

**FACTORS INFLUENCING THE IDENTIFICATION OF PROJECTS  
FUNDED BY CONSTITUENCY DEVELOPMENT FUND IN PUBLIC  
SECONDARY SCHOOLS IN KENYA: A CASE OF KANDUYI  
CONSTITUENCY, BUNGOMA COUNTY**

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**A RESEARCH PROJECT IN PARTIAL FULFILLMENT OF THE  
DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND  
MANAGEMENT, UNIVERSITY OF NAIROBI**

**2015**

## DECLARATION

This project is my original work and has never been presented for the award of any degree in any other university.

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

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## **DEDICATION**

This project is dedicated to my mother Beatrice Kisaka and my father John Kisaka, who invested heavily in my education.

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to thank my supervisor, Mr. Vincent Marani for his excellent support and critical ideas without which this work would not have materialized. Constructive criticism has largely shaped this research report. The of University of Nairobi for the opportunity to study. The lecturers of the School of Continuing and Distance Education,as well as the non-teaching staff mr Issa and Marcus.I am indebted to the M.A Project Planning and Management class 2014 for moral support.

## ACRONYMS

AEO	Area Education Officer
BOM	Board of Managements
CDF	Constituency Development Fund
CDFC	Constituency Development Fund Committee
CG	County Government
DEO	District Education Officer
F	Frequency
FG	Federal Government
GOG	Government of Ghana
GOK	Government of Kenya
IMPCDF	India Member of Parliament Constituency Development Fund
KIPPRA	Kenya Institute for Public policy research and analysis
LCC	Local Community Committee
MOE	Ministry of Education
MP	Member of Parliament
NGO	Non-governmental Organization
PPBS	Planning Programme and Budgeting System
SDF	Slum Development Fund
SDFPR	Social Development Fund for Poverty Reduction
SMC	School Management Committee
SPSS	Statistical Package for Social Studies
SSEB	Secondary School Education Board

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## ABSTRACT

The purpose of this study was to investigate the factors influencing the identification of projects funded by Constituency Development Fund public secondary schools in Kanduyi constituency, Bungoma County. The objectives of the study were:- to establish how projects identification and costing influence the identification of CDF funded projects, the extent to which political interest influence the identification of CDF funded projects, to examine how local community involvement influence the identification of CDF funded projects and to examine how availability of funds influence the identification of CDF funded projects in secondary schools. The study findings may be used by the Ministry of Education to formulate financial policies related to CDF funds management. The study was based on the theory of needs achievement as postulated by David Mcelland. The study adopted descriptive survey design. This study employed a descriptive survey design, which is a type of research undertaken with the aim of describing characteristics of variables in a situation. The study targeted 39 secondary schools in Kanduyi constituency, Bungoma County with constituency development funded projects, 39 BOM chairpersons, 39 BOM secretaries, 39 BOM treasurers in each school and 13 members of constituency development fund committee (CDFC). Census was used to select a sample size of 130 respondents. Purposeful sampling was used to select 39 BOM chairpersons, 39 BOM secretaries, 39 BOM treasurers and 13 members of constituency development fund committee (CDFC) from project management committees in schools. In the study, the questionnaires were used to collect data from the project management committees in schools. The data was analyzed manually. A code book was prepared in which the frequencies of all the responses were recorded and calculated into percentages. The frequencies and percentages were from the questionnaires. The analyzed data obtained was organized into themes that were used to answer the research questions. From the study findings it can be concluded that BOM and school principals have minimal involvement in identifying, costing and implementing constituency fund projects in their schools through participating in ground identification. The study also concluded that there are no politicians interfering with CDF projects in schools through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. In the study it was further concluded that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and involving the local community in schools. The study concluded that schools undertake CDF project implementation through carrying out monitoring and evaluation of projects regularly and checking project expenditure regularly and physical progress. The government should also monitor and evaluate the utilization of CDF funds allocated to schools to ensure that they meet guidelines put in place to govern the CDF utilization.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is an important tool for imparting knowledge, skills and values from one generation to another (Oluoch, 1982) and in Kenya education is recognized as an important sector which contributes to socio-economic, political and cultural development. Management of secondary school education is crucial for achievement of predetermined goals hence; secondary schools are managed by board of managements (BOM) which aims at giving each school its own personality and identity with decentralization of authority for effectiveness, the board of managements (BOM) are involved in sourcing and utilization of resources by ensuring that school funds are prudently managed (Everend and Burrow, 1990) thus, Education Act Cap. 211. Education act Cap. 211 and sessional paper No. 1 of 2005 state that the Boards of Managements should manage human and other resources in schools so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (MOEST, 2005; Kamunge, 2007). The BOM is also responsible for the management of the projects sponsored by Constituency Development Fund (CDF) kitty.

The constituency development fund (CDF) was established through the CDF act 2003 as a public funded kitty specifically targeting development projects at the constituency or district level (MOE, 2006) it is one of the devolved funds set up by the government of Kenya in 2003 in order to mitigate poverty and harmonize development throughout the country. The CDF act compels the government to set aside not less than 2.5 percent of its annual ordinary revenue every financial year to CDF projects where education sector and schools in particular are allocated, 46.1 percent. The constituency development funds are released to school projects at the locational, divisional and district level in the constituency based on work plans and bill of quantities (BQ) as prepared by board of managements and school management committees according to poverty level (GOK, 2003).

Each school project has its own Project Management Committee (PMC) within the Board of Managements under constituency development funding. According to Mburugu (2006) schools

whose projects are funded by CDF have inadequate finances due to high poverty level which compels the BOM in such school to requests for funds from constituency development fund.

According to a study by Kenya institute for public policy research and analysis (Kippra, 2008) school BOM requests funds from constituency development fund at the constituency level in which Constituency Development Fund committees deliberates the project proposal, ranks the school projects in order of priority and ascertains whether school projects estimates are realistic and that BOMs are able to monitor and implement the school projects. According to Schroeder (2000) other countries have well developed initiatives similar to Kenya's CDF but with different names like social poverty reduction and development fund (SPRD).

Indonesia and India's school project funding programmes is similar to Kenya. Indonesia has school project funding system which is carried out by community council and school management committees (Burrow, 1990). The central government of Indonesia releases funds to schools as per proposal from school management committees for project implementation, the SMC presents a well documented BQs, work plans and proposals to local education office under a programme called 'smart schools funding programme of Indonesia' (SSPI) the Indonesian government expects SMC to operate a prudent financial management system by management school project funds and accounting it to the Indonesian central government, the SMC is also expected to monitor the school projects, maintain approved school projects books of accounts for effective accounting which necessitates provision of facilities, like tables, chairs, desks which contribute highly to students academic performance by providing adequate project funds (Burrow, 2000).

India has a similar programme to Kenya called Member of Parliament Constituency Development Fund (MPCDF) in which every Constituency is allocated funds according to poverty index (frontline, February 2007). Indian schools are managed by School Based Management Committee (SBMC) who have autonomy over budgeting, project identification, monitoring and implementation of the funded projects.

The school committee requests for grants from the local constituency office with a plan, budget and project proposal which encourages transference and accountability. The School Based

Management Committees (SBMC) are accountable to the local CDF office which then accounts to the central government of India and they are legally mandated and trained in both financial and general school management. However, the school projects in India are not completed in time due to inefficiency of SBMC, and inadequacy of funds and political interference which forces government intervention to complete school projects.

(Sashiyan, 2007) Mahoney (1998) states that schools in USA have a decentralized system of management where funds are released from Federal government to county government, then to schools which are managed by school management teams and county education management teams (CEMT). The two groups management school funded projects in USA have led to re-organization of schools funds management just like in Kenya in which USA school funded projects are managed professionally by SMT and CEMT. However School management teams and CEMT slows decision making because every committee team member has an input concerning use of project funds from county governments which delays school project implementation and completion. In USA school management teams are trained in funds management but members of CEMT who are professionally trained and they assist SMC in effective funds project management and they account such school project funds to county government. (Stephen 2004).

