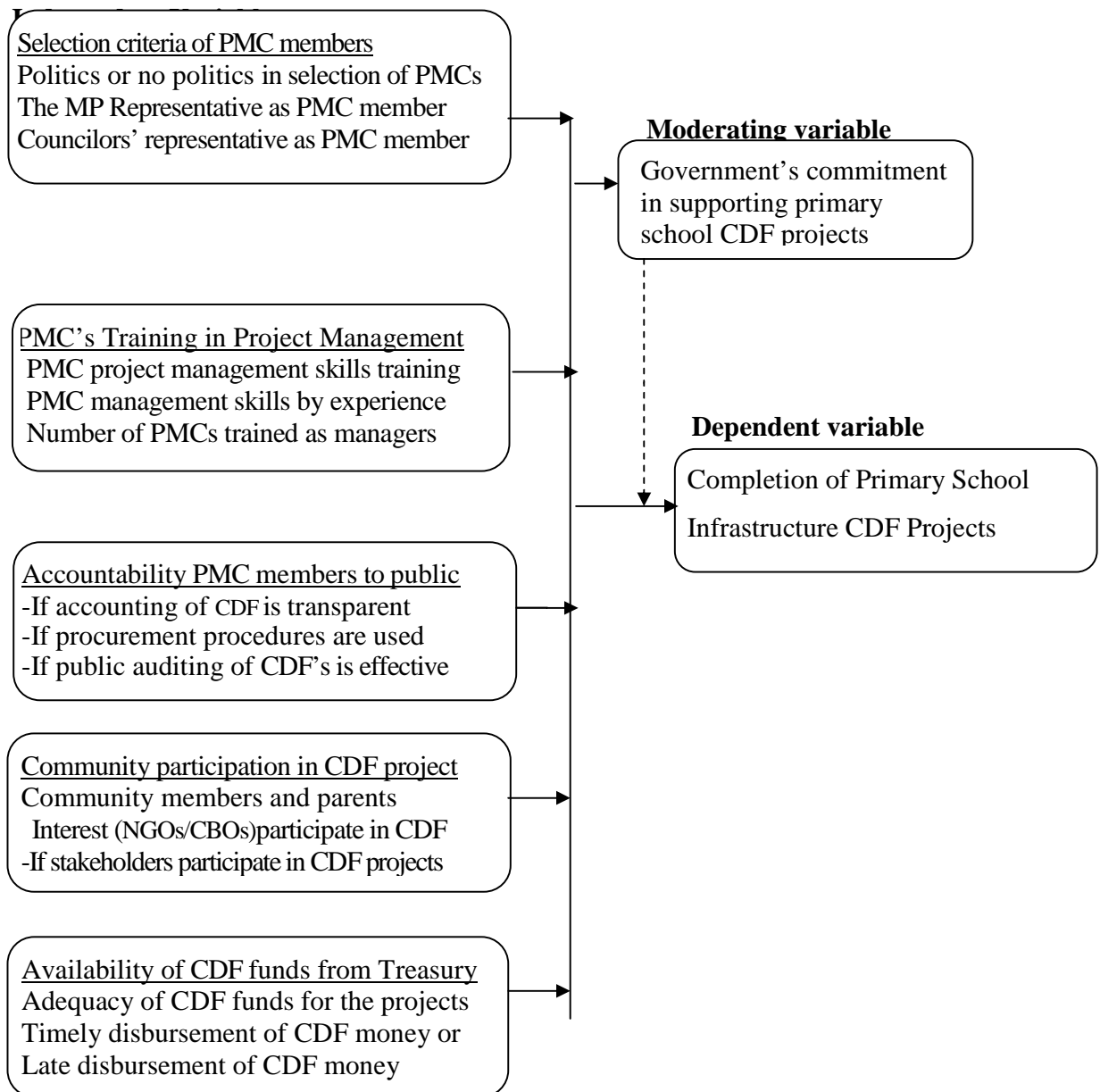
The basic idea is that since people closest to the work are likely to know the most about solving problems in their areas, they should be involved in the decisions concerning those

areas. An added benefit is that they are more motivated if they have some control over their work and over their own destinies (Stevenson, 1989). No one organizational management model can holistically encompass all management situations and environments. Managers typically engage in a large number of discrete activities each day, and the average number of activities appears to increase at lower levels of management. The activities, however, are usually very brief in duration (Mintzberg, 1973).

2.6 Conceptual Framework

A conceptual framework is a research tool intended to develop awareness and understanding of the situation under study and it communicates how of the enquiry as shown in Figure 2.1.

Independent variables



Source: Researcher, 2013

Figure 2.1: Conceptual Framework

The aim of this study is to investigate the influence of CDF projects' management in the completion of primary school buildings infrastructure in Mutito Constituency. As shown in Figure 2.1, the Independent Variables of the study will be: First, the influence of selection criteria of the CDF project management committee members whose indicators are: the politics in the CDF project management, the CDF point men representing political party interests or their supporters interests, the use of political units (constituencies) by the central government for distribution of the CDF project funds is by nature invitation of political interference in the entire process, role of councilors and area members of parliaments in the CDF primary school PMC members selection.

Training in project management skills whose indicators was the CDF projects' management skills endowed within the CDF primary school PMC members, projects' management skills by training, projects' management skills by experience, the managing committee's participatory management skills, government sponsored short project management courses attended or no courses on project management attended by the CDF primary school PMC members.

The third variable was on the influence of accountability on completion of the primary school infrastructure CDF projects as indicated by: level of the financial accountability by the CDF primary school PMC members to all stakeholders, PMC's knowledge of the current government procurement procedures used, and audited reports of the CDF funds.

The fourth is the influence of community participation on completion of the primary school infrastructure CDF projects: indicated by involving community in CDF project management, the parents' involvement, interest groups (NGOs/CBOs) and also private interested bodies' involvement. All of the abovementioned independent variables with their indicators were investigated to establish the extent to which they influence on the outcome/output of the study also called the dependent variable; the completion of the CDF primary school structural

infrastructure projects to improve on the dilapidated primary school buildings in Mutito Constituency, Kenya.

2.7 Summary of Literature Review and Research Gaps

In as far as the Capacity Building of PMCs is concerned the PMC should organize trainings for the PMCs before assuming offices so that they can understand what's expected of them once they receive the funds. Such should also be accompanied by specific budget analysis so that item budgets that are not budgeted for from the start like PMC allowance in many cases are not included and eat on the project item budgets hence lead to stalled projects. The process of primary school CDF projects' record keeping needs to be strengthened by developing standard report tools which the project management committees (PMCs) are then trained on how to report and keep copies of the same at project level.

Adequate allocations and timely disbursements of funds: CDF should allocate funds adequate to complete projects. The allocations should as well be informed by consultations with public works and other relevant institutions so that quality projects can be developed, completed and put into use. In as far as the funding of CDF projects to completion is concerned; the PMC should stop funding any new projects and in turn allocate funds to complete all the projects which are incomplete. Handing over plans should be handled in a manner which allows continuity. Allowances for PMC in the CDF projects are not budgeted for from the central governments Ministry of Finance, PMCs should in consultation with the community find alternative means to raise funds for allowances to avoid cutting down the project budgets to cater for allowances.

To ensure accountability, where CDF projects have been allocated funds and are claimed to have been misused, investigation needs to be done and those responsible face the law. In the management of information, once the PMC at the constituency headquarters allocate funds to primary school CDF projects, they should write officially to the respective community/PMC

informing them over the allocation amount and purpose of the funds so that, they can follow up. Such should apply immediately when funds are reallocated to other projects stating reasons why reallocation has been done. In as far as the monitoring and evaluation of CDF projects is concerned, the PMC should undertake monitoring and evaluation of the CDF primary school infrastructure projects at all levels to enhance efficiency.

