

INFLUENCE OF BOARDS' OF MANAGERS ON SUSTAINABILITY OF CONSTITUENCY
DEVELOPMENT FUNDED INFRASTRUCTURE PROJECTS IN SECONDARY SCHOOLS: A
CASE OF CENTAL IMENTI CONSTITUENCY-MERU COUNTY KENYA

By

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DECLARATION

This research project report is my original work and has not been presented for degree in any other University

Sign

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DEDICATION

This work is dedicated to my children Zayna and Ahmet

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ABBREVIATIONS AND ACRONYMS

CDF:	Constituency Development Fund
CDFC:	Constituency Development Fund Committee
GOK:	Government of Kenya
MOE:	Ministry Of Education
MDG:	Millennium Development Goals
BOM:	Board of Governance
BOM:	Board of Managers
PTA:	Parents and Teachers Association
MP:	Member of Parliament
NTA	National Tax payers Association
IEA	Institute of Economic Affairs

ABSTRACT

For the last ten years, over seventy percent of the constituencies in Kenya have consistently reported mismanagement, theft, fraud and misappropriation of Constituency development fund for development project report in almost all sectors including school infrastructure project report. The fund has no specific development agenda; hence, it stands out as a political tool with potential of being used by politicians to build their reputation in their constituencies where education as an agenda is a popular platform. It is therefore imperative that there are in place, sound leadership and project report management skills of the Board of managers for secondary schools in Kenya. The purpose of this study was to investigate the influence of Boards' of Managers on sustainability of constituency development funded infrastructure project reports in secondary schools in Central Imenti Constituency in Meru County. The objectives were to determine how Boards' of Managers project report management Skills, project report support, level of involvement and how adherence to government policies influence sustainability of school Constituency development funded infrastructure project reports. The study adopted a descriptive research survey design. The sample population for this study was a census of 42 respondents comprising principals, chairmen of the Board of managers and the Parents and teachers Association chair persons from all the fourteen public secondary schools in Central Imenti Constituency. The study used a questionnaire to collect data which was administered through drop and pick latter method. Descriptive and inferential statistical analysis was used aided by SPSS computer software, and the presentation of results done in suitable APA formatted tables. Board of Manager Project report Management Skills have no significant influence on sustainability of school CDF funded infrastructure project reports, while influence of Board of Manager Project report Management support has a significant influence on sustainability of school CDF funded infrastructure project reports. Influence of Board of Manager Level of involvement in project reports has a significant influence on sustainability of school CDF funded infrastructure project reports while influence of adherence to Government policies has a no significant influence on sustainability of school CDF funded infrastructure project reports. The study recommends on Board of Managers' Project support Management Skills that in future there should be within the BOM a member who has sound project report management background. The study recommends on Board of Managers' Project report support should be improved by stakeholders making direct input contribution to increase the level of sustainability. The study recommends on Board of Manager Level of involvement should be improved by specifically establishing a special ad hock committee of BOM to be involved at all the stages of the project report cycle in direct participation with the CDFC and where need arise the BOM should co-opt professionals and experts to shed light where they may not have expertise to participate in specific technical decisions. The study recommends on Adherence to Government policies that Monitoring and reporting should be strengthened and deepened in all CDF project reports by other independent body to avoid the conflict of interest and political interference. This study recommends further investigation on the efficacy of the CDFC on sustainability of the CDF funded school infrastructure project report. Secondly there is need to evaluate the effectiveness of the CDF funds in light of the declared unconstitutionality of the CDF Act due to compliance and accountability challenges. Finally, a study on the legal and regulatory environment on the sustainability of CDF school funded project report would be critical due to the vested interest among the many stakeholders whose tenure of office varies and succession battles reign especially among the elected leaders.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Management of public institutions and specifically secondary schools in Kenya is done through committee, or ad hoc committees appointed for the purpose through statutory instruments. The District Education board, the Parents and teachers association and the Board of Managers are appointed and recognized by the Education Acts (GoK, 2013). These bodies act in the form of committees or appoint sub-committees to manage on their behalf in making decisions on schools infrastructure projects.

However, decision-making by committees is the subject of much ridicule as to be incompetent (Committee is a group of men who individually can do nothing but as a group decides that nothing can be done), to produce monstrous decisions (A camel is a horse designed by committee), and to be painfully slow (A committee keeps minutes and wastes hours) (Hardwick, 2003). Yet they are also a ubiquitous fixture of modern society, because the greatest strength of making decision by committees lies in the ability to draw diverse viewpoints from constituent members. This was first articulated more than two centuries ago by Condorcet (1785) in what became known as the Condorcet jury theorem, which shows that voting groups with diverse information make better decisions the larger the group size.

The Condorcet jury theorem is a statistical proposition based on an early application of the law of large numbers. Economists have increasingly become interested in this topic, and the economics literature develops by placing incentives at the center (Jeng and Lai, 2005). Accordingly, an economic model of committee decision-making must capture the following three features. First, the decision to be made by the committee is public in the sense that no constituent member can escape from the consequence of the decision, which fits well with the school infrastructure projects funded by public funds through CDF. The public nature of the committee decision distinguishes the committee decision-making framework from models of allocating private consumption goods, such as auctions.

Second, the committee makes the decision by aggregating the relevant information dispersed among its members through a pre-committed rule. Analysis of committee decision-making involves different insights from both models of axiomatic social choice theory, and models of strategic information transmission such as signaling and cheap talk. This calls for an evaluation of the levels of corporate governance that will be reached, where opinions from other political circles are considered in the management of the schools infrastructure projects.

Lastly, committee's members are self-interested economic agents that have different preferences over the decision given any information (Hanlon, Myers and Shevlin, 2003). This has been observed where the support to a specific infrastructure project has mixed reactions depending on the individual level of interest or the extent of conflict of interest among the committee member (Judge, Naoumova and Koutzevol, 2003)

However the situation may be different in Kenya today, as the Legal position in management of public institutions and policy formulation requires public participation and this is now best served by use of committee in decision making or public forums specifically to address public concern (GoK, 2010). The management of public schools and specifically infrastructure development requires extensive consultations and public participation where stakeholders are identified and purposively engaged in the decision making process at planning, design, implementation and control of the entire school development project. This is mandated through appointment of a Board of managers appointed by the minister of Education in Kenya (GoK, 2013).

Infrastructure is basic physical and organizational structures needed for the operation of a society or enterprise, or the services and facilities necessary for an economy to function. While some schools have excellent infrastructure, others lack basic services such as water and sanitation (Gibberd, 2007). The vast differences in level of resources in of school infrastructure present a challenge to planning and managing school infrastructure and raise a number of questions. Should most resources be allocated to schools where infrastructure is poor? How should school infrastructure be improved over time? Which aspects of school infrastructure should be tackled first? How can urgent backlogs be prioritized within a framework that also ensures improving the overall performance of school infrastructure in the long term?

At the heart of any governance arrangement is the design of decision-making structures and this is also the case for the schools infrastructure in Kenya by the Board of managers. The government has set aside money to assist the Board Of Managers with resources for infrastructure development through the Constituency Development Fund (CDF).

According to the CDF Act (No.10) of 2003 the main objective was to facilitate the implementation of the resolution of Parliament through a motion passed in October, 2006 to the effect that an amount equivalent to a minimum of 2.5% of Government revenue be allocated to Constituency based development projects. Constituency development fund act 2003 came into being in 2003. However it was implemented in 2004. Its mission was to alleviate poverty through devolution of development decision structure. It was also geared towards improving on the economic well being of the society at the grassroots, redistribution of the national cake to be felt at the grassroots level.

This was according to CDF act 2003 expected to be achieved through channeling of the funds to the grassroots where the various communities are expected to identify their needs. The community felt needs are assorted and collected at locational meetings convened every two years by Member of Parliament. (MP) The society is expected to organize itself with the assistance of relevant government ministries in efficient implementation of the project which meets their felt needs. However there have been several cases of abuse of the fund coupled with interference from politicians. According to Kimenyi (2005), CDF is designed to fight poverty through the implementation of development projects at the local level, and particularly, those that provide basic needs such as education, healthcare, water, agricultural services, security and electricity. The CDF's operational structure and the mosaic expenditure decisions at the parliamentary jurisdictions have been characterized as innovative and ingenious. Many schools have been built and equipped through the CDF funds.

1.2 Problem Statement

Constituency Development Fund has been found to have potential of being used by politicians to build their reputation in their constituencies and mobilize political support (Ongoya and Lumallas, 2005). The success of CDF is pegged on the character and the commitment of the area Member of

Parliament to use the fund for general development in his constituency and their ability to mobilize the local community including co-operation from the schools board of Mangers (Gikonyo, 2008).. The Board of Managers are however constrained by their personal attributes and the government policies especially while making decisions as a committee on the schools infrastructure projects (GoK 2013) funded by Constituency Development Fund.