African countries like Zambia, Ghana and Senegal have programmes similar to Kenya, Zambian government have mandated school management committees (SMC) and school governing boards (SGB) to manage funds from the central government (Benell and Sayed, 2002). The two project fund management teams in Zambian schools often create conflict for their roles are not clearly defined yet both management teams are accountable to the government for they request grants from the government as one school governing unit and the committee uses the disbursed funds for intended school purpose according to plan and budget such as building of classes, toilets. However, the two groups battle for greater control of the funds which slows decision-making, affects budgeting and project implementation processes. The disbursement of school project funds from Zambian Government aided schools is delayed due to conflict between SMC and SGB and school projects are not completed in time (Sayed, 2002).

The main purpose of the CDF is to ensure that a specific portion of the Annual Government Ordinary Revenue is devoted to the Constituencies for purposes of development and in particular in the fight against poverty at the constituency level (Republic of Kenya, 2003). This initiative is well developed in other countries under different names like Social Fund and Development Fund (Schroeder, 2000). These funds are meant to disburse financial resources to targeted populations i.e, the generally poor and the disbursement should be rapid manner thus avoiding the highly centralized and often overly bureaucratic spending mechanisms of central Government. The aim is to use the allocation mechanisms that rely heavily on the initiative of local groups to propose projects to be funded through the CDF. Such programs are well developed in Ghana under Slum Development Funds (GOG, 2007), Japan Social Development Fund for Poverty reduction (GOJ, 2007) and in India under the Members of Parliament Constituency Development Fund (Frontline, February 2007). It is also found in Solomon Islands under Rural Constituency Development Fund (RCDF) (Kimenyi M. 2005).

Kenyan schools under the constituency development fund, including schools in Kanduyi Constituency, Bungoma County, have the same management programme as adopted from the National management committee (NMC). The schools have legally mandated and constituted BOM's according to the Education Act, Cap 211 (GOK, 1987). Several factors influence the BOM while management CDF projects such as influence of board of managements on project identification and costing, influence of local politics on management of CDF projects, local community involvement and its influence on CDF projects management, how availability of funds influence CDF projects management and the influence of project implementation committees on management of CDF projects. The BOM lacks training on project funds management which leads to inefficiency and the BOM appointment is coupled with political interference which leads to appointing incompetent BOM members without any training in funds management; hence CDF intended projects may be misappropriated.(GOK, 2006).

Also a report by Government of Kenya (GOK, 1999) states that most BOM members cannot rank needs or quality and quantity and are composed of elites in the society who use their influence to undermine the views of the less educated members in the same BOM (Otunga, 2008).The study sought to establish the factors that influence BOM in the management of CDF

projects and hope to generate new knowledge that would widen the horizon of existing knowledge concerning CDF project management by Board of Managements as stipulated in the CDF Act and Education Act (Cap, 2011). Mburugu (2006) states that the novel concept of CDF initiating school funded projects and the BOM management the funds has received insignificant attention from researchers and their scanty information. Therefore the study sought to fill the gap by studying on factors influencing the management of the CDF sponsored projects in public secondary schools on Kanduyi constituency, Bungoma County.

## **1.2 Statement of the Problem**

The forgoing discussion shows that there are several projects initiated in schools in Kenya and other countries funded by the devolved fund however, under different names. In Kenya such projects are funded by CDF which was established by Constituency Development Fund Act 2003 published in Kenya Gazette supplement No., 107 (act No., 11) 9<sup>th</sup> January 2004. The Act compels the central government of Kenya to remit 2.5 percent of its annual ordinary revenue budget every year to constituency development fund, subsequently, the local constituency is compelled by the same act to allocate 46.2 percent to education sector (GOK, 2003). Under the CDF kitty several funded projects have been initiated in schools where some of the projects stall along the way and others are fully implemented. Complains have been raised on BOMs capability on management funds on funded projects by CDF kitty in Kenya and also in Kanduyi constituency (DEO's report 2011). It was reported that school projects face numerous challenges in management and implementation of projects such as inadequate project funding, poor financial management skills by the BOM and poor standard workmanship.

Since the inception of the CDF programme in schools, there are limited studies which have been carried out to establish the factors influencing the implementation of the CDF sponsored projects in public secondary schools. This study sought therefore to establish the factors influencing the identification of projects funded by Constituency Development Fund in public secondary schools in Kanduyi constituency, Bungoma South Sub county.



### **1.3 The Purpose of the Study**

The purpose of this study is to determine factors influencing the identification of projects funded by Constituency Development Fund in public secondary schools in Kanduyi constituency, Bungoma South Sub county, Bungoma County.

### **1.4. Specific Objectives**

The objectives of the study were to:

1. Establish how project costing influence the identification of CDF funded projects in secondary schools in Kanduyi constituency.
2. To establish the extent to which political interests influence the identification of CDF funded projects in secondary schools in Kanduyi constituency.
3. Examine how local community's involvement influences the identification of CDF funded projects in secondary schools in Kanduyi constituency.
4. Establish how availability of funds influences the identification of CDF funded projects in secondary schools in Kanduyi constituency.

### **1.5. Research Questions**

The study was guided by the following research questions:-

1. To what extent does the project costing influence the identification of CDF funded projects in secondary schools in Kanduyi constituency?
2. In what ways do local political interests influence the identification of CDF funded projects in secondary schools in Kanduyi constituency?
3. How does the local community involvement influence the identification of CDF funded projects in secondary schools in Kanduyi constituency?
4. To what extent does availability of funds influence the identification of CDF funded projects in secondary schools in Kanduyi constituency?

### **1.6. Significance of the study**

It is hoped that the study findings may be used by MOE to formulate policies and financial issues related to CDF funds identified by the secondary schools BOM. The MOE would also develop

policy interventions that would improve BOM management skills. The findings may provide data for future research on management of CDF projects by Board of Governors.

### **1.7. Delimitation of the study**

According to the Bungoma South district education office (2011) Kanduyi constituency has 45 secondary schools in which 39 of the schools are constituency development funded projects which are complete or ongoing. The secondary schools under study have legally constituted BOM by the Minister for Education in accordance with Education Act Cap 211. The records at District Education Office, Bungoma South (2012) reveals that, the constituency development fund has initiated several projects in 39 secondary schools in the constituency. The quality of work done is in accordance with Ministry of Public Works specifications and completed CDF projects fully handed over to board of managements for schools use.

The study was delimited to 39 out of possible 45 secondary schools in Kanduyi constituency, Bungoma South district with constituency development fund projects and the respondents were BOM chairpersons, secondary schools principal, BOM treasurers and 13 CDFC members would also be interviewed due to enormous knowledge they have on funded projects.

### **1.8. Limitations of the study**

First, because of the time limit, the research was conducted in one constituency where the size of population is small. Therefore, to generalize the results for larger groups, the study would compare constituencies. Access to information, support from relevant sectors and participants could be another limitation due to lack of motivation to join in feedback activities.

### **1.9 Assumptions of the study**

The study assumed that; secondary schools with CDF projects have functional, legally constituted and mandated Board of Managements (BOM) who understand their roles as managers and that the respondents are conversant with MOE and CDF policy guidelines on financial management.

### 1.10. Definition of significant terms as used in the study

<b>Board of managements</b>	refers to a legally mandated committee appointed by the Minister for Education and charged with responsibility of management secondary schools resources and funds.
<b>BOM participation</b>	refers to the right inferred in Board of Managements to participate in decision making process in a school.
<b>Constituency development funds</b>	refer to an established fund by a parliamentary Act, 2003 to devolve funds to the local levels.
<b>Community involvement</b>	refers to grass root stakeholders like students, parents, and local community leader's involvement in the CDF projects in one way or another.
<b>Efficiency</b>	refers to a given result from funds allocated despite amount allocated.
<b>Influence</b>	refers to the power to change or effect change in a person or institution, the power to determine needs to approve budgets to projects to a process that involves planning, budgeting, implementing and management funds in a school.
<b>Political interest</b>	refers to vested interests politicians may have on a CDF project started on a school which may slow down project implementation thus affecting schools performance.
<b>Project</b>	refers to a piece of work involving many people such as CDFC, BOM, parents, government agents that is planned and organized carefully by the experts.
<b>CDF funded projects</b>	Investment initiated by constituents but funded through devolved funds from the central government of Kenya. CDF Act (2003)

### 1.11. Organization of the study

The study is organized into five chapters, chapter one, as background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, basic assumption of the study, definition of significant terms, organization of the study. Chapter two has literature review which

has introduction, costing of CDF funded projects, local political interests and CDF projects, local community involvement and project management funds, adequacy of CDF funds and project management on school management. Summary of literature review, theoretical and conceptual framework. Chapter three has introduction, methodology, research design, target population, population sampling and sample technique, research instruments, interview schedule, questionnaire, instruments validity and reliability, data collection and data analysis techniques. Chapter four has data analysis, interpretation and presentations. Chapter five is a summary of the findings, conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

Literature review provided an overview of the factors that accredited scholars and researchers have found to influence management of constituency development fund sponsored projects which include: identification and costing of CDF projects, how political interference affect constituency development projects, the role of local community involvement on CDF project management and how availability of funds influence the identification of constituency development (CDF) funded projects in secondary schools in Kanduyi Constituency, summary of literature review, theoretical and conceptual framework.