To ensure effective community participation; active involvement of the community at all CDF project management cycle is vital. Since CDF projects are geared towards addressing some specific community felt need efforts to ensure citizens participate at all project cycle should be enhanced. Such would also ensure project ownership and sustainability. In addition, these shall enhance completion of projects were CDF funds are delayed or are inadequate for whatever reasons the parents and the community would be willing to top up the CDF funds to complete their primary school building CDF project.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents: research design and locale, target population, sampling and sample size, research instruments, pilot study, data collection procedures and data analysis, ethical issues and operationalisation of the study variables.

3.2 Research Design

A survey research design was adopted in conducting this study. A survey research is conducted to describe phenomena as they exist. It is used to identify and obtain information on the characteristics of a particular problem or issue. This design is significant for this study because it goes further in examining a problem than exploratory research, as it is undertaken to ascertain and describe the characteristics of pertinent issues assumed to cause or affect the outcome of a process or a continuum of processes.

Discrete quantifiable data was collected and was analyzed statistically using descriptive statistics. Questionnaires were employed to generate data. Likert type of questions using a 5-point scale (1-5) was used. The study seeks to determine how project management influences completion of primary school infrastructure CDF projects in Mutito constituency.

3.2.1 Location of the Study

The location of the study was Mutito Constituency which is an electoral constituency in Kenya. It is one of six constituencies in Kitui County. The constituency was established in 1987 for the 1988 general elections. The constituency has seven wards, all electing Members of County Assembly (MCA) for Kitui County Government. The wards include: Kyanika/Maluma, Malalani/Endau, Mutitu/Kaliku, Zombe, Thua/Nzangathi/Ithumula and

Voo. There are eleven administrative locations in Mutito Constituency namely: Endau, Kaliku, Kyamatu, Malalani, Mutito-Ndooa, Mwitika, Nzambani, Nzangathi, Voo, Zombe, and Thua.

Since 2003, there are two Members of Parliament (MP), who have been elected to parliament during the Constituency Development Fund (CDF) socioeconomic development policy; one for two terms during the 2002-2007 Parliament and 2007-2013 Parliament and the current MP in the 2013-2017 Parliament. However, this study will review the factors influencing implementation of primary school structural infrastructure CDF projects during the 2007-2013 Parliament. Six primary school CDF projects were funded during the 2007-2013 Parliament, which include: Ithangathi Primary School, Zombe Primary School, Mwitika Primary School, Malatani Primary School, Kunguluni Primary School, and Endau Primary School. The choice of Mutito Constituency as the preferred area for the study has been prompted by the fact that, preliminary data seems to show existence of poor infrastructure in most of the primary schools.

3.3 Target Population

The study target population all the 84 members forming the project management committee(PMC) members in the six primary school infrastructure projects funded by the CDF during the 2007-2013 Parliament in Mutito constituency, namely: Ithangathi, Zombe, Mwitika, Malatani, Kunguluni and Endau primary school (Catholic Diocese of Kitui, 2012).

3.4 Sampling and Sample Size

Census sampling was used to select all the 84 PMC members from all the six primary schoolnamely: Ithangathi, Zombe, Mwitika, Malatani, Kunguluni and Endau primary schoolwhose infrastructure projects were funded by CDF in 2007-2013 parliament, because the population is small (Catholic Diocese of Kitui, 2012). In each of the six primary schools

there are 14 PMC members who were included in the study sample by census sampling method.

3.5 Research Instruments

Data was collected using a questionnaire. The questionnaire will consist of structured closed and open-ended items. Likert type of questions using a scale (1-5) was used. The rating values were as follows: 1- strongly disagrees, 2- disagree, 3-not sure, 4- agree and 5- strongly agree. Not sure was used to provide an alternative answer by the participants who did not want to commit themselves of any of the statements provided. There was a section of (open-ended items) where respondents had the freedom to write their views regarding how project management influences the completion of primary school infrastructure CDF projects in Mutito Constituency.

3.6 Piloting

This section consists of validity and reliability of the data collection instruments. Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Orodho, 2005). Validity refers to the approximate truth of propositions, inferences, or conclusions made by the researcher after completion of a successful study. Reliability has to do with the quality of measurements. In research, the term reliability means "repeatability" or "consistency" of measures. A measure is considered reliable if it would give the same result over and over again assuming that what is measured isn't changing (Kothari, 2006). Great care was taken to ensure that the items of the questionnaire are easy to understand and that there was no ambiguity. The questionnaires was pretested as a means of a pilot study by administering them to colleagues who are knowledgeable in the subject area and research methodology in order to ensure that there are no double meanings or ambiguities in the question items. They gave feedback which was used to correct any perceived anomalies.

3.6.1 Validity

The instrument was valid depending on how the data collected was related in terms of how effective the items would sample significant aspects for the purpose of the study (Orodho, 2005). Content validity of the instruments was used to measure the degree to which the items will represent specific areas covered by the study. Therefore, content validity of the instrument was determined by colleagues and experts in research who looked at the measuring technique and coverage of specific areas (objectives) covered by the study. The experts then advised the researcher on the items to be corrected. The corrections on the identified questions were incorporated in the instrument to increase validity.

3.6.2 Reliability

To establish reliability of the instrument, a test-retest method was used by a means of a pilot study. During the pretest the questionnaire was twice on different times administered on a random sample of ten primary school infrastructure CDF project management committee members from Kitui Central Constituency, because all PMC members in Mutito Constituency was included in the study sample. Therefore, the participants in the pilot study will not be included in the study sample. Data values were operationalized and the scores from the two periods will then be correlated using Pearson Product-Moment Correlation Coefficient. A correlation coefficient, greater than 0.7 was sufficient for the questionnaire to have high test-retest reliability (Kasomo, 2006).

3.7 Data Collection Procedure

Data collection took place over a two months period tentatively in August - September 2013. The questionnaire was personally administered to selected respondents. The researcher will make prior arrangements with the heads of the selected schools so that the instrument was administered and filled in his presence so as to be able to assist the respondents in case of any

problem in understanding of the questions to ensure completeness and 100% return rate of the filled in questionnaires.

3.8 Data Analysis

Descriptive statistics was used to analyze data. The collected data were grouped according to the research questions. Statistical tally system was used to generate frequency counts out of which percentages was calculated. Therefore, the descriptive statistics used was frequencies, percentages and mean values. Since the questionnaire items was of the 5-point likert rating scale rates of (1, 2, 3, 4, 5) in terms of 1-strongly agree, 2-agree, 3-undecided, 4-disagree and 5-strongly disagree; a theoretical mean value of 3.0 was determined as a criterion to judge the average = \bar{X} values of the 5-point rated items, using the formula with $\bar{X} = (Y_1 + Y_2 + Y_3 + Y_4 + Y_5)/5 = \sum_{i=1}^{n=5} Y_i/5$; for the 5-points like $(1+2 +3+ 4+ 5)/5 = 15/5= 3.0$. Therefore; to agree was denoted by mean value between 1.0 and less than 2.4999; undecided was denoted by a mean value between 2.5 but less than 3.4999 and disagree was denoted by a mean value between 3.5 and 5.0. The results were presented using frequency distribution tables and explanations of the main study findings were given in between the tables.

3.9 Ethical Issues

The researcher obtained a research authorization permit from the County Director of Education, Kitui County in order to be allowed to collect data. A copy of the permit was submitted to the Mutito Sub County Education Officer. The researcher pre-visited the six primary schools to establish rapport before the actual data collection date. This made him familiar with the respondents. Informed consent was sought in advance before administering the questionnaire to each of the respondents. Respondents were assured of their privacy and confidentiality by ensuring that their identity anonymity is maintained.