Despite the very elaborate legislation on CDF and Public Financial management, 70% of the constituencies have reported mismanagement, theft, fraud and misappropriation of CDF, funded project (Okungu, 2008, Citizen Constituency Fund Report, 2011, 2012 and 2013). The CDF Board (2010) reported that, Sh. 422m of CDF funds were misused in 28 constituencies in 2008- 2009 financial year up from Sh114m badly used CDF cash in 2007-2008 financial years; but failed to report why this was happening. According to a report of National Tax Association (NTA) (2012), a summary of the total funds allocated to Central Imenti Constituency. Taxpayers' money has been wasted on badly implemented infrastructure projects, 11% of these was for school CDF project. Compared to its' neighbors; North Imenti and South Imenti Constituencies which had Kshs. 2% and 0% in the Financial Year 2010/11 (NTA 2012).

The disparity in CDF wastage on school infrastructure projects between constituencies have not been investigated exhaustively, while the reports by the CDF Board and NTA; have equally failed to give the reasons or factors that influenced poor implementation and abandonment of those school infrastructure projects as that is beyond their mandates. This is a gap that this study intended to fill by investigating the influence of Board of Managers on the sustainability of school CDF funded infrastructure projects.

1.3. Purpose of the Study

The purpose of this study was to investigate the influence of Boards' of Managers on sustainability of constituency development funded infrastructure projects in secondary schools.

1.4 Objectives of the Study

The study was guided by the following objectives

- i. To determine how BOM project management Skills influence sustainability of school CDF funded infrastructure projects
- ii. To establish how BOM project support influence sustainability of school CDF funded infrastructure projects
- iii. To determine how BOM level of involvement in projects influence sustainability of school CDF funded infrastructure projects
- iv. To establish how government policies influence sustainability of school CDF funded infrastructure projects

1.5. Research Questions

The study was guided by the following Research Questions

- i. How do BOM project management Skills influence sustainability of school CDF funded infrastructure projects?
- ii. How does BOM project support influence sustainability of school CDF funded infrastructure projects?
- iii. How do BOM level of involvement in projects influence sustainability of school CDF funded infrastructure projects?
- iv. How do government policies influence sustainability of school CDF funded infrastructure projects?

1.6 Research Hypothesis.

The research sought to test the following research Hypothesis:

- i. Ho: Board of Manager Project Management Skills has no significant influence on sustainability of school CDF funded infrastructure projects.
- ii. Ho: Board of Manager Project support has no significant influence on sustainability of school CDF funded infrastructure projects
- iii. Ho: Board of Manager level of involvement in projects Project support has no significant influence on sustainability of school CDF funded infrastructure projects

- iv. Ho: Government policies has no significant influence on sustainability of school CDF funded infrastructure projects

1.7. Significance of the Study

A detailed study on influence of Board of managers on the sustainability of school CDF funded infrastructure projects may be important to the BOM, who are implementers; to evaluate the impact of their efforts on the welfare of the beneficiaries and the image of the government. This study may be important to the government departments at this time when implementing numerous projects that are targeted to improved public service delivery have been devolved to the counties.

This study may be important to the members of parliament, who would know the extent to which the blame lies on them; and be keen to avoid making the same mistakes as their predecessors. This study may also benefit scholars interested in similar field and would form part of literature review. The study may also be important to practitioners as it would shed light to students on the level of governance and ethics.

1.8 Delimitation of the Study

The study focuses on the influence of Boards' of Managers on sustainability of constituency development funded infrastructure projects in secondary schools. From 310 constituencies in Kenya, central Imenti constituency which is in Meru County was the focus of the study. It neighbors Imenti south and Imenti North, and had the highest percentage of wasted CDF sponsored school infrastructure project funds for the 2011/2012 compared to other constituencies in Meru County

1.9 Limitations of the Study

Some of the Key respondents may have changed after, expiry of their tenure or for PTA their children having left the school on completion, resignations or transferred out of the school and it could become difficult locating their new address. This loss of respondents could reduce the representativeness of the actual group sample and the researcher relied more on secondary data from the project reports, CDF reports and county Government education department records and confirm the deductions with the existing original committee meetings members.

1.10. Assumptions of the Study

- i. The study assumed that time and cash budgets would be adequate for the study
- ii. The study assumed that there would be co-operation from the institutions and individuals who were sampled as respondents
- iii. The study assumed that the respondents would give honest responses to the research questions

1.11. Definition of Significant Terms

Sustainability: The usefulness of the project to the project stakeholders after completion and hand over Infrastructure, in this study sustainability is intended to imply that the viability of the project along the different phases of implementation through to far after handing over to the community.

Constituency: a political unit of representation at the National assembly by an elected person for the position of Member of Parliament

Member of Parliament: the elected person who for the study duration is the Sitting member of the National assembly for central Imenti constituency of Meru County

Boards' Of Managers: A statutory body appointed by the Cabinet Secretary to manage a secondary school in Kenya on behalf of the ministry of Education.

Infrastructure Projects: physical developments especially construction of class rooms, science laboratory, Library and administrative buildings that are undertaken in a school to facilitate provision of quality education

Government Policies: Specific laws that have been legislated to support the effectiveness of the CDF projects in Kenya

Project Support: The managerial support consensus that would be given by the BOM to management for infrastructure projects

Level of Involvement: These are the extent to which the BOM are involved in the development and implementation of the CDF funded school infrastructure project

Project Management Skills: The specific ability of the BOM to keenly contribute to the phases of the school infrastructure project

1.11 Organisation of Study

The study is organized in chapters; chapter One, has presented background to the study, the problem statement, the purpose of the study and the study objectives. It also presents the study hypothesis, and the significance and delimitation of the study. The chapter finally presents the limitation of the study, assumptions of the study and ends with the definition of significant terms. Chapter two reviewed existing literature relating to the study, theoretical framework and conceptual framework. Chapter three outlined the research design, target population, sampling procedure, research instruments, validity and reliability, method of data collection and data analysis, ethical issues and operational definition of variables. Chapter four described the analysis of the collected data, presentation and interpretation of data and chapter five outlined summary, discussions, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will highlight the findings of previous work relevant to committee meeting and public service delivery. Textbooks, journals and published research articles will be the sources of the topical and in-depth literary content detailed below. All sources cited will be listed in the references section.

2.2. Sustainability of Infrastructural School Projects

There is much optimism within government about the role of decision by public participation or by committee in promoting accountability and sustainability of its projects. Decision by public participation of committee of a specific Community or groups can help tackle climate change, develop community energy and transport projects, help minimize waste, improve the quality of the local environment, and promote fair trade and sustainable consumption and production (UK Government, 2005,). This instrumental view on decision by public participation or a committee of a community as a promoter of sustainability policy may represent an attempt to make amends for perceived failure in more general attempts at mass communication with individuals (Hobson, 2001). A second perspective here relates to the idea of decision by public participation as an opportunity for re-localization of action and understanding of sustainability. This idea is also apparent in research and practice on sustainability (McCarthy, 2005; Hopkins, 2008) as it shall be viewed in this study on influence of BoM on sustainability of schools infrastructure projects.

The third perspective relates to the body of literature on sustainability and social capital (Carr, 2000; Rydin and Pennington, 2000; Evans *et al.*, 2004). Social capital, a broad concept, is generally taken in this literature to refer to the network of relationships between people, sometimes connecting to ideas of trust and reciprocity. Crucially, however, there is also an implication in some sources that social capital is connected to the capacity of communities to act through decision by committees of public participation.

Evans and colleagues, for instance, use social capital to mean the ways in which a community builds capacity for action: through increased and strengthened network connections between individuals (Evans et al., 2004). It is on this very foundation that the school infrastructure projects are undertaken by the Parents and teachers association through a committee of the full Board of managers or ad-hoc committee of the BOM. According the Basic Education Act (GoK, 2013), the Board of Management may from time to time co-opt into its membership such persons as it is satisfied possess skills and experience to assist in the discharge of the Board's functions and which form the basis and substance of this study.

2.3 Board of Managers' Project Management skills and Sustainability of School CDF Infrastructure Project

Section 55 of Basic Education Act (GoK, 2013) says there shall be a Board of Management for every public secondary school, and section 61. (1) Posits that the board of management of an institution of basic education may establish such committees as the Board may consider appropriate to perform such functions and discharge such responsibilities as the Board may deem necessary. Thus the responsibility of actions by the committees shall rest with the Board of Management (GoK, 2013)

A stream of research has discussed the influence of an executive's career path and life experience on his or her decision making. Started by Dearborn and Simon (1958), this line of research suggests that experience with the goals, rewards, and methods of a particular functional area causes managers to perceive and interpret information in ways that suit and reinforce their functional training. Malmendier *et. al.* (2011) find that the experience of Great Depression affects CEOs' financing decision, and the military experience can make CEOs more aggressive. Malmendier and Nagel (2011) find that CEOs who have the experiences of macroeconomic shocks are less likely to take financial risk.