#### **2.2 Project costing and implementation of CDF sponsored projects**

According to Gray and Larson (2008) a project is a complex non-routine, one life time effort limited by time, budget and resources to met customers' needs. The constituency development fund amended Act 2007 defines a project as an eligible development in which the projects are identified by the school management committee (SMC) or Board of managements (BOM) after community formulation (GOK, 2003). The BOM is a legal body constituted and mandated by the Minister for Education to manage schools Education Act, (Cap 211), sections 3 (1) vests the management of education in Kenya with the Minister for education who delegates the BOMs in all public schools to manage school resources including funds.

Factors that complicate the process are preferences of the decision makers, resource allocation, project inter-relationships and several other factors, which are hard to measure. Project selection should be adapted to company objectives, which is related to the fact that objectives might be multiple and often conflicting and that induces further problems with project selection. It is also very important that all projects are evaluated and selected based in consistent factors, as there is a proven correlation between consistent factors and successful organizations.

The BOM is the legitimate manager of a public secondary school and exercises this authority through the principal who is the BOM secretary. The CDF Act of 2003, sections, 23 (3) provides

for community to come up with a list of projects to be funded by CDF. Section 38 of act provides for the community representation in any project undertaken to be under a manager in the school. Project identification and costing lays squarely with the Board and after identifying the project then the BOM cost the project by preparing Bill of Quantities (BQ) and forward the same to CDFC in accordance with CDF Act, (2007) The BOM then forwards minutes of certified documents for approval and ratification to local CDF office (MOE, 2007).

Another important difficulty related to project selection is the problem with decision-making based on power, discussed by S. Elonen and K.A Artto. This relates to the fact that politics should not be underestimated when it comes to project selection in a multi-project environment. Both managers and workers tend to see their own business as the most important, which in turn often means that they will lobby for work being done on their project. It can also mean that starting some projects, for example long-term strategically projects, is not a rational exercise of just informing others that the particular project is important, it is as much about generation support for the idea within the organization (CIDC, 2010).

According to CDF Act, 2003, provides the needs for costing and evaluating projects in schools on continuous basis in which the BOM is mandated to cost all projects and avail financial records related CDF projects, tender the project and provide all bank transactions and project implementation report.

### **2.3 Political interests and the identification of CDF funded projects**

Political interference has become a serious hindrance which affects school projects and it's general management, the Board of managements nomination process is a political activity since education Act, cap 211 section 4 (2) (c) (d) states that six BOM members should be proposed by the local politicians, the area member of parliament and councilor and area chief (Achoka, 2003). Amutabi, (2002) states that politics determine the scope of funding the school is allocated by constituency development fund and the level of influence by the local politicians plays a major role in sourcing of constituency development funds.

An understanding of how policy is made leads to questions on the administration of CDFs in practice. It appears that there are no internationally accepted principles, tools and templates of administration and implementation of this quickly evolving phenomenon. For example, it is not known whether or when the direct disbursement of funds for CDFs is a more effective model

than the indirect disbursement of funds. When funds are broadly distributed in block grants that win general support, CDFs can become part of the budget cycle. But there remain many unanswered, if simple, questions of who exactly receives the funds, what type of projects actually get built, are there clearly stated and well-publicized principles for allocative equity and efficiency, or for procurement and accounting.

CDFC should use the contribution of Mulwa to improve effectiveness in their management at constituencies. However, Masawa (2007) on his writing in Kenya Times Saturday Oct, 27th narrated how corruption is bleeding CDF cited cases of allegation of corruption especially by MPs who have been accused of manipulating the Act, to achieve their own selfish ends. There have been complaints that MPs are appointing relatives, close friends and political allies to head CDFC, this have contributed to lack of transparency in the CDF kitty. He recommended the sensitization of the public on the functions and operation of the CDFC. This can be true because the policy is quit silent on the mode of choosing members of CDFC. It only gives room for a person of integrity and honesty, this is not measurable. Osinde (2009) on his writing Standard Daily on Wednesday 14<sup>th</sup> highlighted on the outcry in Kacheliba constituency over the composition of CDFC. The constituents protested against the CDFC organization design. They claimed that members of the committee were political cronies and relatives of the area MP hence could not be effective in their work. It is true that people can complain about the composition but section 13.1 of the CDF Act, 2003 provide for the MP to identify members of CDFC.

Politics either limit or benefit school project implementation and the BOM is influenced by local politics in its project implementation (Robinson, 2003). Management of school projects under BOM with CDF funds face major problems from politicians hence, with the BOM have been influenced by political forces from project identification up to implementation. It is evident that majority of problems facing school projects using CDF lays squarely with politicians which can make CDF projects either progress or derail. Success of CDF sponsored projects in public schools in Kanduyi constituency mostly depends on political interest.

#### **2.4 Local community involvement and the implementation of CDF funded projects**

A community is a group of people residing in a locality who exercises local autonomy and the locality satisfies their daily needs including education (Mulwa, 2004). According to Okumbe (2001) local community and the school funds managers. The Board of managements (BOM)

should integrate and co-exist in a peaceful atmosphere so that schools can integrate their programmes with those of the community.

Giovanna (2002) argues that the critical motivation behind the department of management of fund is that the community who are the beneficiaries can participate both in prioritization of the projects to be funded and in monitoring the expenditure of the money thus cutting losses due to bureaucracy, graft and mismanagement. This actually is well catered for in the Act as section 45.3 of the CDF Act 2003 disqualifies all politicians such as MPs and councilors from being Constituency Account Signatories. The section also specifies that the authorized signatories will be at least 3 persons with District Accountant signature being mandatory, DDO being AIE holder also regulate the payment by signing vouchers and all cheques are passed through him/her and the Fund Account Manager seconded to CDFC by the board. Hence as much as Mwangi S.K (2005) explains that CDFC appointment and its management create room for political patronage and other irregularities, otherwise checks and balances are well in place.

Involving men and women in CDF projects and programmes at the local level creates ownership of the CDF funded projects and the people look at it as their own project and utilize it optimally while at the same time taking care of it and safeguarding it against vandalism and destruction since it is their property. Samburu West, Dagorreti, South Imenti, Bahari, Nyando, and Kajiado South constituencies are good examples of how to ensure participation of local men and women in CDF activities right from the sub-location level (CIDC, 2010).

According to Adesina (1980) most schools in post independence Kenya were started by local community finances, they provided funds security and local communities has been impressively supporting school's projects after independence, cases of negative community influence on CDF project management in schools slows down project implementation and affects school performance Mulwa (2004).

## **2.5 Availability of funds and the implementation of CDF funded projects**

Effective funds management in schools is determined by parameters which govern funds control such as auditing, BOM training level and good financial governance (Kogan, 1984). The CDF act 2003, section 25 (2) stipulates that funds for school projects should be adequate and be disbursed in time for successful implementation of school projects, CDF allocates project fund as



grants and is allocated through a thorough process every financial year and the BOM are mandated to prudently manage allocated project funds.

The government avails funds to National Management Committee which allocates the available funds to school projects which may not be as per BOM project budget. The school management then cost the project with the available funds from CDF which may not be enough to complete the school project. (Appendix IX).

Despite policy intentions of public participation and prioritization of projects which speak to local community needs, the research shows that many constituents feel resources are not flowing to the intended beneficiaries, primarily as the result of improper influence by the MP. The NACCSC reported instances where the CDF office was located in the MP's home or rented from the MP's building (2008). This led to a situation where the majority of respondents felt the MP favored people of his or her ethnic group/clan/community or allocates more resources to the region where the MP was from.