3.10 Operationalization of the study variables

The operationalisation of the study variables are as illustrated in Table 3.1.

Table 3.1, Operationalisation of the Study Variables

Objectives	Variables		Indicator(s)	Measurement	Level of scale	Tools of analysis
	Independent	Dependent				
To establish how PMCs selection criteria influences completion of primary school CDF projects	Selection criteria of project management committee	Completion of Primary school Infrastructure CDF Projects	Politics role of Councilors and MPs in PMC selection	Descriptive statistics	Nominal Ordinal	-Frequency distributions -Mean values -Pictures
To establish how PMC training affects completion of primary school CDF projects	Training project management committee on project skills	Completion of Primary school Infrastructure CDF Projects	Managerial course attended or none attended. Skills by training or by experience	Descriptive statistics	Nominal scale	-Frequency distributions -Mean values -Pictures
To establish how accountability affects completion of primary school CDF projects	Accountability of CDF funds by PMCs in management	Completion of Primary school Infrastructure CDF Projects	-Financial accountability -Procurement procedures Audited CDF funds report	Descriptive statistics	Nominal Ordinal	Frequency distributions -Mean values -Pictures
To establish how community participation affects completion of primary school CDF projects	Community participation in the CDF project management	Completion of Primary school Infrastructure CDF Projects	-Community and Parents in CDF projects -Other groups (NGOs/CBOs) Private bodies	Descriptive statistics	Nominal Ordinal	Frequency distributions -Mean values -Pictures

As shown in Table 3.1, the dependent variable is completion of primary school infrastructure CDF projects. The independent variables are: Selection criteria of the project management committee members Training of PMCs in project management skills, Accountability of CDF funds expenditure and community participation in primary school CDF projects.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of data presentation, analysis and interpretation. The chapter has been arranged according to the objectives of the study. The analyzed data has been presented by use of frequency distribution tables. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency tables. Description of the findings has been given to clarify the results on the tables.

4.1.1 Questionnaire Return Rate

Responses were received from all the 84 primary school CDF project management committee members who were selected from the six public primary schools namely: Ithangathi, Zombe, Mwitika, Malatani, Kunguluni and Endauwhich had benefited from the CDF infrastructure funds for building projects funded by the CDF in between 2007-2013. Therefore the overall interview response and questionnaire return rate stood at 100% which was an excellent response rate.

4.2 Personal details of the selected CDF primary PMC members

In item one of the questionnaires the sampled CDF primary PMC members were asked to indicate their gender. Data obtained was analyzed and tabulated as shown in Table 4.1.

Table 4.1, Distribution of CDF primary PMC members by gender

Gender	Frequency	Percentage
Male	21	65.6
Female	11	34.4
Total	84	100.0

There were more male as represented by 65.6 percent of the total sampled CDF primary PMC members than were the female representation. Although gender had no significant influence on

the management of the implementation of CDF projects, there was no gender balancing in the representation of the CDF primary PMC members within the Mutito Constituency. In the questionnaire item two, the sampled CDF school infrastructure committee members were asked to indicate their highest level of education. Data obtained on the selected CDF primary SIC members' various levels of educational attainment were analyzed as shown in Table 4.2.

Table 4.2, Distribution of CDF primary PMC members by education levels

Education level	Frequency	Percentage
No schooling	0	0.0
Primary	6	18.7
Secondary	11	34.4
Certificate	8	25.0
Diploma	4	12.5
Degree	2	6.3
Masters	1	3.1
PhD	0	0.0
Total	84	

100.0

The results illustrated in Table 4.2, showed that there were more CDF primary PMC members within the primary, secondary and certificate education levels, as represented by 77.1 percent out of the total of 84 sampled CDF primary PMC members. However there was no significant influence of higher levels of education attained by PMC members on effective management of the implementation of CDF primary school infrastructure projects.

Therefore the fact that there was no significant influence of education levels that had been attained by the CDF primary PMC members on effectiveness in projects' management in the implementation of the CDF projects, made that the presence of more of the selected CDF

primary PMC members being among the lower academic levels of primary, secondary and certificate did not significantly influence the management of the implementation of Economic Stimulus Programmer's primary school infrastructure projects in Mutito Constituency.

4.3 Selection Criteria of PMC members on completion of primary school CDF projects

To answer the research question four of the study that sought the responses on the influence of politics in the management of CDF primary school infrastructure projects. The study participants were asked to indicate if there was some political influence among the CDF primary PMC members who were managing the school building projects funded by the government through the Economic Stimulus Programme for primary school infrastructure upgrading project.

Almost half 53.1 percent of the 84 CDF primary PMC members sampled for the study asserted that there was some significant influence of politics in the management of CDF primary school infrastructure projects. But the others 46.9 percent did not attest to there being any significant influence of politics in the management of CDF primary school infrastructure projects. The interpretation of these findings was that there was no clear cut determinant that the influence of politics in management of CDF primary school infrastructure projects was in any way significant in influencing the entire projects implementation process.

Only 18.8 percent, representing 6 out of the 84-CDF primary PMC members for primary school projects were the Constituency Development Fund (CDF) representatives. All 100 percent of the six CDF representatives in the 84-CDF primary PMC members were in agreement that they represented the interest of their appointing power and the interest of particular political parties. Only 50 per cent three of the six CDF representatives attested to having been representatives of the interests of the constituency members in their role in the CDF primary school infrastructure committee. The study participants were also asked to rate their level of agreement, disagreement or otherwise with the fact that politics negatively influenced the

implementation of CDF primary school building infrastructure program in Mutito Constituency using a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5. The data analyzed was presented as shown in Table 4.3.

Table 4.3, Distribution of CDF primary PMC members by selection criteria

The 5-point like scale rating	(f)	(x)	(fx)	x²	(fx²)	(%)
Strongly Agree	8	1	8	1	3	25.0
Somewhat Agree	9	2	18	4	20	28.1
Not-sure	2	3	6	9	0	6.2
Somewhat Disagree	7	4	28	16	176	21.9
Strongly Disagree	6	5	30	25	150	18.8
Total	84	92		349		

100.0

As shown in Table 4.3 almost half 53.1 percent of the sampled CDF primary school infrastructure committee members agreed that there was some significant influence of the politics on the CDF primary school infrastructure project management in the Mutito Constituency. While 6.2 percent were not sure, the others 40.7 percent disagreed that there was any significant influence of politics on the CDF primary school infrastructure project management and in the CDF primary project implementation process.

To calculate the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$) = 84. The sum of the product (f) and (x) was calculated to get ($\sum fx$) = 92, then ($\sum fx$) was divided by ($\sum f$) to obtain the mean as $\sum fx / \sum f = 92/84 = (2.88)$. The fact that the mean was less than the hypothetical study mean of **3.0**, but it lied between 2.5 and 2.99 indicated that the respondents were not sure of the assertion given for rating in this questionnaire item. This was used in the study to depict that there was mixed reactions among the respondents to not have had out rightly agreed or disagreed with the assertion of the questionnaire item in the study. The interpretation of this was that there was no clear cut

decision from the respondents on how politics influenced the effective management and implementation of CDF primary school building projects among the CDF primary school infrastructure committee members in the Mutito Constituency.

The standard deviation = SD was also calculated to determine the variability or consistency of the responses across the sampled 84 study participants. The standard deviation value was used to determine the variability and consistency of the responses across the 84 participants from all the 3 CDF primary schools in Mutito Constituency. To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of the product of (f) with (x^2) were calculated to get $(\sum fx^2) = 349$ as shown in Table 4.6. Then $(\sum fx^2)$ was divided by $(\sum f) = 84$ and the quotient was subtracted square of the calculated mean as $(\sum fx / \sum f)^2 = (2.88)^2$, then the square root of the difference was obtained to get the $SD = \sqrt{\{\sum fx^2 / \sum f - (\sum fx / \sum f)^2\}}$; where the $SD = \sqrt{\{349/84 - (2.88)^2\}} = \mathbf{1.616}$

The calculated value showed that there was on average a 1.616 standard deviation from the computed mean value which indicated that there were no significant variations in the responses among the sampled study participants. Therefore there was consistency of responses across all of the 84 selected study PMC members from the three sampled CDF primary schools. There was agreement within the participants that they were uncertain (not sure) of the extent to which politics influenced the effective implementation and management of the 2007/2013 CDF primary school infrastructure projects.