Xie et al. (2003) suggest that the members on audit committee with financial background or working experience can better understand earnings management behavior relative to those without such background or experience. Chinese Sarbanes-Oxley Act requires that audit committees include at least one "financial expert". Abbott *et al.* (2004) find that there is a significant negative association between an audit committee that includes at one member with financial expertise and restatement.

Similarly, we argue that audit committees with financial working experience are more familiar with the process of financial reporting and they are more easily to find earnings management behavior.

Level of education reflects an individual's cognitive ability and skills (Wiersema and Bantel, 1992). Executives with a higher level of education are able to make better quality decisions because of their higher cognitive abilities to process and analyze information (Papadakis and Barwise, 2012). They can also discriminate better between extensive varieties of alternatives to understand organizational problems (Herrmann and Datta, 2005). Therefore, they are able to devise more appropriate strategies when facing management dilemma. Following this line of reasoning, we argue that better educated committee members may have greater understanding of education management strategies relative to their less educated counterparts.

2.4 Board of Management support and sustainability of School CDF Infrastructure Project

The importance attached by project managers to project success criteria and the associated rates of project success were assessed for different types of projects, industries and traits of project managers (Wateridge (1995; Crawford *et al.*,(2005 and Muller and Turner, 2007), . Managerial and theoretical implications for project require different approaches to their management, requiring management procedures tailored to the needs of the project, (Crawford et al., 2005), and project managers selected with appropriate competencies, (Muller and Turner, 2007).

Increasing globalization of projects and project management adds to this diverse mix, creating intercultural challenges for project managers, (Muller and Turner, 2004). Professional associations are beginning to recognize this diversification of project management. The Project Management Institute (PMI) has developed industry specific versions to its body of knowledge, (PMI, 2006), and industry specific versions of its project management maturity assessment tool, (PMI, 2003). It has also translated its body of knowledge into several languages, which recognizes the different cultural traditions inherent in the different ways things are expressed in different languages. The International Project Management Association has gone one step further and produced national specific versions of its body of competence, (IPMA, 2006).

However, while recognizing the need for different management approaches, the literature by and large does not question whether different success criteria are relevant to different types of project, and whether they will perform differently against these different success criteria. This study attempts to investigate the causes of project waste so as to reduce imprudent financial expenditure in school infrastructure projects funded by the CDF. Wateridge (1995) suggests that in choosing a project management methodology, the project sponsor or project manager should identify the relevant success criteria, from them, determine appropriate success factors to increase the chance of achieving those success criteria, and then select a project management methodology that delivers those success factors, here the study questions on why not look at effectiveness rather than efficiency of CDF funds as a criteria for measurement of performance.

Crawford *et al.* (2005) have developed a categorization system for projects which they offer as helping to identify appropriate methodologies for projects, but they offer no guidance on whether different nature of support by stakeholders, will be relevant for different types of projects, and hence different success factors, and whether different projects will perform differently against those different support and resources. All the projects under investigation are all the school CDF funded projects guided by the same policies and so there will be uniform measurement of the support by Boards of management.

In addition, Boards of management, when selecting project managers to manage their projects, want to know that the manager will focus on the relevant success criteria of the project, and will be skilled in implementing the appropriate success factors using the resources and support they will provide. Thus the Boards of management wants a project manager not just with appropriate competencies, (Muller and Turner, 2007), but also with appropriate focus for their work. Thus to CDF project team should have project managers with appropriate competencies for the type of project, this has been the challenge and a motivation to investigate whether Boards of management support is one of the factors influencing Sustainability Of School CDF Infrastructure Project

2.5 Board of Management Level of Involvement in Projects On Sustainability Of School CDF Infrastructure Project

Osborne, Rosenthal and Turner (2006) analyzed participation patterns at meetings where participation is costly and the outcome is a compromise among those who attend. Feddersen (1992) analyses costly voting in majority rule “elections” where agents simultaneously choose a policy and whether or not to vote. Each agent’s utility is maximized at a single policy and declines as the selected policy is further from this bliss point. In both papers participation is costly and an agent decides to participate on the basis of how much his participation affects the out come taking as given the participation behaviour of other agents. If and only if the value of the change in outcome associated with participation is greater than the participation cost the agent participate.

All else equal, agents with lower participation costs will be more likely to participate, agents whose participation causes a larger shift in the outcome will be more likely to participate, and agents who value a marginal change in the outcome more highly will be more likely to attend or support. Osborne *et al.* (2006) argue that, in equilibrium, agents whose bliss points are near the anticipated outcome are less likely to participate than those whose bliss points are far from the outcome. That is, agents with moderate preferences do not participate in meetings. Intuitively, participation by agents close to the outcome does not move the outcome enough to justify their participation costs. Feddersen (1992) shows that, in equilibrium, agents in a region adjacent to the outcome do not participate. This results in patterns of participation similar to those predicted by Osborne *et al.* (2006).

In a related paper, Campbell (2009) considers elections in which agents may cast a costly vote for one of two exogenously fixed alternatives when both the size of the electorate and the bliss point of any given voter are random. This analysis, too, concludes that a democratic process with voluntary participation is likely to be dominated by extremists. Another related inquiry examines the way that various collective choice institutions aggregate private information about an uncertain state of the world. While much of this literature does not allow for endogenous participation, there are two noteworthy exceptions, Feddersen and Pesendorfer (2006) and Li, Rosen and Suen (2011).

Feddersen and Pesendorfer (2006) consider the ability of elections, with costless voting, to aggregate private information when abstention is possible. They find that only agents who do not Strongly

prefer one outcome to another ever abstain from voting. Li *et al.* (2011) consider the ability of a quite different institution, committees, to aggregate information. Like Feddersen and Pesendorfer (2006), when abstention is permitted, Li *et al.* (2011) find that agents who strictly prefer one outcome or have an unambiguous signal in favour of one outcome, are more likely to participate in committee meetings. Thus, like Feddersen (1992) and Osborne *et al.* (2006) both Feddersen and Pesendorfer (2006) and Li *et al.* (2011) find that agents who prefer extreme outcomes are more likely to participate in a collective decision. The BOM would therefore be likely to support the decision making by committees where their interests are considered.

In sum, several different models of the participation decision indicate that agents with extreme positions in the policy space are more likely to attend meetings and participate in regulatory decisions than are their more moderate counterparts. Another way of stating this conclusion is that a polarized political process is a natural consequence of democracy. If we are willing to regard the two extreme factions of participants as nascent political parties, these models provide an explanation for the emergence of a two-party political process. Thus, it is worth noting that political scientists do observe polarization in national politics (McCarty, Poole and Rosenthal, 2011), and that the two-party is a common feature of economic models, *e.g.* Alesina (2005) and Biais and Perotti (2012), the BOM and committees are therefore in a situation where the support to offer or receive is more of what benefit would accrue to either party.

2.6 Government Policies and Sustainability of School CDF Infrastructure Project

Established in 2003, the CDF Act (2003) provides that, at least 2.5% of all collected ordinary government revenue in every financial year, shall be paid into the Fund. This amount shall be disbursed under the direction of National Management Committee (NMC) constituted as per *Section 5* of the Act. 75% of the amount is disbursed equally across all the 210 constituencies, while the remaining 25% is disbursed on the basis of the poverty index (*Section 19* of the CDF Act). At the constituency level, the CDF Act specifies that up to a maximum of 3% of the total annual allocation may be used on office running expenses, 5% shall be set aside for emergency, while not more than 10% shall be allocated to the education bursary scheme annually. All unutilized funds shall remain in the constituency account.

The Act further provides for the formation procedure and the operational structures to oversee the implementation of the fund. The Act also provides for how the CDF projects shall be identified, the number and type of projects to be funded. The CDF amendment Act of 2007, circulars, public procurement and disposal Act 2005 and the CDF implementation guidelines 2004 prepared by the National Management Committee (Gikonyo, 2008) provides that CDF projects are implemented by the respective government department in which they fall. The members of particular constituencies are expected to be active in the implementation phase to ensure that objectives of the project are met using resources allocated for them within a given period of time (CDF National Management Committee, 2004).

Mwangi (2005) in Ravallion (2005) expressed that, a community development project starts with the identification of a need or the realization that there is a need. This concurs with the CDF policy on project identification, as section 23 (2, 3 &4) of the CDF Act, 2003 revised 2007 provide guidelines on how to identify a project. The Act requires that location meetings be held and the forum used to select projects to be submitted to the CDFC before onward transmission for funding. This allows sharing of the vision through need assessment, followed by group discussion analysis. Kerote (2007) stated that this will not only confirm the need for change, but also clarify the scope of the problem at hand and the resource-based available.