The study findings show that participation is important when setting priorities for the various projects to be implemented in paramount to enhance acceptability and hence reduce conflicts. This reasoning is shared by the a report on the performance of CDF which observed that, as a result of low levels of public participation and tremendous power accorded to the MP in CDF management, the project identification and prioritization processes are not resulting in outcomes which meet the CDF's policy goals of pro-poor targeting, redistribution and grassroots development. The NACCSC report in Kenya found the uneven distribution of projects was a problem: projects were not targeting the right beneficiaries and projects were not reaching all community members. 78% of respondents reporting funding of non-priority projects, such as white elephants which remain un-utilized and projects which do not benefits the most poor and needy (NACCSC, 2008).

According to (Bennel and Sayid 2002) states that countries in sub-Saharan Africa such as Zambia disburses funds to three categories of school; National, provincial and district levels through secondary school educational board (SSEB) although the funds are inadequate and don't reach schools in time (Clarkson et, al 2004).

## **2.6 Summary of Literature Review**

The literature review focused on factors influencing the identification of constituency development fund sponsored projects in schools in Kanduyi constituency, Bungoma County which include costing of CDF sponsored school projects, how local political interests influence the management of constituency development fund sponsored projects in schools, how local community involvement influence the identification of constituency development fund sponsored projects in schools and the influence of funds adequacy on the identification of the constituency development fund, funded projects in schools Kanduyi constituency, Bungoma County. This chapter relates the above issues on the management of Constituency Developments Funds sponsored Projects by Board of Governors.

## **2.7 Theoretical Framework**

The study employed the theory of needs achievement as postulated by David Mclelland who had build on an earlier work by Henry Murray (1938). According to Mclelland (1961) an individual's motivation can result from three dominant needs namely, the need for achievement (n-achi), the need for affiliation (n-aff) and the need for power (n-p) on the need for achievement, the Board of Managements can perform its duties by management constituency development fund project when provided with right financial management tools such as, planning, programming and budgeting systems (SPSS) in the SPSS process the BOM while using needs achievement can be provided with rational information on programmes related to CDF management. The BOM would need power and authority as advocated by Mclelland (1961) to be able to manage CDF projects as budgeted, planned and approved. The theory of needs would compel the BOM to have a single mind preoccupation in management CDF projects. The BOM would feel affiliated when the school environment is conducive after project implementation and would be able to operate and manage CDF projects effectively. In this study, the BOM would feel frustrated and perform poorly in management CDF projects if an enabling environment is not provided for them as CDF project managers.

## 2.7. Conceptual Framework

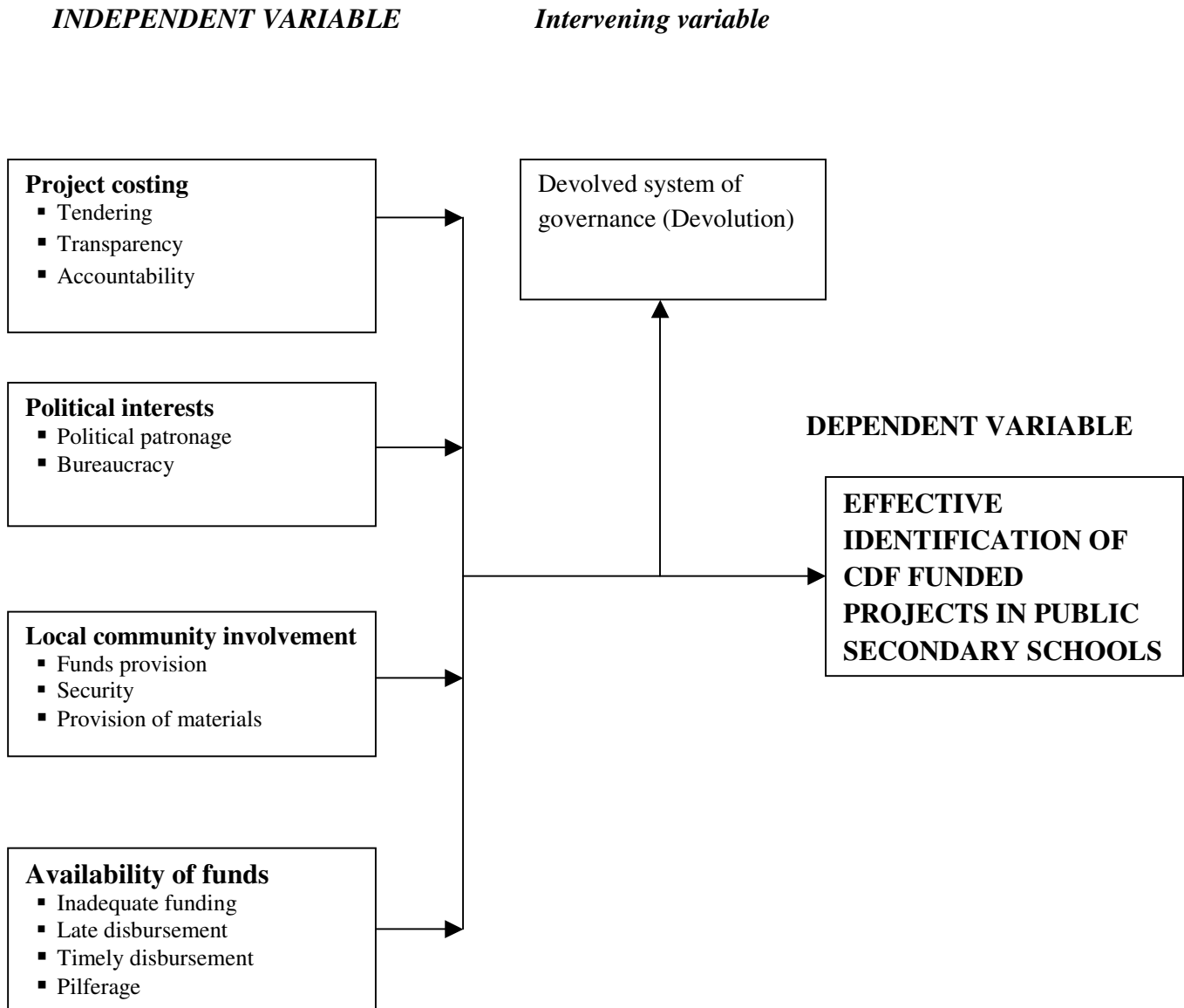


Figure 2.2 of conceptual framework shows relationships between variables. It is evident that effective CDF funds project management is depended on independent variable like BOM's role in project identification, political interference and how local community involvement affect CDF projects coupled with whether funds are adequately available and the BOM implementation

of CDF projects. Although Independent variables have a direct influence on identification of projects and implementations, however, there are intervening and moderating variables which indirectly affects the set parameters of standards and time frame hence impacting on the CDF project, for instance, an independent variable like funds inadequacy may influence the implementation of the same owing to the amount of money allocated while dependent variables would influence the BOM to be an effective funds manager and would improve the school infrastructure leading to improved performance in KCSE.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research methodology in terms of research design, target population, sample selection and sample size, research instruments, validity and reliability of the instrument, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

This study employed a descriptive survey design, which is a type of research undertaken with the aim of describing characteristics of variables in a situation. According to Best and Khan (2009), descriptive survey design is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing (Kerlinger, 1969). The descriptive survey design enabled collection of data without manipulating the research variables. The descriptive survey design optimized on the strengths of both quantitative and qualitative research methodologies. The design was found most suitable for the study because it provided the good opportunity to describe the nature of the existing conditions in the county with regards to the management of constituency development fund sponsored projects in Kanduyi constituency, Bungoma County.

#### **3.3 Target population**

The study targeted 39 secondary schools in Kanduyi constituency, Bungoma County with constituency development funded projects, 39 BOM chairpersons, 39 BOM secretaries, 39 BOM treasurers in each school and 13 members of constituency development fund committee (CDFC). The categories of respondents targeted are due to information they may have which is needed for the study. Therefore the target population for the study was 130.

### **3.4. Sample Size and Sampling Procedure**

This section describes the sample size and sampling procedure used for this study.

#### **3.4.1 Sample Size**

According to Kothari (1985), Mugenda and Mugenda (1999) and Peter (1996) in a survey, a sample enables a researcher to gain information about the population. Census was used to select a sample size of 130 respondents.