The study results were in tandem with the problem of political influence as was quoted in the reviewed literature on the issue of public financing of public projects. The expounded primary school infrastructure projects were closely connected to issues of income distribution and social equity and which could only be championed by and through political influence (Musgrave, 2008). Since the government can reallocate income through transfer payments or by designing tax systems that treat high-income and low-income households differently, the

public choice approach to public finance has some elements of political influence (Stieglitz, 2000). The public choice approach to public finance seeks to explain how self-interested voters, politics, and bureaucrats actually operate, rather than how they should have operated (Musgrave, 2008).

Therefore, linking the reviewed literature with the study findings on the issue of the influence of politics on the CDF primary school projects showed that politics had negatively influenced effective implementation of the CDF primary school projects. Somehow through the presence of CDF members in the CDF primary PMC members there was some communication on how politics influenced the nomination of most of the CDF primary PMC members into the committees.

4.4 Influence of Managerial Training on completion of primary school CDF projects

To answer the research question one of the study that sought to unravel the extent to which project management skills influenced the management of the implementation of CDF primary school projects, the sampled CDF primary PMC members in answering the question on attending project management short course, only 25 percent of the total sampled CDF primary PMC members attested to having attended any training. Almost all 96.9 per cent of the total 84 selected CDF primary PMC members indicated that for one to effective committee member did not need the training in project management.

To rate the level to which training in project management influenced the effectiveness of the project management in the implementation of the CDF primary school infrastructure projects, they used a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5 with decreasing strength of their level of agreement as strongly agree-1; somewhat agree-2; not sure-3; somewhat disagree-4 and strongly disagree-5. After the data analysis the study results were presented as shown in the Frequency Distributions Table 4.4.

Table 4.4, Distribution of CDF primary PMC members by project management skills

The 5-point like scale rating	(f)	(x)	(fx)	x²	(fx²)	(%)
Strongly Agree	3	1	3	1	3	9.4
Somewhat Agree	5	2	10	4	20	15.6
Not-sure	0	3	0	9	0	0.0
Somewhat Disagree	11	4	44	16	176	34.4
Strongly Disagree	13	5	65	25	845	40.6
Total	84	122	524		100.0	

As shown in Table 4.4 majority 75 percent of the sampled Economic Stimulus Program-primary school infrastructure committee members disagreed that there was need for project management skills for one to be effective in the Economic Stimulus Program-primary school infrastructure committee members in the Mutito Constituency.

Since the questionnaire items were of the 5-point Like rating scales comprising of five-response ratings of strongly agree-1; somewhat agree-2; not sure-3; somewhat disagree-4 and strongly disagree-5, respectively, a theoretical mean value of **3.0** was determined using the formula $(1+2 +3+ 4+ 5)/5 = 15/5= 3.0$ as the criterion to judge the mean values of all the items in this study. Therefore, any item with a mean equal to or higher than 3.0 indicated that the opinion of the respondents somewhat disagreed with the rated statement. Any of the questionnaire items with a mean less than 3.0 but between 2.5 and 2.99 indicated that the opinion of the respondents was uncertain that was judged as not sure with the rated statement. However, any item with a mean less than 2.5 indicated that the opinion of the respondents was regarded as to somewhat agree with the rated statement.

To calculate the average value also called the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$), where \sum stands for 'sum of' in the second column of Table 4.4. The sum of the product (f) and (x) was calculated to get

$(\sum fx)$. The $(\sum fx)$ value was divided by $(\sum f)$ value to calculate the mean value within the 5-point scale rating to determine the concentration of responses within the range of 1-to-5. The mean value was calculated as $\sum fx/\sum f= 122/84 = (3.81)$.

The fact that the mean was higher than the hypothetical 3.0 indicated that the study participants somewhat disagreed with the fact that there was need for project management skills for one to be effective in the CDF primary school infrastructure committee. This showed that inadequate project management skills might have partially negatively influenced the implementation of the in the CDF primary school infrastructure projects in the Mutito Constituency. The standard deviation = SD value was also calculated to determine the variability of the responses across the sampled 84 CDF primary PMC members, the selected study participants from the three CDF primary schools selected for this study.

To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of their product with (f) were calculated to get $(\sum fx^2)$. The $(\sum fx^2)$ value was divided by $(\sum f)$ value as shown in Table 4.3 and from the quotient the square of $(\sum fx/\sum f) = (\sum fx/\sum f)^2$, was subtracted, then the square root of the result was obtained to calculate the standard deviation.

Therefore, the standard deviation was obtained as follows: $SD = \sqrt{fx^2/f - (x/\sum f)^2}$ Where the value was $= \sqrt{524/84 - (3.81)^2} = 1.364$. Since the calculated standard deviation was closer to one, there were no significant variations among the responses from the sampled 84 selected Economic Stimulus Program-primary PMC members from the three selected Economic Stimulus Program-primary schools in the Mutito Constituency. They all agreed that there was no need for project management skills training for the CDF-primary PMC members to be effective in the management of the implementation of the CDF primary school projects.

However, the study results were not in tandem with the reviewed literature on the issue of the need for acquisition of project management skills among CDF primary PMC members for the effective implementation of the CDF primary school projects. In spite of the study findings that

there was no need for acquisition of project management skills to be effective in the implementation of the CDF primary school projects, the reviewed literature had revealed that there was great need for a broad based research that would boost the primary school infrastructure committee member's project management skills (Nishimura, et al., 2008).

Some of the primary school infrastructure committee member's project management skills include those in public financial accounting/expenditure management following the enactment of the guidelines in the Public Procurement and Disposal Act of Kenya in 2005 (GOK: PPDA, 2005). They also needed to acquaint themselves with the primary school administrative systems for sustainable educational projects development programmes (Nishimura, et al., 2008).

In the implementation of projects all the aspects of management requires specialized skills that would ensure effectiveness of the CDF primary PMC members as the managers of these schools to adequately be accountable to all stakeholders and to ensure that there is effective public financial accountability (Nishimura, et al., 2008). Therefore, the school head teachers together with the CDF primary PMC members should be called upon to improve in project management skills to adapt themselves to the changing globalised world.

However, in the reviewed literature it was revealed that in Kenya there were no definite criteria enumerating the primary school project management skills necessary for the members to be appointed into the school management committees (Sifuna, 2007). Thus most rural primary schools were managed by old and unenergetic retirees or semi-literate businessmen who were often unaware of the basic concepts of project management techniques/procedures (Munyiri, 2008).

Empirical literature review had shown that adequacy of school physical facilities were important factors in enhancing both school attendance and achievement (Sifuna, 2007). It was also noted that poor primary school infrastructure was one of the major barriers in improving

access to primary school education especially after the 2003 re-introduction of Free Primary Education policy in Kenya (UNESCO, 2005).

4.5 Influence of Accountability on completion of primary school CDF projects

To answer the research question there of the study that sought the influence of projects' implementation's financial management on CDF primary school infrastructure projects in the Mutito Constituency. The selected participants for the study sample were asked to say if they were aware of the public procurement/accounting guidelines in Kenya today? After the data analysis in their responses almost all of them 96.9 percent of the total 84 PMC members in primary schools who responded had attested to not had had been aware of the public supplies procurement/financial accounting guidelines in Kenya as at the time when this study was conducted. The interpretation of these results was that, although these members were mandated by the MOE to take full responsibility of implementing the CDF primary school infrastructure projects in Kenya, they were still inadequate to effectively procure for supplies and have adequate public financial accountability to both the community and the ministry of education on behalf of the financier, the Government of Kenya.