The Ministry of Planning and National Development commissioned work on the design of an appropriate framework for Monitoring and Evaluation (M and E) in the National Development Program in 2005. This proposed Monitoring and Evaluation framework has not been fully operational. Otherwise, there is a strong case that CDF should have participatory monitoring and Evaluation components in its management. This view is supported by Wanjiru (2008) who indicated in her Social Audit of CDF that, monitoring and reporting should be strengthened and deepened in all CDF projects.

It is a fact that, the CDF Act, 2003 emphasizes on the Monitoring and Evaluation, just like DFRD. The mode of doing it is not well specified. The Act gives technical department, DDO and CDFC authority to monitor the project. The Act, further allocates 2% of CDFC fund to be used for monitoring and evaluation exercise, but this money is only spent after the CDFC recommendation

through minutes CDF Act (2003 revised 2007). This makes monitoring and evaluation to be somehow difficult and sometimes cosmetic, as it is the CDFC to decide which project to be monitored, which one to be evaluated, how much funds to remove and who to do the exercise.

As can be seen, CDFC has power to, themselves, manage monitoring and evaluation within the CDFC projects, which is self-regulation and is wrong. It also allows the unfaithful CDFC not to institute monitoring and evaluation to some projects they either have interest in or have interest of hiding something. Mulwa (2007) stated clearly that, any judgment that emanates from evaluation would largely depend on the value system from which evaluating party originates. Conventionally, evaluating party is usually part of evaluation missions contracted and dispatched from the donor world. In the case of CDF Act (2003) revised (2007), the CDF identifies projects, implement, then monitors and evaluates, or call technical person at its own peril. This can be a weakness that needs to be addressed. Odhiambo (2007) while referring to Feverstein, (1986) explained that locally managed and controlled funds have great potential to bring about positive development outcome at the local level especially if community participation is sufficiently enhanced and political interference reduced.

2.7 Theoretical Framework: Condorcet Jury Theorem by Condorcet (1875)

Condorcet Jury Theorem was first articulated more than two centuries ago by Condorcet (1875) in what became known as the Condorcet jury theorem, which shows that voting groups with diverse information make better decisions the larger the group size. The Condorcet jury theorem is a statistical proposition based on an early application of the law of large numbers. Economists have increasingly become interested in this topic, and the economics literature develops by placing incentives at the center (Jeng and Lai, 2005). Accordingly, an economic model of committee decision-making must capture the following three features. First, the decision to be made by the committee is public in the sense that no constituent member can escape from the consequence of the decision.

The public nature of the committee decision distinguishes the committee decision-making framework from models of allocating private consumption goods, such as auctions. Second, the committee makes the decision by aggregating the relevant information dispersed among its members through a pre-committed rule. Analysis of committee decision-making involves different insights from both

models of axiomatic social choice theory, and models of strategic information transmission such as signaling and cheap talk. Lastly, committee's members are self-interested economic agents that have different preferences over the decision given any information (Hanlon, Myers and Shevlin, 2003).

The theoretical foundation of analyzing committee decision-making is the literature on mechanism design with multiple agents. Unfortunately, a large part of this theoretical literature employs monetary transfers to resolve incentive problems when agents have asymmetric information and heterogeneous preferences. Such solutions are rarely relevant in observed practices of committees (Judge, Naoumova and Koutzevol, 2003)

2.8 Conceptual Framework

Independent variables

BOM project management Skills

- Needs assessment
- project feasibility assessment
- project financial management
- project monitoring and evaluation

Level of BOM project Support

- Financial Support
- material Support
- Technical Support
- Human resources Support

level of BOM Involvement in project

- project identification stage
- project Planning stage
- project implementation stage
- project control stage

Government Policies

- CDF Act
- PFM A Act
- PPOA Act
- CDF guidelines

Dependent Variable

Sustainability Of Constituency Development Funded Infrastructure Projects In Secondary Schools:

- Technical Sustainability
- Financial Sustainability
- Managerial Sustainability
- Community benefits Sustainability

Figure 1: Conceptual Framework

2.9. Study Gap

This study is similar to one by Letterie and Swank (1997) and Letterie, Swank and van Dalen (2006), who analyze the choice of a single policy advisor by a principal in order to balance the need to gain the advisor's information and the need to make the advisor's proposal credible to the final decision-maker; in this study on the sustainability of school infrastructure projects However the study differs as it seeks to investigate the influence of the board of managers on sustainability of the CDF funded school infrastructure projects in the school. This is despite the fact that a balanced committee with extreme and opposite biases is envisioned and acceptable as long as it meets the policy and legal requirements of the Basic education act (2013). However the Board of Managers have direct influence as it must take responsibility for their decisions and have to comprehensively evaluate the value of expertise from school infrastructure projects committee with a view to implement the recommendations in order to enhance sustainability of the CDF funded school infrastructure projects in the school.

2.10. Summary of the Study

Section 54 of the education Act states that for purposes of ensuring effective and efficient management of basic education in Kenya, the Cabinet Secretary shall by regulation establish such structures of governance and management at national and county levels as may be appropriate, and avers that; there shall be a Board of Management (BoM) for every public secondary school which may from time to time co-opt into its membership such persons as it is satisfied possess skills and experience to assist in the discharge of the Board's functions.

The critical questions are why and when Board of Managers should delegate the decision to such members in the school infrastructure project committee and how the Board of Managers should pick committee members. Unlike previous papers that stress the benefits of delegation in terms of providing incentives for committee members to gather information (Gilligan and Krehbiel, 1989; Dewatripont and Tirole, 2009), this study focus on the use of delegation mechanisms by principals to mitigate the agency problem of information manipulation for infrastructure school projects. The study assumes that the decision-maker in this case the Board of Managers wants to appoint members to the committee who have no conflict of interest in order to facilitate the pooling of information and thereby increase the quality of decisions by the Board of Managers on infrastructure school projects

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, location of the study, population of study, sample design and sampling procedures, data collection instruments, data collection procedures, piloting, validity and reliability and data analysis

3.2 Research Design

The study adopts a descriptive survey design. According to Gay (1989) the descriptive method of research is a process of collecting data in order to test hypothesis or answer questions concerning the current status of the subject in the study. Such method of study determines and reports the way things are. Lawson (1971) also says that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are developing. Therefore, for this study the research design was a descriptive survey design.

The descriptive survey is relevant in this study as it enabled the researcher to find out the Influence of BOM on Sustainability of Parents and Teachers Association School Projects in secondary schools in Imenti central constituency. The study therefore attempted to establish the relationship that existed between the variables.

3.3. Target Population

The study targeted all the public secondary schools in Imenti central constituency, Meru County which has fourteen secondary schools. Therefore the population for this study comprises all the principals, chairpersons of the Board of managers and Parents and teachers Association chair persons from all the fourteen secondary schools totaling to 42 respondents.

Table: 3.1 Target Population

Category	Target population
Principals	14
Chairs of Boards of managers	14
Chairs of PTA	14
Total	42

Source: County Education office records, Meru County (2014)

3.4 Sampling Procedure

The sample population for this study was a census of 42 respondents comprising principals, chairpersons of the Board of managers and the Parents and teachers Association chair persons from all the fourteen public secondary schools in Central Imenti Constituency. This sampling procedure was preferred since the population is small and the respondent's heterogeneous in their experiences and roles in the school management (Mugenda & Mugenda, 2003). However there are differences among the respondents in terms of gender, age, position in the board and interests' served, professional management background, rank and academic qualifications. Therefore using the census design, the researcher had 42 respondents on whom to conduct the survey and comprehensively tap into all areas that would account for the influence of Board of managers on the sustainability of school infrastructure projects.

3.5. Methods of data Collection

A questionnaire was used to collect data related to the study. The questionnaire is suitable in this study because the data to be collected was first hand, the same questions are used for many respondents and therefore comparisons can be made, it saves time because it can be filled by many people within a short time and lastly a well prepared questionnaire collects a lot of information (Mugenda & Mugenda, 2003). The questionnaires had both structured and unstructured items.

The questionnaires were distributed in to the respondents earlier to enable those involved to gather the necessary data and give the appropriate answers. Completed questionnaires were collected three days after distribution. The researcher ensured completeness and correctness of the responses and where need arose got the respondent to clarify.