#### **3.4.2 Sampling Procedure**

Purposeful sampling was used to select 39 BOM chairpersons, 39 BOM secretaries, 39 BOM treasurers and 13 members of constituency development fund committee (CDFC) from project management committees in schools.

### **3.5 Data collection instruments**

This section highlights the instruments that were used to illicit information from the selected respondents for the study.

#### **3.5.1 Questionnaire**

According to Babbie (1989) questionnaires are the most appropriate when addressing sensitive issues particularly on surveys that deal with anonymity to avoid reluctance or deviation from respondents, questionnaires can be statement or questions and in all the cases the respondent was responding to something written for specific purposes. In the study, the questionnaires were used to collect data from the project management committees in schools.

#### **3.5.2 Interview guide / schedule**

According to Mcmillan and Schumacher (2001) an interview guide is flexible and adaptable as it involves direct interaction between individuals. The study interviews would be used because they are appropriate and effective. The interview guide had a list of all questions that were asked giving room for the interviewer to write answers and the questions were related directly to the objectives of the study and structured for the respondents to select choices.

### **3.6 Pilot Testing**

Piloting is trying out of research instruments on the respondents who will not be used in the main study. Groll (1986) notes that a pilot study is necessary because " a researcher embarking on classroom research for the first time will find it valuable to spend some time in the classroom using one or more established systems and looking at the kind of issues which will arise in turning his/ her own research questions into a set of criteria and definition for use in the classroom." It is important for a pilot study to be carried out before any research is done as stated by Peter (1994). He states" even the most carefully constructed instrument cannot guarantee to obtain a hundred percent reliable data". Therefore it was necessary to pretest the instruments of the research on a small sample of respondents in a preparatory exercise to find out if there is any weakness so that it can be corrected. In this study, committee members from the neighboring Kiminini constituency of Trans Nzoia County which would not take part in the main study was selected for piloting.

### **3.7 Validity of the Instruments**

Validity is the extent to which the instrument measures what it appears to measure according to the researcher's subjective assessment (Nachmias: 1958). Validity deals with the adequacy of the instruments for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion.

Frenekel (1993) suggest that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the actual research is carried out. The instruments were amended according to the expert's comments and recommendations before being administered. In this study, the researcher sought help from the supervisors and lecturers in the school of education to judge the validity of the questionnaire and the questions in the written task.

### **3.8 Reliability of the research instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda: 2003). According to Seliger and Shohamy (1989) reliability is the extent to which data collection procedures and research tools are consistent and accurate. In a research study, a reliability coefficient can be computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a higher degree of

reliability of the data (Mugenda and Mugenda, 2003). Reliability of the data is in fact a very important aspect of a research study and should be addressed early in the research process and also reported in the final document. In this study, the t-test method was employed to assess the reliability of the research instruments. The results were used to compute the correlation coefficient. The Pearson's product moment formula for the test- retest was employed in order to establish the extent to which the contents of the questionnaire elicit the same responses every time the instruments were used.

### **3.9 Procedure for Data collection**

Before the data collection process, the researcher obtained a letter from University of Nairobi which was used to seek a permit from the Ministry of Education Headquarters and a letter of introduction to the District Education officer and District Commissioner so as to be allowed to carry on with the research in Bungoma County. Questionnaires were distributed personally by the researcher to the committee members concerned in the study. This helped in minimizing wastage of questionnaires and loss of time.

### **3.10 Data Analysis**

The responses from the instruments were analyzed quantitatively. The expected responses were in the form of closed ended items. The most commonly used method for reporting survey was used which involved the use of frequency distribution, calculating percentages and tabulating them accordingly. The data was analyzed manually. A code book was prepared in which the frequencies of all the responses were recorded and calculated into percentages. The frequencies and percentages were from the questionnaires. The analyzed data obtained was organized into themes that were used to answer the research questions.



### 3.11 Operation Definition of Variables

OBJECTIVES	VARIABLES	Indicators	Measurement Scales
To establish how project costing influence the management of CDF funded projects in public secondary schools in Kanduyi constituency, Bungoma County.	<p><b>Independent variables</b> Project costing</p> <p><b>Dependent variables</b> Identification of CDF funded projects</p>	<ul style="list-style-type: none"> <li>▪ Site identification</li> <li>▪ Tendering</li> <li>▪ Transparency</li> <li>▪ Accountability</li> </ul>	Nominal Ordinal Ratio
To establish the extent to which political interests influence the identification of CDF funded projects in public secondary schools in Kanduyi constituency, Bungoma County.	<p><b>Independent variables</b> Political interests</p> <p><b>Dependent variables</b> Identification of CDF funded projects</p>	<ul style="list-style-type: none"> <li>▪ Political patronage</li> <li>▪ Bureaucracy</li> </ul>	Nominal Ordinal Ratio
To examine how local community's involvement influences the identification of CDF funded projects in public secondary schools in Kanduyi constituency, Bungoma County.	<p><b>Independent variables</b> Local community's involvement</p> <p><b>Dependent variables</b> Identification of CDF funded projects</p>	<ul style="list-style-type: none"> <li>▪ Funds provision</li> <li>▪ Security</li> <li>▪ Provision of materials</li> </ul>	Nominal Ordinal Ratio
To establish how availability of funds influences the identification of CDF funded projects in public secondary schools in Kanduyi constituency, Bungoma County.	<p><b>Independent variables</b> Availability of funds</p> <p><b>Dependent variables</b> Identification of CDF funded projects</p>	<ul style="list-style-type: none"> <li>✓ project related tasks</li> <li>✓ information system</li> </ul>	Nominal Ordinal Ratio

### 3.12 Ethical Concerns

The research is purely for academic purposes. Ethical considerations were taken into consideration by first seeking authorization from the committee members to take part in the research by responding to the Questionnaires. Questionnaires were structured in such a way that there was no mention of the Interviewee's name. A statement as to the strict confidentiality with

which data would be held was expressly stated in the questionnaire. Ethical considerations was also taken care of by the researcher briefing the respondents as to the purpose of the research, their relevance in the research process, and expectations from them.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATIONS AND INTERPRETATIONS**

#### **4.1 Introduction**

This chapter covers the findings, presentations and discussions of the results for the study. The findings are presented as follows; response rate, demographic information which captured gender, age, academic qualification, work experience and training of BOM members in fund management. The chapter also presents and interprets project identification and costing, principals' participation in planning and budgeting of CDF funds projects, political interference, local community involvement, availability of funds and adequacy of CDF project funds.

#### **4.2 Instrument Return Rate**

127 questioners were returned out of 130. The return rate was 97.69%. According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. Based on this assertion the response rate for this study can be said to be very good at 97.69%.

#### **4.3 Demographic Characteristics of the Respondents**

This section presents the demographic characteristics of the BOM members and CDFC members with the aim of establishing the general background of the respondents that participated in the study. The areas that to be discussed include age, gender, level of education and academic qualification of the respondent.

##### **4.3.1 Respondents by Gender**

The respondents were asked to indicate their gender. This aimed at establishing whether the study was gender sensitive while seeking the views of BOM members and CDFC members. The study sought to determine the gender distribution in order to establish if there is gender balance.

**Table 4.3.2 Gender**

	<b>Frequency</b>	<b>Percent</b>
Male	87	72.5
Female	40	27.5
<b>Total</b>	<b>127</b>	<b>100.0</b>

From the findings as indicated in table 4.2, majority 87 (72.5%) were male with 40 (27.5%) being female members. This implies that there were more males than female respondents. The dominance of males may mean that most of the duties and responsibilities in school management through Board of managements attract more males than females.

#### **4.3.2 Respondents by Age**

The respondents were asked to indicate their age bracket. The findings are shown in table 4.3. The study revealed that the respondents' ages ranged from 18 to 42 years and above. Table 4.4 2.7% of the respondents are between 18-25 years, 12.3% are between 26-33 years, 32.7% are between 36-41 years and 52.2% are above 42 years.

**Table 4.3 Age bracket**

	<b>Frequency</b>	<b>Percent</b>
Under 30 years	3	2.7
30-35 years	16	12.4
35-45 years	42	32.7
45-60 years	65	52.2
<b>Total</b>	<b>127</b>	<b>100.0</b>

From the findings as indicated in table 4.1, majority 166 (79%) were male BOM members with 44 (21%) being females BOM members. This implies there were more males than female

respondents. The dominance of males may mean that most of the duties and responsibilities in school management through Board of managements attract more males than females.