The sampled CDF primary PMC members were also asked to rate some statements on their agreement, or disagreement with the influence of financial management skills on effective management of CDF primary school infrastructure projects in their schools. The respondents used a 5-point like rating scale whose numerical values were in ascending order ranging from 1-to-5 as Strongly Agree-1; Somewhat Agree-2; Not-sure-3; Somewhat Disagree-4 and Strongly Disagree-5. The analyzed data was as shown in Table 4.5.

Table 4.5, Distribution of CDF primary PMC members by accountability status

The 5-point like scale rating	(f)	(x)	(fx)	x^2	(fx^2)	(%)
Strongly Agree	4	1	4	1	4	12.5
Somewhat Agree	6	2	12	4	24	18.8

Not-sure	1	3	3	9	9	3.1
Somewhat Disagree	9	4	36	16	144	28.1
Strongly Disagree	12	5	60	25	300	37.5
Total	84	115	481	481	100.0	

As shown in Table 4.5 some 65.6 percent of the sampled CDF primary school infrastructure committee members out of the total 84 study participants had disagreed that there was need for project financial accounting skills in the management of CDF primary school projects for any significant improvement in the effectiveness of the implementation of CDF infrastructure projects in the Mutito Constituency. To calculate the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$) = 84. The sum of the product (f) and (x) was calculated to get ($\sum fx$) = 115, then ($\sum fx$) was divided by ($\sum f$) to obtain the mean as $\sum fx / \sum f = 115/84 = (3.59)$. The fact that the calculated mean was higher than the hypothetical mean value of 3.0, indicated that the study participants somewhat disagreed with the fact that that there was significant influence of need for financial accounting skills for one to be effective in the CDF primary school infrastructure committee. The standard deviation = SD was also calculated to determine the variability or consistency of the responses across the sampled 84 study participants. The standard deviation value was used to determine the variability and consistency of the responses across the 84 participants from all the 3 CDF primary schools in Mutito Constituency.

To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of the product of (f) with (x^2) were calculated to get ($\sum fx^2$) = 481 as shown in Table 4.5. Then ($\sum fx^2$) was divided by ($\sum f$) = 84 and the quotient was subtracted square of the calculated mean as $(\sum fx / \sum f)^2 = (3.59)^2$, then the square root of the difference was obtained to get the standard deviation (SD) = $\sqrt{fx^2 / \square f - (\square x / \sum f)^2}$; where the SD = $\sqrt{481/84 - (3.59)^2} = \underline{1.465}$. Since the calculated standard deviation was closer to one it indicated that there was no significant

variations in the responses among the sampled study participants. They were all almost in agreement to disagree with the fact that there was need for financial accounting skills for them to be effective in the management of the 2009/2010 CDF primary school infrastructure projects.

The study results were in tandem with the reviewed literature on the issue of the need for project financial accounting skills in the management of CDF primary school projects, wherein Kenya there are no definite criteria enumerating the skills necessary for appointment of SMC (Sifuna, 2007). Service by school committees is not remunerated consequently most professionals avoid it, thus most schools are managed by old and unenergetic retirees or semi-literate businessmen who are often unaware of the basic concepts of public finance (Sifuna, 2007). Therefore, in most public primary schools in rural Kenya, there is a procurement managerial gap (Munyiri, 2008). The Government provision of goods and services to create future benefits such as the primary school buildings are classified as public financial investment and there should be people endowed with skills for public financial management to preside over the expenditure of public funds in all schools (GOK, 2010).

4.6 Influence of community participation on completion of primary school CDF projects

To answer the research question two of the study, which sought to unravel the extent to which involving community in the CDF primary school projects influenced the implementation of the CDF infrastructure projects. The CDF primary school projects management committee members were asked to indicate if they invited the local people's suggestions in the CDF building projects. Almost all of the study participants 96.9 percent of the total respondents attested to not involving the community in the CDF primary school infrastructure projects implementation and in any other management duties.

The study participants rated the statement on, if involving community in the management of CDF primary school infrastructure projects had any significant influence on the

implementation of the CDF projects. They used the 5-point like rating scale. Their responses were analyzed and results were as shown in Table 4.6.

Table 4.6, Distribution of CDF-PMC members by involving community in CDF projects

The 5-point like scale rating	(f)	(x)	(fx)	x²	(fx²)	(%)
Strongly Agree	0	1	0	1	0	0.0
Somewhat Agree	1	2	2	4	4	3.1
Not-sure	1	3	3	9	9	3.1
Somewhat Disagree	16	4	64	16	256	50.0
Strongly Disagree	14	5	70	25	350	43.8
Total	84		139		619	100.0

As shown in Table 4.6 almost all of the sampled CDF primary school infrastructure committee members 93.8 percent of the total study participants somewhat disagreed that there was significant influence of involving the community in the management of CDF primary school infrastructure projects on the implementation of the CDF projects in the Mutito Constituency.

To calculate the average value also called the mean value of x, the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$), where \sum stands for ‘sum of’. The sum of the product (f) and (x) was calculated to get ($\sum fx$). The ($\sum fx$) value was divided by ($\sum f$) value to obtain the mean within the 5-point scale rating. The mean value was calculated as $\frac{\sum fx}{\sum f} = \frac{139}{84} = (4.34)$. The fact that the mean was higher than the hypothetical mean value of 3.0 indicated that the study participants somewhat disagreed with the fact that that there was significant influence of involving the community in the management of CDF primary school infrastructure projects on the implementation of the CDF projects in the Mutito Constituency.

The standard deviation was also calculated and used to determine the variability of the responses across the sampled 84 CDF primary PMC members from the selected three CDF

primary schools in Mutito Constituency. To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of their product with (f) were calculated to get $(\sum fx^2)$. The $(\sum fx^2)$ value was divided by $(\sum f)$ value as shown in Table 4.4 and the quotient was subtracted the square of $(\sum fx / \sum f) = (\sum fx / \sum f)^2$, and the square root of the result was finally obtained to calculate the standard deviation within the 5-point scale rating.

The standard deviation was obtained using the formulae $SD = \sqrt{\sum fx^2 / f - (x / \sum f)^2}$ Where the $SD = \sqrt{619/84 - (4.34)^2} = 0.707$. This standard deviation indicated that there was a very close agreement among the responses and therefore there was high consistency of the responses across the 84 participants from all the 3 CDF primary schools in Mutito Constituency on their disagreement with the fact that they involved the community in the management of CDF primary school infrastructure projects on the implementation of the CDF projects. This was in tandem with the literature review where, Yuki (1994) had pointed out that governance of primary school education had challenges which ranged from failure to have stakeholder's involved, parents and community participation and public accountability and enhancing community participation was significant in checking financial accountability.

Although the study findings had indicated that there was no community participation in the implementation of the CDF primary school infrastructure projects, from the literature review it had been noted that the principles of local stakeholder's participation in government public funded project's implementation was significant for the success of these projects (Egger and Majors, 1998). This was because the inclusion of all people affected by the project: interest groups' representatives, where everyone brings capacity, equal right and skills to the project bring success. The incapacity of civil society, local community groups and education authorities to exercise control and oversight over education projects' plans and budgets continues to mar the efforts towards attainment of quality education goals (GoK: Sectional paper No. 1 of 2005).