3.6. Validity of Data Collection Instrument

The researcher conducted a pilot study in 2 public secondary schools from the neighboring North Imenti Constituency to avoid reducing the sample population as it was a small population. Piloting helped identify misunderstandings of research questions, make necessary adjustments on the items found wanting and thereby improved the validity of the instrument, According to Gay (1998) the validity of an instrument is the degree to which a test or a tool measures what it is supposed to measure. In carrying out this study, the researcher pays close attention to the issues of the validity of the research instrument. The questionnaire will be validated using content validity. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda and Mugenda, 2003). Content validity focuses on whether the full content of conceptual description is represented in the measure. The researcher therefore assessed content validity through the use of professional expertise specifically the supervisor as advocated by Mugenda and Mugenda (2003). In this respect, the researcher worked closely with the supervisors who went through the tools and made their suggestions. Their ideas and suggestions were keenly considered and incorporated.

3.7. Reliability of Data Collection Instrument

According to Gay (2006), the reliability has to do with the accuracy and the precision of the research instruments and it gives an indication of the extent to which a particular instrument is replicable. The researcher relied on the questionnaires from the respondents in order to be able to determine the responses. Reliability was measured by use of split-half method, where the items in the questionnaire were split into two and given to different respondents to respond and the responses evaluated for consistency and a reliability coefficient of 0.7 was set as the bench mark to be used as recommended by McMillan (1992).

3.8. Methods of Data Analysis

The initial phase of analysis involves organization of the raw data into an orderly sequence of information in the form of tables. It is imperative that objective data categorization methodologies are used to isolate and highlight relevant trends. The study employed descriptive statistics-means, measures of dispersion-standard deviation, frequencies tables and percentages. The data generated from the responses was at nominal and ordinal scales and therefore non-parametric inferential

statistics were used to test the hypothesis. The study used the Chi-square test to establish the degree of relationship between the independent variables and the dependent variable. Further processing for presentation of results was aided by statistical package for social sciences (SPSS) generated tables. Conclusions were then drawn from the findings and recommendations made.

3.9. Operational Definition of Variables

Table: 3.2. Operational Definition of Variables

Research Objective	Variable	Measure	Level Of Scale	Type Of Analysis	Level Of Analysis
BOM Project Management Skills	Project Management Skills	-Needs assessment -project feasibility assessment -project financial management -project monitoring and evaluation	Nominal /Ordinal	Non-Parametric-Descriptive	-Frequency Distribution -Standard Deviation -Chi-Square
BOM Project Support	Project Support	-Financial Support -material Support -Technical Support -Human resources Support	Nominal /Ordinal I	-Descriptive -Non-Parametric	Frequency Distribution -Standard Deviation -Chi-Square
BOM Level Of Involvement	Level of Involvement	-project identification stage -Planning stage -implementation stage -control stage	Nominal /Ordinal	-Descriptive -Non-Parametric	Frequency Distribution -Standard Deviation -Chi-Square
Government Policies	Government Policies	-CDF Act -PFM A Act -PPOA Act -CDF guidelines	Nominal /Ordinal	-Descriptive -Non-Parametric	Frequency Distribution -Standard Deviation -Chi-Square
Sustainability Of Constituency Development Funded Infrastructure Projects In Secondary Schools	Sustainability	-Technical Sustainability -Financial Sustainability -Managerial Sustainability -community benefits Sustainability	Nominal /Ordinal	-Descriptive -Non-Parametric	Frequency Distribution -Standard Deviation -Chi-Square

3.10 Ethical Consideration

The informants was identified and objectively selected as the subjects who were to provide information for this study. Informants were kindly requested to provide the information needed for successful completion of this study. Any information given was to be kept strictly confidential and also anonymous and utilized only for the purposes for which it was sourced. Finally, the respondents being stakeholders who had an interest in the success of the study can share in the benefits of the final findings. A copy of the final dissertation has been published for the public and will also be available in the university library.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the analysis of data collected from the items in the study questionnaire. The findings are analyzed and presented in the form of frequency tables, numerical values and percentages for comparison of the responses. The responses are presented followed by a brief interpretation guided by the research objectives and a discussion on research findings from the analysis of the data.

4.2 Reliability Statistics and Response Rate

According to Sekaran (2001), testing goodness of data by testing the reliability and validity of the measures is a pre-requisite for data analysis. The consistency of measure for this study was done by use of Cronbach's Alpha, a reliability coefficient that indicated how well the items in the data collection instrument were positively correlated to one another (Hatcher, 1994).

The questionnaires were distributed to 42 among principals, Chairs of Board of managers and Chair persons and PTA members within the Imenti central constituency, from which 37 were completed and returned, giving a response rate of 88%. The collection procedures involved personal administration, reminder and personal collection whenever possible. Compared to other responses rates for similar results by Chiocha (2009) - 47.14%, Buys (2004)- 32.2 % and Crafford (2002)- 19.3% the overall response rate of 88% was found to be adequate for analysis and for discussions of the study findings. As for the 12% unreturned/rejected questionnaires, this is attributed to the inability by the respondents to fully respond reliably to the instrument items due to their duration in the Board of managers and specifically interaction with CDF funded school infrastructure Projects within Imenti Central constituency.

Table: 4.1. Reliability Statistics

	Cronbach's Alpha	N of Items
	0.873	23

Table: 4.1 Reliability Statistics List wise based on all variables in the procedure. The study had a 0.873 value which is considered very high on a scale of 0.00-1.00 as it tends to 1.00 on attitudinal measurement scales and above the 60 percent cut off value for being acceptable (Sekaran, 2001).

4.2. Respondents Background Information

This section presents background information of the respondents and shows cross tabulation of respondents back ground information cross tabulation of respondents back ground information on Gender, age Bracket , highest level of education, Duration in the current School Management position against position in the School management

Table: 4.2 Cross Tabulation of Respondents Back Ground Information

		Respondents position in the School management			
		Principal	BoM Member	PTA Member	Total
Gender of Respondents	Male	8	7	2	17
	Female	6	5	9	20
Respondents age Bracket	31-40 years	1	4	4	9
	41-50 years	13	8	7	28
Respondents highest level of education	secondary School	0	2	1	3
	University	14	8	8	30
	College	0	2	2	4
Duration in the current School Management position	Less than one year	3	3	6	12
	1-5 years	11	7	5	23
	5-10 years	0	2	0	2
	Over 10 years	0	0	0	0

		Respondents position in the School management			
		Principal	BoM Member	PTA Member	Total
Gender of Respondents	Male	8	7	2	17
	Female	6	5	9	20
Respondents age Bracket	31-40 years	1	4	4	9
	41-50 years	13	8	7	28
Respondents highest level of education	secondary School	0	2	1	3
	University	14	8	8	30
	College	0	2	2	4
Duration in the current School Management position	Less than one year	3	3	6	12
	1-5 years	11	7	5	23
	5-10 years	0	2	0	2
	Over 10 years	0	0	0	0
Total		14	12	11	37

Table 4.2 shows that among the respondents gender 54% were female while 46% were Male, while 76% were aged between 41 years and 50 years with 24% aged between 31 years and 40 years of age. The respondents had 81% universities level education, with 8% having secondary school level of education. Table 4 presents responses that show that 62% had between 1 to 5 years duration in the current position in the school management with 5% having between 5-10 years duration in the current position in the school management.

4. 3. Board of Managers Project Management Skills

This section presents responses on Board of Managers Project Management Skills and presents; Respondents satisfaction with the project implementation skills of the Board of Managers, Respondents rating of the project prioritization of the school CDF infrastructure projects by the Board of Managers, Respondents rating of the project monitoring and evaluation of the school CDF infrastructure projects by the Board of Managers.

Table: 4.4. Board of Managers Project Management Skills

Respondents satisfaction with the project implementation skills of the Board of Managers	Frequency	Percent
Yes	24	65
No	13	35
Total	37	100
Respondents rating of the project prioritization of the school CDF infrastructure projects by the Board of Managers		
Excellent	13	35
Good	12	32
Not Sure	9	24
Not Good enough	3	8
Total	37	100
Respondents rating of the project monitoring and evaluation of the school CDF infrastructure projects by the Board of Managers		
Excellent	4	11
Good	19	51
Not Sure	5	14
Not Good enough	9	24
Total	37	100

Table 4.4 Presents responses on respondent’s satisfaction with the project implementation skills of the Board of Managers where 65% of the respondents said Yes while 35% of the respondents said No. On respondents rating of the project prioritization of the school CDF infrastructure projects by the Board of Managers 35% of the respondents said Excellent, while 8% of the respondents said Not Good enough. Table 5 presents’ responses on respondents rating of the project monitoring and evaluation of the school CDF infrastructure projects by the Board of Managers 51% of the respondents said Good with 14% of the respondents saying they were not sure.

Table: 4.5. Descriptive Statistics on Board of Managers Project Management Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Needs assessment	37	1.00	4.00	2.2162	.82108
project feasibility assessment	37	1.00	4.00	2.2162	.88616
project financial management	37	1.00	5.00	2.5676	1.34455
project monitoring and evaluation	37	1.00	5.00	2.5946	1.16570
Valid N (listwise)				9.59	4.217
	37				
Average				2.396	1.05435

Table 4.5 presents the Respondents rating of Board Of Managers Project Management Skills and shows that the Mean average of 2.39865 on a 5 point Likert scale which is 48% and a Standard Deviation 1.05435, which is above 1.00 reflecting a divergence of opinion on Respondents rating of Board Of Managers Project Management Skills.