### 4.3.3 Education level of the respondents

The importance of education in community development cannot be gainsaid. It is for this reason that the respondents' level of education was examined. The results are indicated in the table 4.4

**Table 4.4 Education level**

	<b>Frequency</b>	<b>Percent</b>
Secondary	114	54.28
Degree	79	37.6
Masters	15	7.14
PhD	2	0.095
<b>Total</b>	<b>127</b>	<b>100.0</b>

Academic qualification of the respondents was important in this study. According to the findings, 54.28% (114) had attained O Level qualification, 37.60% (79) had attained degree qualification and 7.14% (15) had attained masters with only few 0.095% (2) having attained PHD qualification. This means that the respondents had the required qualification to manage CDF projects in schools professionally.

It is believed that basic education is crucial in enabling people to understanding simple and basic aspects of management such as book keeping, viability of any given initiative and informed decision making.

#### 4.3.4 Work experience of the respondents

The questionnaire item on this sought to determine how long the respondents have been in their current positions. Table 4.5 summarizes the responses on this aspect.

**Table 4.5 Work experience of BOM members**

	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	25	19.5
1-3 years	30	23.9
More than years	15	11.5
<b>Total</b>	<b>127</b>	<b>100.0</b>

The study reveals that the proportion of the period of duration with the CDF is not so much varied. From table 4.5 above shows that majority of the respondents had served more than 3 years. This is an indication that they have experience and are able to handle management matters including CDF projects implementation.

#### 4.3.5. Training of respondents in project fund management

The study sought to establish whether the respondents had received training in project funds management. The results are shown in table 4.6.

**Table 4.6 Training of the respondents in project fund management**

	<b>Frequency</b>	<b>Percent</b>
Induction course	35	19.5
Senior management	20	23.9
Project management	45	11.5
No training	10	7.87
<b>Total</b>	<b>127</b>	<b>100.0</b>

From table 4.6 above majority of the respondents had undergone training in project management. A big number of the respondents had also received training on induction course and senior management. Only a very small number had not undergone any management training. This implies that the respondents were qualified to handle matters of CDF projects in schools.

#### 4.4 Project costing and identification of CDF funded projects

The respondents were asked to indicate if they were ever involved in identifying, costing and implementing constituency fund project in their schools. They were also asked if they play any role in planning and budgeting of CDF projects. The findings were as indicated in table 4.7.

**Table 4.7 Involvement in identifying, costing and implementing constituency fund project**

	Frequency	percentage
Involved	109	86
Not involved	18	14
<b>Total</b>	<b>127</b>	<b>100</b>

From the study findings in table 4.7 majority 109 (86%) of the responded who indicated that they have ever been involved in costing and implementing constituency fund projects in their schools with only few 18 (14%) disagreeing with the statement.

The respondents were asked to indicate the extent to which they were involved in identifying and costing of the projects. The results are shown in table 4.8

**Table 4.8 the extent of involvement**

	Frequency	percentage
Great extend	90	70.9
Some extent	19	14.1
Not involved	18	14
<b>Total</b>	<b>127</b>	<b>100</b>

The findings implies that the respondents were mandated with the role of identification, costing and implementation of the CDF projects in schools. Those who indicated that they have been involved in identification, costing and implementation of the CDF projects indicated that they do that through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. The results are shown in table 4.9

	Frequency	Percentage
Participating in ground identification		
on where to install a project	109	33.3
Approving the cost of the project	109	33.3
Preparation in budget monitoring		
and implementation	109	33.3
<b>Total</b>	<b>327</b>	<b>100</b>

However those who disagreed indicated the reason being lack of commitment in monitoring and implementation by the implementing bodies. These findings concur with the CDF Act. According to the Act, each school is expected to develop a list of priority projects to be submitted to the Constituency Development Committee.

The respondents were asked to indicate whether they played a role in planning and budgeting of funds projects. The results are shown in table 4.10



**Table 4.10: Planning and Budgeting**

	Frequency	Percentage
Strongly agree	41	32
Agree	35	27
Neutral	17	14
Disagree	18	15
Strongly disagree	15	12
<b>Total</b>	<b>127</b>	<b>100</b>

From the findings in Figure 4.10, majority 60% of the principals agreed that they play a role in planning and budgeting of funds projects

When further asked if they had received any training on CDF projects financial training, majority agreed that they had not received any training since the introduction of the programme citing reasons such as failure by the CDFC to organize trainings and lack of cooperation between BOM and CDFC on the importance of the training. The findings of the study concur with a study done by Kimathi K. C. on the challenges influencing implementation of CDF projects in Imenti Constituency. However the researcher did not indicate how the challenges are addressed and whether they affect project implementation.

The idea of CDF is noble but can be misused because of the lapses in the Act such as giving MP a lot of power in its management i.e. to legislate in parliament about CDF and execute its operations. Mapesa and Kibua (2006) concurred with this sentiment and expressed that CDF having achieved overwhelming public endorsement the key concern now is how the funds are managed. This idea was echoed by Mwabu et al., (2002) when he argued that the project beneficiaries determines the success or failure of any project by involving them, the development workers stand a better chance of identifying the real needs of the stakeholders of selecting the correct solution and factors that could hinder the success of the project.

Failing to involve them, may results in many projects failing. We hear about countless stories about health centers’ without patients, schools without students etc. This is a sign of poor project identification and lack of involving the beneficiary. Projects are meant to bring changes and people being fearful of changes can easily be persuaded to reject the change despite its potential positive impact on their lives. Engaging local people in action planning is vital rural development tool as this will solve so many problems.

However most projects collapse or become moribund and very little has been done to find out their inherent problem. The problem has been lack of involvement of the community beneficiary right from its initiation. CDF with its objective to decentralize funds with a belief that, local level has a better understanding of community need. CDF Act (2007 revised) if adhered to by the stake holder will help solve this problem of effective management.

#### **4.5 Political interests and identification of CDF funded projects**

The study sought to determine if there is political interference in CDF projects in schools. Political interference manifest itself inform of political patronage, politician interfering with tendering procedures and appointments of CDF committee members. The findings were as indicated in table 4.11

**Table 4.11 Political interference**

	Frequency	Percentage
Strongly agree	41	32
Agree	46	27
Neutral	9	14
Disagree	20	15
Strongly disagree	11	12
<b>Total</b>	<b>127</b>	<b>100</b>

From the study findings as indicated in Figure 4.6 majority 87 (68.1%) indicated that there are politicians who interfere with CDF projects in schools.

The respondents were asked to indicate how politicians mostly interfere with CDF projects. The results are shown in table 4.12

	Frequency	Percentage
Influencing the tendering process for the supply of project materials	67	52.6
CDF committee influencing those to be awarded tender materials.	60	47.4
<b>Total</b>	<b>127</b>	<b>100</b>

On further interview respondents disagreed that politicians attend BOM meetings and that they invoke government policy on financial management of secondary schools by allowing BOM only in funds management. The study findings concurs with the research findings of a study by Lumiti on the impact of constituency development fund on development in a Amagoro Constituency in Teso District which says that political factors may either limit or benefit organizations, although the researcher did not indicate the implications of political interference on CDF projects in Amagoro. Though direction on the nature of interested group to be identified is well documented, MP can still use the loophole in the policy to identify whoever they decide under the umbrella of a certain interest group.

#### **4.6 Local community involvement and identification of CDF funded projects**

The study further sought to determine the influence of involving local community in CDF projects management in secondary schools. Local community may get involved through providing funds, security and support to projects. Local community involvement can either bring positive or negative effects on the management of the constituency development fund projects. The findings were as indicated in table 4.13

**Table 4.13 Local community involvement**

	Frequency	Percentage
Strongly agree	47	37
Agree	39	31
Neutral	17	13
Disagree	13	10
Strongly disagree	10	8
<b>Total</b>	<b>127</b>	<b>100</b>

From the study findings majority 86 (68%) of the respondents indicated that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and involving the local community in schools.