4.7 Influence of availability of funds on completion of primary school CDF projects

In most of the day schools the respondents indicated on average fees charged per year as equal to KShs. 18,000 shillings and the majority of boarding schools they indicated KShs. 29,500 - KShs. 33,200 per year. On being asked to indicate the range of highest and lowest amount of CDF bursary awards per student in their schools some of them indicated as low as KShs. 1000 CDF bursary awards to some students. The highest of the CDF bursary awards was KShs. 10,000 allocated at once. Therefore the range of bursary awards was KShs. 1000 - KShs. 10,000 of the CDF bursary awards in Kitui Central District both day and boarding schools.

The study participants rated the statement on, if involving community in the management of CDF primary school infrastructure projects had any significant influence on the implementation of the CDF projects. They used the 5-point like rating scale. Their responses were analyzed and results were as shown in Table 4.6.

Table 4.7, Distribution of CDF-PMC members by availability of funds on CDF projects

The 5-point like scale rating	(f)	(x)	(fx)	x²	(fx²)	(%)
Strongly Agree	0	1	0	1	0	0.0
Somewhat Agree	1	2	2	4	4	3.1
Not-sure	1	3	3	9	9	3.1
Somewhat Disagree	16	4	64	16	256	50.0
Strongly Disagree	14	5	70	25	350	43.8
Total	84		139		619	100.0

As shown in Table 4.7 almost all of the sampled CDF primary school infrastructure committee members 93.8 percent of the total study participants somewhat disagreed that there was significant influence of involving the community in the management of CDF primary school infrastructure projects on the implementation of the CDF projects in the Mutito Constituency.

To calculate the average value also called the mean value of x , the total frequencies (f) according to the rater scale were calculated and presented ($\sum f$), where \sum stands for ‘sum of’. The sum of the product (f) and (x) was calculated to get ($\sum fx$). The ($\sum fx$) value was divided by ($\sum f$) value to obtain the mean within the 5-point scale rating. The mean value was calculated as $\sum fx / \sum f = 139/84 = (4.34)$. The fact that the mean was higher than the hypothetical mean value of 3.0 indicated that the study participants somewhat disagreed with the fact that there was significant influence of involving the community in the management of CDF primary school infrastructure projects on the implementation of the CDF projects in the Mutito Constituency.

The standard deviation was also calculated and used to determine the variability of the responses across the sampled 84 CDF primary PMC members from the selected three CDF primary schools in Mutito Constituency. To obtain the standard deviation, the values of x squared were obtained as (x^2) and the sum of their product with (f) were calculated to get ($\sum fx^2$). The ($\sum fx^2$) value was divided by ($\sum f$) value as shown in Table 4.7 and the quotient was subtracted the square of ($\sum fx / \sum f = (\sum fx / \sum f)^2$), and the square root of the result was finally obtained to calculate the standard deviation within the 5-point scale rating.

The standard deviation was obtained using the formulae $SD = \sqrt{\sum fx^2 / f - (x / \sum f)^2}$ Where the $SD = \sqrt{619/84 - (4.34)^2} = 0.707$. This standard deviation indicated that there was a very close agreement among the responses and therefore there was high consistency of the responses across the 84 participants from all the 3 CDF primary schools in Mutito Constituency on their disagreement with the fact that they involved the community in the management of CDF primary school infrastructure projects on the implementation of the CDF projects. There was some correlation between the data in the study findings and that in the previous literature review in Kenya (Njeru and Orodho, 2003). ASALs like Kitui County have been benefiting from the KShs. 500,000 additional CDF funds for education.

Study response reports from respondents and the interviewed PMC members indicated the bursary awards were allocated once per year. In addition the awards were delayed up to after the national budget was read and released in June for the national bursary funds to be released from the headquarters to the constituencies. At the constituency offices the funds also took more than two months before they were released to various schools, so the bursary awards were not timely to assist the needy children since the academic year starts in January in Kenya.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, discussions of the study findings, conclusions and recommendations of the study and suggestions for further studies related to the factors influencing completion of the primary school education infrastructure CDF projects.

5.2 Summary of the findings

The purpose of this study was to investigate the factors influencing completion of the primary school education infrastructure CDF projects at Mutito Constituency in Kitui County, Kenya. In a nutshell the study established that: The selection criteria for the PMC members for the primary school education infrastructure CDF projects were politicized. The PMC members for the primary school education infrastructure CDF projects were not fully trained in project management skills before they started their project managerial duties at the primary schools. Failure to train the PMC members in project management skills meant that there was inadequate public financial accountability among the primary school infrastructure CDF projects PMC members in Mutito Constituency.

There was minimal community participation at the level of the allocation and disbursement as well as the distribution of the primary school CDF projects funds to the designated primary schools at the grassroots leveling Mutito Constituency. The CDF funds allocated to each of these schools was found to be inadequate to complete the planned projects. Thus there was a problem of the availability of the CDF project funds allocated from the central treasury and from the PMC office at the Mutito constituency headquarters. In most cases the primary school CDF project funds allocated was not matching the infrastructural school building requirements in Mutito Constituency.

5.3 Discussions of the Study Findings

As earlier revealed from the reviewed literature; since 2003 Kenya had re-introduced the free primary education(FPE), which led to increased pupil enrollments and limited opportunities for primary school pupils to enroll in terms of inadequate public primary schools and or the limited classrooms which were available in the already established schools (Shiundu, 2009).Therefore, some of the primary school pupils in the age (6-13 years) could not access the FPE, despite the government's assertion that the primary education was free and compulsory (UNESCO, 2005).

To address some of these emerging needs due to FPE in some of the public primary schools, the 2002-2007 parliament of the Government of Kenya started a Constituency Development Fund (CDF) kitty which was aimed at accelerating economic growth at the grassroots through helping the local communities in their development projects after their locally identified needs for development (Shiundu, 2009).

Through the CDF kitty the government had joined the parents and communities in partnership with private and volunteer non-governmental organizations to improve public primary school's infrastructural building facilities. Since then, the improvement in the public primary school's infrastructure building facilities has been witnessed in construction of new primary schools in places where the available schools were sparsely spaced. In addition to construction of classrooms, latrines and the school compound's fence in the already existing public primary schools (GOK, 2012).

The aim of this study was to assess the factors influencing completion of the primary school education infrastructure CDF projects at Mutito Constituency in Kitui County, Kenya. The objectives of the study were: To establish the extent to which selection criteria for PMC members influence completion of primary school infrastructure CDF projects. To establish influence of training in project management skills on the completion of primary school infrastructure CDF

projects. To establish the extent to which accountability influences completion of primary school infrastructure CDF projects. To establish the extent to which community participation influences completion of primary school infrastructure CDF projects and to establish how funds availability for CDF projects from the central government treasury influences completion of primary school infrastructure projects in Mutito Constituency.

From the analyzed data; the study findings were that: The primary school infrastructure CDF projects were not timely completed as scheduled. Various reasons were associated with the untimely primary school infrastructure CDF project completion rates in Mutito Constituency. These problems included: poor project management, inadequate project monitoring and evaluations during the project implementation period, politicization of the CDF project management exercise, minimal or lack of community participation in the primary school CDF project implementation management. Delays, inadequacy or lack of availability of the primary school CDF project funds either from the central treasury or from the CDFC office at the constituency headquarters in Mutito.

The selection of the PMC members for the primary school education infrastructure CDF projects was politicized. Having some of the PMC members for primary school infrastructure CDF projects as the political associates of the MP, Councilors or PMC members was the political system being depicted to have influence over the selection criteria of the PMC members for primary school infrastructure CDF projects management. The politicians negatively influenced the selection of the PMC members for primary school infrastructure CDF projects management.

The PMC members for the primary school education infrastructure CDF projects were not fully trained in project management skills before they started their project managerial duties at the selected primary schools in Mutito Constituency. The fact that some of the PMC members were politically hand-picked to represent some political party or politicians' interest was cited

as one of the reasons as to why most PMC members had no project management skills prior to their appointment to the primary school CDF project PMC membership.