4. 4. Involvement Level of Board of Managers

This section presents respondents responses on frequency of meetings on school infrastructural development committees, mode of decisions making by school infrastructural development committees, respondents level of satisfaction with your involvement in the decisions made by the committees, respondents opinion on effectiveness of involvement of the board of managers on sustainability of school infrastructure projects

Table: 4.6. Frequency distribution on Involvement Level of Board of Managers

	Frequency	Percent
Monthly	3	8
Quarterly	28	76
Annually	6	16
Total	37	100
Mode of decisions making by school infrastructural development Committees		
Voting	5	14
Consensus	29	78
Others	3	8
Total	37	100
Respondents level of satisfaction with your involvement in the decisions made by the Committees		
Yes	25	68
No	12	32
Total	37	100
Respondents opinion on effectiveness of involvement of the Board of Managers on sustainability of school infrastructure projects		
Yes	21	57
No	16	43
Total	37	100

Table 4.6 presents’ respondents responses on frequency of meetings on school infrastructural development committees, with 76% of the respondents saying Quarterly while 8% of the respondents said Monthly. On Mode of decisions making by school infrastructural development Committees, 78% of the respondents said Consensus while 8% of the respondents said others modes

are used besides consensus and voting. On respondents level of satisfaction with your involvement in the decisions made by the Committees 68% of the respondents said Yes while 32% of the respondents said No. On respondents opinion on effectiveness of involvement of the Board of Managers on sustainability of school infrastructure projects with 57% of the respondents saying Yes while 43% of the respondents said No.

Table 4.7 Descriptive Statistics on Involvement Level of Board of Managers

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Project Identification Stage	37	1.00	4.00	2.2703	1.12172
Project Planning Stage	37	1.00	4.00	2.2973	1.02374
Implementation Stage	37	1.00	4.00	2.3243	1.02886
Control Stage	37	1.00	4.00	2.6216	1.20994
Valid N (listwise)	37				
Average					

Table 4.7 presents the Respondents rating on Involvement Level of Board of Managers and shows that the Mean average of 2.3784 on a 5 point Likert scale which is 48% and a Standard Deviation 1.09607, which is above 1.00 reflecting a divergence of opinion on Respondents rating on Involvement Level of Board of Managers

4.5. Boards of Managers Project Support

This section presents the respondents opinion on implement resolutions of resolutions made by the committee being fully implemented by the school BOM, duration taken by BOM in sustain the decisions of implementation of school infrastructure projects, respondents opinion on effectiveness of the level of BOM project support on sustainability of school infrastructure projects. The section presents descriptive statistics Board of Managers project Human resources Support, Board of Managers project material, Support, Board of Managers project Technical Support and Board of Managers project Financial Support

Table 4.8 Frequency Distribution on Boards of Managers Project Support

Respondents opinion on implement resolutions of resolutions made by the Committee being fully implemented by the School BOM	Frequency	Percent
Always	5	14
Sometimes	32	86
Total	37	100
Duration taken by BOM in sustain the decisions of implementation of school infrastructure projects		
Monthly	5	14
Quarterly	23	62
Annually	9	24
Total	37	100
Respondents opinion on effectiveness of the Level of BOM Project Support on sustainability of school infrastructure projects		
Yes	28	76
No	9	24
Total	37	100

Table 4.8 Presents responses Respondents opinion on implement resolutions of resolutions made by the Committee being fully implemented by the School BOM 86% of the respondents said Sometimes while 14% of the respondents said Always and Duration taken by BOM in sustain the decisions of implementation of school infrastructure projects 62% of the respondents said Quarterly and 24% of the respondents aid Annually with 14% of the respondents saying Monthly,

Respondents opinion on effectiveness of the Level of BOM Project Support on sustainability of school infrastructure projects 76% of the respondents said Yes and 24% of the respondents said No

Table 4.9 Descriptive Statistics on Boards of Managers Project Support

	N	Minimum	Maximum	Mean	Std. Deviation
Board of Managers project Financial Support	37	1.00	4.00	2.1622	1.04119
Board of Managers project material Support	37	1.00	4.00	2.2432	.98334
Board of Managers project Technical Support	37	1.00	4.00	2.4054	1.01268
Board of Managers project Human resources Support	37	1.00	4.00	2.4865	1.12105
Valid N (listwise)	37			2.3784	1.09607

Table 4.9 presents the Respondents rating on Boards of Managers Project Support and shows that the Mean average of 2.3784 on a 5 point Likert scale which is 48% and a Standard Deviation 1.09607, which is above 1.00 reflecting a divergence of opinion on Respondents rating on Boards of Managers Project Support

4.6. Adherence to Government Policies

This section presents respondents responses on The BoM adherence to the CDF Act (2012), Respondents rating of the BoM adherence to the PFM Act (2012), Respondents rating of the BoM adherence to the CDF guidelines (2012), Respondents rating of the BoM adherence to the PPOA Act (2012). It also presents descriptive statistics for The BoM adherence to the CDF Act (2012), Respondents rating of the BoM adherence to the PFM Act (2012), Respondents rating of the BoM adherence to the CDF guidelines (2012), Respondents rating of the BoM adherence to the PPOA Act (2012).

Table 4.10 Adherence to Government Policies

The BOM adherence to the CDF Act (2012)

	<u>Frequency</u>	<u>Percent</u>
Excellent	5	14
Good	17	46
Not Sure	6	16
Not Good enough	9	24
Total	37	100

Respondents rating of the BoM adherence to the PFM Act(2012)

Excellent	5	14
Good	12	32
Not Sure	11	30
Not Good enough	9	24
Total	37	100

Respondents rating of the BoM adherence to the PPOA Act (2012)

Excellent	3	8
Good	22	60
Not Good enough	9	24
Not good At all	3	8
Total	37	100

Respondents rating of the BoM adherence to the CDF guidelines (2012)

Excellent	9	24
Good	16	43
Not Sure	3	8
Not Good enough	9	24
Total	37	100

Table 4.10 Presents responses on the BoM adherence to the CDF Act (2012), 46% of respondents said good while 14% of the respondents said Excellent, Respondents rating of the BoM adherence to the PFM Act (2012) 32% of the respondents of respondents said Good and 14% of the respondents said Excellent, on Respondents rating of the BoM adherence to the PPOA Act (2012) 60% of the respondents said Good while 8% of the respondents said Not good at all 8% of the respondents which said Excellent and, On Respondents rating of the BoM adherence to the CDF guidelines (2012) 43% of the respondents said Good while 8% of the respondents said Not Sure

Table 4.11 Descriptive Statistics Adherence to Government Policies

	N	Minimum	Maximum	Mean	Std. Deviation
Respondents rating of the influence of BoM adherence to the CDF Act (2012) on sustainability of the CDF funded school infrastructure project	37	1.00	4.00	1.9730	.92756
Respondents rating of the influence of BoM adherence to the PFMA Act (2012) on sustainability of the CDF funded school infrastructure project	37	1.00	4.00	2.5135	.98943
Respondents rating of the influence of BoM adherence to the PPOA Act(2012) on sustainability of the CDF funded school infrastructure project	37	1.00	5.00	2.6216	1.03686
Respondents rating of the influence of BoM adherence to the CDF guidelines on sustainability of the CDF funded school infrastructure project	37	1.00	4.00	2.2703	1.12172

	N	Minimum	Maximum	Mean	Std. Deviation
Respondents rating of the influence of BoM adherence to the CDF Act (2012) on sustainability of the CDF funded school infrastructure project	37	1.00	4.00	1.9730	.92756
Respondents rating of the influence of BoM adherence to the PFMA Act (2012) on sustainability of the CDF funded school infrastructure project	37	1.00	4.00	2.5135	.98943
Respondents rating of the influence of BoM adherence to the PPOA Act(2012) on sustainability of the CDF funded school infrastructure project	37	1.00	5.00	2.6216	1.03686
Respondents rating of the influence of BoM adherence to the CDF guidelines on sustainability of the CDF funded school infrastructure project	37	1.00	4.00	2.2703	1.12172
Valid N (listwise)				2.3446	1.0188925
Average					

Table 4.11 presents the Respondents rating on Adherence to Government Policies and shows that the Mean average of 2.3446 on a 5 point Likert scale which is 47 % and a Standard Deviation 1.01889, which is above 1.00 reflecting a divergence of opinion on Respondents rating on Adherence to Government Policies

4.7. Hypothesis Testing and Interpretation of Results

The level of significance refers to the level of probability that the results obtained from a study are likely to have occurred by chance. To aid in confidence of results from descriptive statistics for this study the researcher has used inferential statistical Chi-Square which allow the examination of the degree of relationship between the independent and dependent variable where data is nominal or Ordinal

Table 4.12 Test Statistics- Chi-Square

	Board of Manager Project Management Skills on sustainability of the CDF funded school infrastructure project	Board of Manager Project support on sustainability of school CDF funded infrastructure projects	Board of Manager Level of involvement in projects on sustainability of CDF funded infrastructure projects	BoM adherence to the Government policy on sustainability of the CDF funded school infrastructure project
Chi-Square	3.270	4.568	9.757	3.270
Df	1	1	1	1
Asymp. Sig.	.071	.033	.002	.071

Ho. Board of Manager Project Management Skills has no significant influence on sustainability of school CDF funded infrastructure projects.