On further interview they indicated that their involvement affect CDF project through local leaders fighting the new project for lack of involvement by BOM/CDFC and local community leaders' failure to attend meetings scheduled for project identification and failure to attend planned follow-up meetings. This implies that local community is very important in identifying projects in schools and they influence their implementation to high extent. Further respondents indicated that local leaders are committed to support CDF projects through attending meetings called to discuss how to provide locally available materials to the school projects and participation in project identification.

The findings of the study concur with a study by Kimathi on the challenges facing implementation of CDF projects in Kenya. He says one of the major challenges facing implementation of CDF project is lack of community support but he did not propose ways and means of winning the community to support CDF projects.

#### 4.7 Availability of funds and identification of CDF funded projects

The study also sought to determine if availability of funds affect CDF projects in schools. First it sought to determine if schools receive CDF funds on time. The results were as indicated in table 4.14.

**Table 4.14 Availability of funds**

	Frequency	Percentage
Strongly agree	47	37
Agree	39	31
Neutral	17	13
Disagree	13	10
Strongly disagree	10	8
<b>Total</b>	<b>127</b>	<b>100</b>

From the study findings majority 86 (68%) of the principals indicated that secondary schools do not receive CDF funds on time and that the funds they receive are not adequate. From the documents analyzed it was found out that the amounts disbursed by CDF for school projects was less than the amount requested by the BOMs in their project proposals to CDF. The principals further indicated that BOM gets the balance through organizing local community to support and complete the project through harambees, topping up with PTA funds and sometimes abandoning the project till the next CDF budget allocation. This implies that CDF funds are not disbursed on time to schools and furthermore not enough therefore affecting the project implementation process.

The constituency development fund committee members were asked whether the funds allocated for CDF projects were sufficient and disbursed in good time. The CDF committee members indicated that the funds allocated for projects were not sufficient and the disbursement in most cases was late due to delays in receiving the funds from the ministry of planning and national

development. Further the researcher sought to know from the CDF committees whether the projects were completed in time. The members of the CDF committee stated that most of the projects were not completed according to their time schedule. This was due to delays in disbursement of the funds and also the inadequacy of the funds.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter covers summary of the findings, discussion of results and conclusions drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

#### **5.2 Summary of the findings**

The purpose of this study was to investigate the factors influencing the identification of projects funded by Constituency Development Fund in Kanduyi constituency, Bungoma County. The extent to which project costing influence the management of CDF funded projects in secondary schools in Kanduyi constituency, Bungoma County, and the ways in which local political interests affect the identification of CDF funded projects in secondary schools in Kanduyi constituency, Bungoma County. Also the level of involvement of the local community in the identification of constituency development fund projects in public secondary schools in Kanduyi constituency, Bungoma county was considered and how availability of funds affect the identification of CDF funded projects in secondary schools in Kanduyi constituency, Bungoma County.

Respondents were asked to indicate if they ever involve in costing and implementing constituency fund funded projects in their schools. From the study findings majority 109 (86%) of the respondents indicated that they have ever been involved in identifying, costing and implementing constituency fund projects in their schools with only few disagreeing with the statement. This implies that respondents are mandated with the role of identification, costing and implementation of the CDF projects in schools. Those who indicated that they have been involved in identification, costing and implementation of the CDF projects indicated that they do that through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of commitment in monitoring and implementation by the implementing bodies.

The study sought to determine if there is political interference in CDF projects in schools. From the study findings majority<sup>87</sup> (68.1%) indicated that there are politicians who interfere with CDF projects in schools with only few indicating that there are no politicians interfering with CDF projects in schools. They indicated that politicians interfere with CDF projects through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. On further interview respondents disagreed that politicians attend BOM meetings and that they invoke government policy on financial management of secondary schools by allowing BOM only in funds management.

The study further sought to determine the influence of involving local community in CDF projects management in secondary schools. From the study findings majority <sup>86</sup> (68%) of the respondents indicated that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and involving the local community in schools. On further interview they indicated that their involvement affect CDF project through local leaders fighting the new project for lack of involvement by BOM/CDFC and local community leaders failure to attend meetings for project identification and failure to attend planned meetings. This implies that local communities are very important in identifying projects in schools and they influence their implementation to high extent. Further respondents indicated that local leaders are committed to support CDF projects through attending meetings called to discuss how to provide locally available materials to the school projects and participation in project identification.

The study also sought to determine if availability of funds affect CDF projects in schools. First it sought to determine if schools receive CDF funds on time. From the study findings majority <sup>86</sup> (68%) of the respondents indicated that secondary schools do not receive CDF funds on time and that the funds they receive are not adequate. The respondents further indicated that BOM gets the balance through organizing local community to support and complete the project through harambees, topping up with PTA funds and sometimes abandoning the project till the next CDF budget allocation. This implies that CDF funds are not disbursed on time to schools and furthermore not enough therefore affecting the implementation process.



It is hoped that the study findings will be used by MOE to formulate policies and financial issues related to CDF funds management by the secondary schools BOM. The MOE would also develop policy interventions that would improve BOM management skills. The findings may provide data for future research on identification of CDF projects by Board of Governors. The study employed the theory of needs achievement as postulated by David Mcelland who had build on an earlier work by Henry Murray (1938). The study will employed descriptive survey design.

### **5.3 Conclusions**

From the study findings it can be concluded that BOM and school principals have muximum involvement in identifying, costing and implementing constituency fund projects in their schools through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of commitment in monitoring and implementation by the implementing bodies.

The study also concluded that there have been politicians interfering with CDF projects in schools through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. The study also interprets that BOM usually invoke government policy on financial management of secondary schools by allowing BOM only in funds management.

In the study it was further concluded that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and involving the local community in schools.

The study concluded that schools undertake CDF project implementation through carrying out monitoring and evaluation of projects regularly and checking project expenditure regularly and physical progress. For those who indicated otherwise the study concludes that they gave reasons such as failure by school management to provide regular feedback to the stakeholders and failure to involve all the stakeholders in the implementation process. The study further interpret that school management try their level best to ensure that CDF projects are implemented in time

through appointing an implementation committee within BOM, involving local community, following government procurement regulations and following project time frame in the school.

#### **5.4 Recommendations**

As far as identifying, costing and implementing constituency fund projects the study recommends that BOM and school principals should fully involve themselves through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation and also submit their CDF project plans to the CDF committee for consideration.

The study also recommends that the CDF committee should disburse the funds in time to schools to enable the implementation process successful. This should also include allocating enough funds to schools to facilitate completion of the intended projects. This will minimize stalled projects in schools.

The government should also monitor and evaluate the utilization of CDF funds allocated to schools to ensure that they meet guidelines put in place to govern the CDF utilization. The study recommends that politicians such as area member of national assembly and member of county assembly should not interfere with CDF projects in schools and that tendering process for the supply of project materials should be done according laid down government procurement procedures.

The study also recommends that BOM should invoke government policy on financial management of secondary schools by allowing BOM only in funds management.

#### **5.5 Suggested areas for further study**

1. What type of projects has been supported by the CDFs? Are they effective in promoting community development?
2. To what extent to NGOs and CSOs participate in the determination of and monitoring of CDF projects?
3. What is the relationship between the CDF operations and local governments in local-level development schemes?

4. Do CDFs strengthen the relationship between MPs and their constituencies? Are CDFs associated with corruption? Do members of the governing party and opposition equally employ funds for CDFs?
5. What type of institutional evolution and legislation will be undertaken to strengthen its capacity of CDFs to contribute to improved constituency relations and community development?

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## **APPENDICES**

### **APPENDIX I**

#### **LETTER OF TRANSMITTAL**

**LOICE MASULIA KISAKA  
P.O BOX 1315,  
BUNGOMA.**

**Dear respondent**

**Ref; Research Project**

My name is Loice Masulia Kisaka and I am a Master of Arts (in project planning management) student at the University of Nairobi, Bungoma Campus. I am currently working on factors influencing the management of constituency development fund sponsored projects in secondary schools in Kenya: a case of Kanduyi constituency, Bungoma county under the supervision of Mr. Vincent Marani. Your answer shall be of much assistance to me in compiling data for my research proposal. Please answer the questionnaires as best you can. The results of this study will be held in confidence and will be combined into a general research proposal. I commit to share the results of the study if so requested.

Yours faithful,

Loice M. Kisaka.  
Reg.L50/69866/13

## **APPENDIX II; BOARD OF MANagements'QUESTIONNAIRE**

The researcher is a post graduate student in the University of Nairobi pursuing a masters degree in education administration on factors influencing management of Constituency development fund sponsored projects in Kanduyi constituency Bungoma county.