Since the PMC members were not fully trained in project management skills meant that there was inadequate public financial accountability among the primary school infrastructure CDF projects in Mutito Constituency. From the politicians trying to reward their associates then the politically selected PMC members might have misappropriated some of the primary school CDF project funds with most of the money getting its way to individual's pockets.

There was minimal community participation at the level of the allocation and disbursement as well as the distribution of the primary school CDF projects funds to the schools at the grassroots level. Therefore, there was need for community participation at the level of the allocation and disbursement as well as the distribution of the primary school CDF projects funds to the schools at the grassroots level.

There was a problem of delays of the CDF project funds, inadequacy and unavailability of the primary school infrastructure CDF project funds allocated from either the central treasury or from the PMC office at the Mutito Constituency headquarters. In most cases the primary school CDF project funds allocated was not matching the infrastructural school building requirements. Adequate community participation would have ensured that prior to the CDF project funds allocations the funds to be allocated were adequate according to their needs of each of the primary school infrastructure renovations.

5.4 Conclusions of the Study

Based on the study findings, the following conclusions were made: The PMC members in charge of building the primary school infrastructure CDF projects were not fully competent since they were politically selected by either the area MP or the Councilor who did not pay attention to their academic qualifications. In addition given that there was also no vetting

during the selection of the PMC members means that their credibility to represent the community in the CDF projects was questionable.

The PMC members for the primary school education infrastructure CDF projects also need to undergo a pre-service course so as to be fully trained in project management skills, financial accounting and record keeping as well as in other relevant project management areas before they start their project managerial duties at primary schools.

The training of the selected PMC members in project management skills, financial accounting and record keeping was also important, because it was seen as an alternative strategy to enhance public financial accountability of the CDF projects funds in the primary school project's management.

There was very little community participation in the management of the CDF projects in the primary schools. Community participation needed to start at the level of the allocation and disbursement as well as the distribution of the primary school CDF projects funds to the schools at the grassroots level, to ensure adequate CDF project funds allocations according to the local needs for each of the school infrastructure renovations.

There was a problem in the adequacy and availability of the CDF project funds for allocation from the central treasury and from the PMC office at the Mutito constituency headquarters. In most of the primary schools, the CDF project money allocated was inadequate to complete the projects.

5.5 Recommendations of the Study

The following were the recommendations of the study: It was recommended that CDF guidelines should be followed in selection of the PMC members for the primary school education infrastructure CDF projects. The selection criteria of the PMC members for the primary school education infrastructure CDF projects need not to be politicized in order to ensure credible and quality PMC members with the right qualification for project management are selected.

The selected PMC members for the primary school education infrastructure CDF projects should have adequate time for effective supervision of the primary school CDF projects and they should be given a time frame for PMC membership service after which they are replaced by new ones.

The selected PMC members for the primary school education infrastructure CDF projects should be trained in project management skills, financial accounting and record keeping as well as in other relevant project management areas, before their appointment to serve in the management of these primary school CDF infrastructure projects.

The training of the selected PMC members in project management skills, financial accounting and record keeping was recommended in this study because it would be used as an assurance that the selected PMC members are qualified to enhance public financial accountability of the CDF projects' funds in the primary school project's management.

It also recommended that, there was need for community participation at all levels of CDF projects' implementation process, right from the decision making session on how much funds were to be allocated for their project by giving out their planned budget and expenditure schedule. Through to the CDF funds disbursement procedures as well as the distribution of the primary school CDF projects funds to the schools at the grassroots level. This would ensure adequate allocation of the CDF project funds according to the needs of each of the primary school infrastructure renovations.

Since, in most of the CDF funds management lacked the community participation, there was a problem in the adequacy and availability of the CDF project funds allocated from the central treasury and from the PMC office at the Mutito constituency headquarters. In most cases the primary school CDF project funds allocated were not adequately enough for the projects already designed at the grassroots.

The already serving CDFC members at the constituency headquarters were also recommended to be trained or in-serviced in project financial management and other relevant management areas in order to provide adequate and effective monitoring and evaluation services over the lifecycle of all primary school education infrastructure CDF projects implementation period.

5.6 Suggestions for Further Studies

The following issues emerged from the study and were suggested for further investigation: A further study on the influence of politics in the disbursement of CDF in Kenyan public primary schools.

An investigation into the levels of involving the community in the disbursement of the CDF funds and in project management of the primary schools' infrastructure CDF projects in Kenya.

A study on the effectiveness of disbursement of public primary school education infrastructure CDF projects funds from the central government's treasury at the ministry of finance.

And also suggested for further studies was a study on the distribution of the CDF projects' funds through the CDF Constituency offices upto the recipient primary schools.

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APPENDICES

APPENDIX I: Transmittal Letter

James akoyo mbirika

P.O Box 694 Kitui

To All Respondents,

Mutito Constituency,

Kitui County-Kenya

Dear Sir/Madam,

REF: Transmittal Letter

I am a postgraduate student at the University of Nairobi pursuing a Masters Degree in Urban Planning and Management. As part of the requirements for this award, I am supposed to submit a research project report. The purpose of this questionnaire is to gather information about the influence of project management on completion of primary school infrastructure CDF projects in Mutito Constituency. Your school has been sampled for the study together with others in the Constituency. I request you to complete this questionnaire. Your responses will be accorded great confidentiality and will only be used for the purpose of this study. Your identity will be anonymous, therefore I request you not to write down your name anywhere on this questionnaire. I am very grateful for your cooperation.

Thank you for your concern,

Yours faithfully,

Signature _____ **Date** _____

James akoyo mbirika

APPENDIX II: Questionnaire

Instructions to the Respondent

Use a tick (☑) against one of the given multiple choice. For the questions that require your opinion use the provided space below the question to write down your views.

SECTION I: Personal Data of the Respondents

1. What is your gender?

- a) Male () b) Female ()

2. What is your highest level of education?

- a) No schooling ()
b) Primary ()
c) Secondary ()
d) Certificate ()
e) Diploma ()
f) Degree ()
g) Masters ()
h) PhD ()

SECTION II: projects' management on completion of primary school CDF projects

i. influence of PMC selection criteria on completion of primary school CDF projects

4. Is there some political influence on selection of the PMC members of the primary school CDF project?

- a) Yes () b) No ()

5. How does politics get into the CDF primary school PMC selection criteria?

- a) Through the MP's representative into the primary school CDF-PMC membership ()
b) due to the fact that CDF funds are politically allocated through constituencies ()
c) Direct political involvement of politicians into primary school CDF-PMCs' operations ()
d) Indirect involvement through PMC political point members into CDF operations ()

6. Are you a political party representative in the CDF primary school infrastructure committee?

- a) Yes () b) No ()

7. If in Qn. 6 is Yes, what is your role in the CDF primary school infrastructure committee?

- a) Represent interests of all constituency members ()
b) Represent interest of your appointing power ()
c) Represent interest of a particular political party ()

8. Rate influence of PMC's selection criteria on completion of primary school CDF projects?

- a) Strongly disagree ()
b) Disagree ()
c) Not sure ()
d) Agree ()
e) Strongly agree ()

ii. Training PMC in project management on completion of primary school CDF projects

9. As the CDF primary school PMC member, did you train or attend a course in project management?

- a) Yes () b) No ()

10. Does it matter whether one is trained in project management or not to be in the CDF primary school infrastructure project management committee?

- a) Yes () b) No ()

11. Rate the influence of training in project management skills on completion of primary school infrastructure CDF projects?