Table 4.12 presents the Non parametric test Statistics results on influence of Board of Manager Project Management Skills have a critical value of .071, which is more than 0.05 ($P > 0.05$) and hence has a no significant influence at 5% significance level of confidence. The study accepts the null hypothesis, that Board of Manager Project Management Skills has no significant influence on sustainability of school CDF funded infrastructure projects

Ho. Board of Manager Project support has no significant influence on sustainability of school CDF funded infrastructure projects

Table 4.12 presents the Non parametric test Statistics results on influence of Board of Manager Project Management support has a critical value of .033, which is less than 0.05 ($P < 0.05$) and hence has a significant influence at 5% significance level of confidence. The study accepts the alternative

hypothesis, that Board of Manager Project support has a significant influence on sustainability of school CDF funded infrastructure projects

Ho. Board of Manager Level of involvement in projects has no significant influence on sustainability of school CDF funded infrastructure projects

Table 4.12 presents the Non parametric test Statistics results on influence of Board of Manager Level of involvement in projects have a critical value of .002, which is less than 0.05 ($P < 0.05$) and hence has a significant influence at 5% significance level. The study accepts the Alternative hypothesis, that Board of Manager Level of involvement in projects has a significant influence on sustainability of school CDF funded infrastructure projects

Ho: Adherence to Government policies has no significant influence on sustainability of school CDF funded infrastructure projects

Table 4.12 presents the Non parametric test Statistics results on influence of Adherence to Government policies have a critical value of .071, which is more than 0.05 ($P > 0.05$) and hence has a no significant influence at 5% significance level. The study accepts the null hypothesis, that Adherence to Government policies has no significant influence on sustainability of school CDF funded infrastructure projects

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter looks a summary of findings, answers to research questions, conclusions, recommendations of the study and room for further study.

5.2 Summary of Findings

The study was an investigation of the influence of Boards' of Managers on sustainability of constituency development funded infrastructure projects in secondary schools within Central Imenti Constituency-Meru County. The objectives of the study were to determine how BOM project management Skills, to establish how BOM project support influence, to determine how BOM level of involvement in projects and to establish how government policies influence sustainability of school CDF funded infrastructure projects. On the satisfaction with project implementation skills of the Board of Managers, majority of the respondents said they were satisfied.

On rating of the project prioritization of the school CDF infrastructure projects by the Board of Managers, majority said this was excellent while on respondents rating of the project monitoring and evaluation of the school CDF infrastructure projects by the Board of Managers majority of the respondents said this was well done. The findings on frequency of meetings on school infrastructural development committees, indicate majority of the respondents saying this was done Quarterly, while on the Mode of decisions making by school infrastructural development Committees, majority of the respondents said Consensus was most popular mode. On respondent's level of satisfaction with their involvement in the decisions made by the Committees, majority of the respondents said they were satisfactorily involved.

On effectiveness of involvement of the Board of Managers on sustainability of school infrastructure projects majority of the respondents said they were satisfactorily involved. On satisfaction implementation of resolutions made by the Committee by the School BOM, majority of the respondents said sometimes the resolutions were fully implemented. The findings on duration taken by BOM in sustaining the decisions of implementation of school infrastructure projects, majority of

the respondents said this was quarter of a year, while on effectiveness Level of BOM Project Support on the sustainability of school infrastructure projects, majority of the respondents this was effective. On the BoM adherence to the CDF Act (2012), majority of respondents said this was well done, while on the BoM adherence to the PFM Act (2012) majority of the respondents of respondents said this was good.

On the rating of the BoM adherence to the PPOA Act (2012), majority of the respondents said this was good, while on the rating of the BoM adherence to the CDF guidelines (2012) majority of the respondents said these was also good. On Influence of Board of Manager Project Management Skills have no significant influence on sustainability of school CDF funded infrastructure projects, while influence of Board of Manager Project Management Skills has a significant influence on sustainability of school CDF funded infrastructure projects. Influence of Board of Manager Level of involvement in projects has a significant influence on sustainability of school CDF funded infrastructure projects while influence of adherence to Government policies has a no significant influence on sustainability of school CDF funded infrastructure projects.

5.3 Discussions

Influence of BOM project management Skills on sustainability of school CDF funded infrastructure projects; the study accepts the null hypothesis, that Board of Manager Project Management Skills has no significant influence on sustainability of school CDF funded infrastructure projects. The findings are considerably consistent with the assertion that; - Executives with a higher level of education are able to make better quality decisions because of their higher cognitive abilities to process and analyze information (Papadakis and Barwise, 2012), as all the principals were university level graduates with substantial years of management experience and therefore not dependent very Board of managers technical skills to mount a sustainable school CDF funded infrastructure. The findings are supported by Malmendier and Nagel (2011) who also found that CEOs who have the experiences of macroeconomic shocks are less likely to take financial risk which can also be supported by Xie et al. (2003) found that the members on audit committee with financial background or working experience can better understand earnings management behavior relative to those without such background or experience. Therefore, where the Principal who is the CEO has the

appropriate skills as most of the respondents in this study did, there will be little influence by the BOM project management skills. Further to this findings CDF projects are also directly monitored by the CDF committee which has at its' disposal technical experts in project management skills and requisite experience as the CDF Act 2013 recognizes the value of community involvement in project implementation and provides for PMCs. The 2013 Act provides that projects shall be implemented by the project management committee in each case, with the assistance of the relevant department of Government.

Influence of BOM project support on sustainability of school CDF funded infrastructure projects; the study accepts the alternative hypothesis, that Board of Manager Project support has a significant influence on sustainability of school CDF funded infrastructure projects. The findings are supported by Muller and Turner, (2007) who found that Boards of management wants a project manager not just with appropriate competencies, but also with appropriate focus for their work and thus their support will be critical to the project sustainability.

Similarly the findings are corroborated by those of Wateridge (1995) who had found that in choosing a project management methodology, the project sponsor or project manager should identify the relevant success criteria, from them, determine appropriate success factors to increase the chance of achieving those success criteria, and then select a project management methodology that delivers those success factors, thus the BOM being directly involved renders such support as to sustain the success of the project.

Influence of BOM level of involvement in projects on sustainability of school CDF funded infrastructure projects; the study accepts the alternative hypothesis, that Board of Manager Level of involvement in projects has a significant influence on sustainability of school CDF funded infrastructure projects. The findings are in line with the legal provisions as Section 21 of the CDF Act stipulates that all projects to be financed by the Constituencies Development Fund should be community based in order to ensure that the prospective benefits are awarded and spread to a cross-section of the inhabitants of a particular area.

Therefore the location meetings in consultation with other key grassroots community members should be involved in setting of the projects objectives, identifying activities to be carried out, determining the resources required time frames, responsibilities, expected outputs, success indicators and how monitoring and evaluation should be conducted and the study found this to have been effectively taken place where sustainability of school CDF funded infrastructure as this allows sharing of the vision through need assessment, followed by group discussion analysis. Further the findings are consistent with those of Kerote (2007) who found that BOM level of involvement will not only confirm the need for change, but also clarify the scope of the problem at hand and the resource-based available from the school community

Influence of adherence to government policies on sustainability of school CDF funded infrastructure projects; the study accepts the null hypothesis, that Adherence to Government policies has no significant influence on sustainability of school CDF funded infrastructure projects. The findings are supportive of the fact that, CDFC has power to, themselves, manage, monitoring and evaluation within the CDFC projects, which is self-regulation and is wrong. It also allows the unfaithful CDFC not to institute monitoring and evaluation to some projects they either have interest in or have interest of hiding something. Mulwa (2007) found that, any judgment that emanates from evaluation would largely depend on the value system from which evaluating party originates.

The findings support the implied situation where Under the CDF Amendment Act (2007), project under the fund shall be implemented by a project management committee in each case with the assistance of relevant government department. The Act further stipulates that where a project involves several sectors for instance education, water and public health several government departments will be involved. Therefore as Gikonyo (2008) found, CDF projects are implemented by the respective government department in which they fall and the question of the influence of BOM in adhering to government policy does not arise as the options are nil irrespective of their discomfort with the provisions of the CDF Act.