**Please tick appropriate answer and give your honest opinion where necessary in the questions**

### **Part 1: Personal Information**

1. What is your gender?

- Male
- Female

2. What is your age?

- Below 30 years
- Between 30 -35 years ( )
- Between 35 -45 years ( )
- Between 45- 60 years ( )

3. What is your highest level of education?

- 'O' level
- PHD
- Professor

4. How long have you served as a BOM member in the position of project manager in your school?

- 3 years
- 6 years
- 9 years
- 12 years

5. Have you as a BOM member received any training as a funds project manager?

- Yes
- No

6. Do you have any influence on cd fund project management in your school?

( ) Yes

( ) No

7. Have you ever been involved in identifying, costing and implementing constituency fund project in your school? Yes ( ) No ( )

8. If yes! how?

a) Participating in ground identification on where to install a project.

b) Approving the cost of the project.

c) Preparation in budget monitoring and implementation.

d) Other (Specify).....

9. If No, why?

a) Non participation in identifying project costing and implementation of CDF

b) Lack of co-operation between the principal and BOM on costing for the project.

c) Lack of commitment in monitoring and implementation.

d) Other (specify).....

10. Politicians interfering with CDF projects in the school

Yes ( ) No ( )

11. If yes, how?

a) Dictating when the project would start in the school

b) Influencing the tendering process for the supply of project materials.

c) CDFC influencing those to be awarded tender materials.

d) Other (specify).....

12. Politicians in BOM meetings who participate in deliberation of costing of CDF projects in your school with vested interests?

Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree

13. If yes, how?

a). Influencing pricing of building for projects.

b). Over pricing building materials.

c). Non – scrutiny of expected materials and prices.

14. If the response to question 12 is yes, what measures have been taken by BOM to deal with this CDF project indiscipline?

- a). Auditing books of accounts with CDF projects.
- b). Non – involvement of politicians in costing of CDF projects.
- c). Invoking government policy on financial management of secondary schools by allowing BOM only in funds management.

15. the local community involvement affect CDF project management in your school

Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree

16. If yes, indicate how?

- a) Failing to provide security to the projects.
- b) Local leaders fighting the new project for lack of involvement by BOM /CDFC.
- c) Local community leaders’ failure to attend meeting for project identification and failure to attend planed meetings.
- d) Others (specify).....

17. the local community leaders are committed to support CDF projects in your school

Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree

18. If no, state why?

- a) Lack of co-operation between the school administration and the local community leaders.
- b) Failure by the school administration to involve the local community leaders.
- c) Local community leaders feeling detached from the school and its project.
- d) Others (Specify).....

20. If yes, state how

- a) Participating in project identification.
- b) Local community leaders attending meetings called to discuss how to provide locally available materials to the school projects.
- c) Others (specify).....

21. Do you receive CDF funds for school projects in time? Yes ( ) No ( )

22. Are the CDF funds for your school project adequate? Yes ( ) No ( )

If yes, indicate the adequacy?

- a) Adequate as per the BOM planned and approved budget
- b) Adequate enough to complete the proposed approved budget.
- c) Adequate enough to avoid virement
- d) Others (specify).....

If no, indicate how the BOM gets the balance.

- a) By virement from other school votehead to complete the project.
- b) Abandoning the project till the next CDF budget and allocation.
- c) Organizing local community to support and complete the project through harambees
- d) Others (specify).....

### **APPENDIX III: PRINCIPALS' QUESTIONNAIRE**

The researcher is a post graduate student at University of Nairobi and pursuing a Masters Degree in Educational Administration. The researcher is conducting a study on the factors influencing Management of Constituency Development Fund sponsored projects in secondary schools in Kanduyi constituency, Bungoma County.

**Please tick the appropriate answer and give your opinion where necessary in the question.**

#### **Part 1 Personal Information**

1. What is your gender? Male  Female
  
2. What is your age?  
 Below 30 years  
 Between 20 – 40 years  
 Between 40 -50 years  
 Below 60 years
  
3. What is your highest academic qualifications?  
 'O' Level  
 Degree  
 Masters  
 PHD  
 Others (specify).....
  
4. How many years have you served as a school administrator?  
 Not all  
 4 – 6 years  
 7- 9 years  
 10 -15 years  
 above 15 years

#### **Section A: Project Identification and costing**

5. Name the project in your school  
 Class  Dormitory  Library  Computer lab  Others (specify).....

6. To what extent were you involved in the identification of project?

Great Extent  Some extent  Never involved

7. To what extent were you involved in the costing of the project?

Great extent  Some extent  Never involved

8. Do you play any role in planning and budgeting of CDF funds projects?

Yes  No .

If yes, state;

- a) CDF project budget preparation and approval.
- b) Auditing of CDF projects records.
- c) Budget implementation of CDF projects.
- d) Others (specify).....

9. Have you ever received any CDF projects financial training? Yes  No

10. If yes, state which?

- a) Financial training management
- b) Basic book-keeping
- c) Project monitoring and evaluation training
- d) Others (specify).....

11. If No, indicate.

- a) Lack of commitment by the BOM
- b) Failure by the CDFC to organize the training.
- c) Lack of co-operation between BGO and CDFC on the importance of the training.
- d) Others (specify).....

12. Indicate the measures that can be taken to improve BOM on management of CDF funds projects in schools.

- a) Training BOM on funds management.
- b) Appointing qualified BOM's
- c) Ensuring BOM participation in budget making, approval and monitoring.
- d) Others (specify).....

**Section B: Political Interference**

- 13. To what extent do politicians take part in project identification in your school? Great extent  
( ) Some extent ( ) Never involved ( )
- 14. Do politicians take part in costing of the project? Yes ( ) No ( )
- 15. Local politics interfere with the management of CDF projects in your school?  
Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree
- 16. There incidences of local political interference in CDF projects in your school  
Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree
- a) Presence of CDFC members in project identification process.
- b) Political patronage in the process of project monitoring.
- c) Local political selfish interests.
- d) Others (specify).....

**Section C: Local Community involvement**

- 17. Does the local community associate itself with CDF projects in your school? Yes ( ) No ( )
- 18. To what extent does the local community get involved in CDF projects in your school?  
( ) Great extent ( ) Some extent ( ) Never involved
- 19. How does the community get involved in CDF projects?
  - a) Participating in project identification.
  - b) Providing locally available materials.
  - c) Involving the local community in the school.
  - d) Others (specify).....
- 20. If no, state the reasons.
  - a) The school management failure to involve the local community in CDF projects identification programme.
  - b) Local community sense of detachment from the school administration in CDF projects management.
  - c) Local community negative attitude towards the school management in the management of CDFC projects.
  - d) Others (specify).....
- 21. the local community is committed in the CDF projects success for the school?



Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree

22. If no! state why?

- a) Lack of commitment by community leaders in school CDF projects
- b) Local community leaders influenced by local politicians to shy away from the CDF projects due to incitement.
- c) Local community leaders' assumption that the CDF project belongs to BOM and CDFC.
- d) Others (specify).....

23. Indicate which ways BOM can use to involve and bring closer local community leaders to participate in CDF projects in the school.....

**Section D: Availability of funds**

24. I receive funds as applied and budgeted by BOM for CDF projects in your school

Strongly Agree ( ) Agree ( ) neutral ( ) disagree ( ) strongly agree

If yes. Is it adequate?

- a) The funds received from CDF for school projects is enough.
- b) The funds received from CDF for school project is not adequate.
- c) The CDF for school projects can only implement projects halfway.
- d) Others (Specify).....

25. If no, how do you address the inadequacy?

- a) Abandoning the CDF project for the school halfway.
- b) Virement from other voteheads to complete the CDF project.
- c) Using the CDF project as per its incomplete status.
- d) Others (specify).....

26. Do you have within the BOM / CDFC /local community leaders CDF project implementation team? (

( ) Yes ( ) No

27. Do you have within the BOM /CDFC / community leaders CDF project implementation team?

( ) Yes ( ) No

28. If yes, what role do they play?

- a) Monitoring / evaluating CDF project process.
- b) Inspecting CDF project regularly.
- c) Checking auditing accounts and reports.
- d) Others (specify).