- a) Strongly disagree ()
b) Disagree ()
c) Not-sure ()
d) Agree ()
e) Strongly agree ()

iii. Influence of accountability on completion of the primary school CDF projects

12. Were funds from CDF headquarters adequate to complete your primary school project?

- a) Yes () b) No ()

13. Was the spending of the CDF funds impressive to all of the project stakeholders?

a) School head teachers ()

b) Stakeholders Parents/NGO/CSO/CBOs ()

c) Government Auditors ()

14. Are you aware of the public procurement/accounting guidelines in Kenya today?

- a) Yes () b) No ()

15. Rate influence of your accountability and honesty in public spending of the CDF finances on completion of primary school infrastructure CDF projects

a) Strongly disagree ()

b) Disagree ()

c) Not-sure ()

d) Agree ()

e) Strongly agree ()

iv. Influence of community participation on completion of primary school CDF projects

16. Do you as PMC members invite local people suggestions in the CDF building projects?

- a) Yes () b) No ()

17. Rate influence of community participation on completion of primary school infrastructure CDF projects?

a) Strongly disagree ()

b) Disagree ()

c) Not sure ()

d) Agree ()

e) Strongly agree ()

v. Influence of availability of funds on completion of primary school CDF projects

18. Do you get adequate CDF funds enough to timely complete your primary school CDF building projects?

- a) Yes () b) No ()

19. Rate influence of adequacy and availability of CDF funds on completion of primary school infrastructure CDF projects?

- a) Strongly disagree ()
b) Disagree ()
c) Not sure ()
d) Agree ()
e) Strongly agree ()

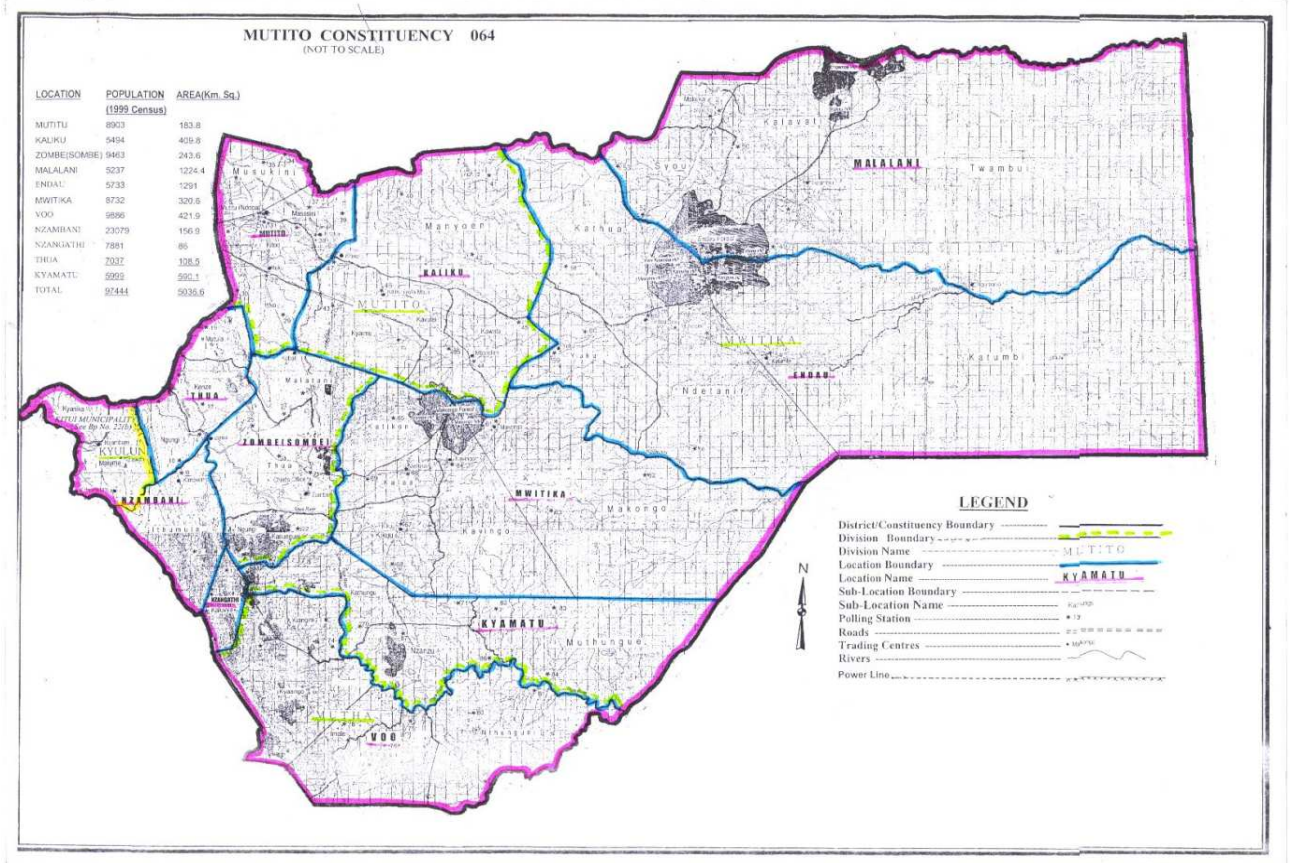
End

Thank you for your cooperation

James akoyo mbirika

University of Nairobi

APPENDIX III: Map of Mutito Constituency, the Study Area



Source: Adapted from Catholic Diocese of Kitui, (2012)

APPENDIX IV: Time Frame

This Time Frame presents a summary of the study activities from preliminary gathering of literature materials and proposal writing period by April, 2013 upto September, 2013 when the final research proposal printing, hard cover binding and project report submission was done showing the various stages through which the study was conducted.

Summary of the Various Study Activities	Range of Timeframe for each Study Activity					
	April	May-June	July	July-Aug	August	Aug-Sept
	2013	2013	2013	2013	2013	2013
Mobilization of Related Literature Materials						
Proposal Writing and Submission						
Corrections of Proposal by Supervisors						
Research Project Data Collection						
Data Analysis and Draft Report Writing						
Corrections of Report by Supervisors Incorporated						
Project Report Hard Cover Final Binding						

This time frame was author-sourced using average estimation of the expected time-period for conducting particular study activities from initial collection of documentary materials through proposal writing, data collection to compilation of the final research project report.

APPENDIX V: Budget for the Study

This section presents the cost of conducting the whole research project from scratch through data collection to compilation of the final research proposal.

Item Description			Unit Cost in	Total Cost
No	i). Stationery	Quantity	KShs.	in KShs.
1	Duplicating papers (reams)	3	500.00	1,500.00
2	Ruler	1	50.00	50.00
3	File	2	100.00	200.00
4	Rubber	1	50.00	50.00
5	Biro pens	5	25.00	125.00
6	Computer services	1	6,000.00	6,000.00
7	Typing, Printing and binding	1	7,200.00	7,200.00
Sub-total stationery				=15,125.00
ii). Other expenses (During Data collection)				
1	Lunch 20 days @ 275	20	275.00	5,500.00
2	Out of pocket 20 “ @ 150	20	150.00	3,000.00
3	Transport 20 “ @ 450	20	450.00	9,000.00
4	Assistant researcher “ @ 3,550	4	3,550.00	14,200.00
Sub-total other expenses				= 31,700.00
Total Cost = Sub-total cost stationery + Sub-total cost other expenses				= <u>46,825.00</u>
Miscellaneous cost 10% of the Total Cost = $10/100 \times 46,825.00$				= <u>4,682.50</u>
iii). <u>Grand Total Cost</u>				= <u>51,507.50</u>

Stationery and computer services total estimate cost was KShs. 15,125.00 and the other expenses cost is KShs. 31,700.00 with a 10% miscellaneous expenses costing KShs. 4,682.50, the total estimated cost for the entire study was KShs. 51,507.50.