5.4 Conclusions

The study concludes that Board of Manager Project Management Skills has no significant influence on sustainability of school CDF funded infrastructure projects and these can be attributed to the diversity scope in the appointment of the BOM membership as project management skill is not an emphasis. However the Competencies of the principal and the technical expertise and experience of the CDFC membership has also rendered the influence of BOM project management skills as non essential in the School CDF funded projects . However some BOM have had a significant input in the moderating extremes where CDFC had a direct conflict of interest in the project resourcing as the BOM has a statutory oversight role over the school development projects.

The study concludes that Board of Manager Project support has a significant influence on sustainability of school CDF funded infrastructure projects and this is attributed to BOM choosing a project management methodology as key project sponsors and helping the principals and CDFC project manager identify the relevant success criteria. The BOM has been found to determine and support appropriate success factors to increase the chance of achieving those success criteria for sustained school CDF funded infrastructure projects through human and financial capital support. Specifically the Harambee spirit has been spearhead by the BOM in support of school CDF funded infrastructure projects.

The study concludes that Board of Manager Level of involvement in projects has a significant influence on sustainability of school CDF funded infrastructure projects and these is attributed to the location meetings in consultation with other key grassroots community members involved in setting of the projects objectives, identifying activities to be carried out, determining the resources required time frames, responsibilities, expected outputs, success indicators and how monitoring and evaluation is to be conducted which has allowed sharing of the vision through need assessment at both constituency and ward levels as stipulated in the CDF Act.

The study concludes that Adherence to Government policies has no significant influence on sustainability of school CDF funded infrastructure projects and these is attributed to CDF act 2003 under which the society is expected to organize itself with the assistance of relevant government ministries in efficient implementation of the project which meets their felt needs. However there have

been several cases of abuse of the fund coupled with interference from politicians directly or through their proxies.

5.5 Recommendations

1. The study recommends on Board of Manager Project Management Skills that in future there should be within the BOM a member who has sound project management background from whichever other profession like engineering or community development so that the principal is better supported from within the BOM in the school development projects not left to the whims of the CDFC and also where the projects are not CDF funded.
2. The study recommends on Board of Manager Project support should be improved to specific aspect of support like contribution by stakeholders and direct input contribution by the end users so as to increase the level of sustainability. Though BOM support has been found to influence the sustainability of the projects, it should be better done with the principals support separated from the support of the other board members through direct resource mobilization from other sources besides the CDF contributed funds.
3. The study recommends on Board of Manager Level of involvement should be improved by specifically establishing a special ad hock committee of BOM to be involved at all the stages of the project cycle in direct participation with the CDFC and where need arise the BOM should co-opt professionals and experts to shed light where they may not have expertise to participate in specific technical decisions. There should be a separate evaluation of BOM and the participation of the principal as the principals' role is secretary to the BOM and not BOM on issues of oversight.
4. The study recommends on Adherence to Government policies that Monitoring and reporting should be strengthened and deepened in all CDF projects by other independent body to avoid the conflict of interest and political interference. It is a fact that, the CDF Act, 2013 emphasizes on the Monitoring and Evaluation should be by the CDFC which has also been declared unconstitutional and hopefully then compliance and accountability issues raised in the judgment shall mend the loopholes which negate BOMs' influence through adherence.

5.6 Room for Further Studies

The study has established the level of significance of the influence of on Board of Manager Project Management Skills, Board of Manager Project support, Board of Manager Level of involvement and Board of Manager Adherence to Government policies on sustainability of school CDF funded infrastructure projects; however, there are areas that this study recommend further investigation which include:-

1. The efficacy of the CDFC on sustainability of the CDF funded school infrastructure project.
2. Secondly there is need to have an evaluation of the effectiveness of the CDF funds; in light of the declared unconstitutionality of the CDF Act due to compliance and accountability challenges.
3. Finally a study on the influence of the legal and regulatory environment on the sustainability of CDF school funded project would be critical due to the vested interest among the many stakeholders whose tenure of office varies and succession battles reign especially among the elected leaders.

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APPENDICES

Appendix I **Introduction letter**

May, 2014

Paul M. Gitau
P. O. Box 100 (60125)
Kubukubu

Dear Respondents,

I will be very Grateful if you kindly provide a true information in the following questionnaires as it will help me in data collection for academic purpose for my Masters of Arts In Project planning and management of University of Nairobi. I am undertaking a study on the “Influence of Boards’ of Managers on sustainability of school infrastructure projects in Secondary Schools in Imenti central constituency” in partial fulfillment of the requirements for the degree.

I would be Grateful for your corporation. Thanks in advance.

Yours faithfully

Paul Mucai Gitau
L50/62121/2013

Appendix II

QUESTIONNAIRE FOR RESPONDENTS

The aim of this study is to investigate the Influence Of Boards' Of Managers On Sustainability Of Constituency Development Funded Infrastructure Projects In Secondary Schools. Your sincere responses will be essential to the study. Information given will be treated with confidentiality. Please tick or indicate where appropriate

SECTION A: Personal Data

1. Indicate your position in the School management?

MEMBERSHIP	Tick (✓)
Principal	
Chair person Boards of managers	
Parent and Teacher association	

2. How long have you been in your position?

Less than one year 1-5 years 5-10 years over 10 years

3. Please tick where your age falls

20-30 year 31-40 year 41-50 years over 50 years

4. Indicate your Gender

Male Female

5. Indicate your highest level of education

Secondary University College Others

Section B. Board of Managers Project Management Skills

6. Are you satisfied with the project implementation skills of the Board of Managers?

a. Yes No

7. How would you rate the project prioritization of the school CDF infrastructure projects by the Board of Managers?

a. excellent b. Good c. Not sure d. Not good e. Not good at all

8. How would you rate the project monitoring and evaluation of the school CDF infrastructure projects by the Board of Managers?

a. excellent b. Good c. Not sure d. Not good e. Not good at all

9. How would you rate the project identification of the school CDF infrastructure projects by the Board of Managers?

a. excellent b. Good c. Not sure d. Not good e. Not good at all

10. Kindly rate on a scale of 1-5 the extent to which each of the following is influenced by BOM Project Management Skills on sustainability of CDF funded school infrastructure project. using the key **SA**–Strongly Agree; **A**-Agree; **N**-Neutral; **D**-Disagree; **SD**-Strongly Disagree

Measure	SA (5)	A (4)	N(3)	D(2)	SD(1)
a. Needs assessment					
b. project feasibility assessment					
c. project financial management					
d. project monitoring and evaluation					

SECTION C: Involvement level of Board of Managers

11. How frequent do you meet on school infrastructural development Committees?

Weekly Monthly Quarterly Annually Others

12. How decisions are made in these school infrastructural development Committees?

Voting Consensus others (specify).....

13. Are you satisfied with your involvement in the decisions made by the Committees?

Yes No

14. Kindly state reasons for your answer to the question 14 above

.....

15. Do you find involvement of the Board of Managers effective on sustainability of school infrastructure projects

Yes No

16. Kindly rate on a scale of 1-5 the extent to which the Board of Managers are involved on the CDF funded school infrastructure project. Using the key; very much (**VM**) , Much (**M**), Neutral(**N**), not Much (**NM**) and Not at all (**NAT**).

Measure	VM (5)	M(4)	N(3)	NM(2)	NAT (1)
a. Project Identification Stage					
b. Project Planning Stage					
c. Implementation Stage					
d. Control Stage					

SECTION D: Board of Managers Project Support

17. Are resolutions made by the Committee fully implemented by the School BOM?

Always Sometimes Never

18. Suggest two ways in which decision making in the Committees can be improved through BOM support.

-
19. How long, does the BOM sustain the decisions implementation of school infrastructure projects?

Weekly Monthly Quarterly Annually Never

20. Do you find Level of BOM Project Support effective on sustainability of school infrastructure projects

Yes No

21. Kindly rate on a scale of 1-5 the extent to which Board of Managers project Support influence sustainability of the CDF funded school infrastructure project. using the key **SA**–Strongly Agree; **A**-Agree; **N**-Neutral; **D**-Disagree; **SD**-Strongly Disagree

Measure	SA (5)	A (4)	N(3)	D(2)	SD(1)
a. Board of Managers project Financial Support					
b. Board of Managers project material Support					
c. Board of Managers project Technical Support					
d. Board of Managers project Human resources Support					

Section E. Part 4: Government Policies

22. How would you rate the BoM adherence to the CDF Act (2012)?
 a. excellent b. Good c. Not sure d. Not good e. Not good at all

23. How would you rate the BoM adherence to the PFM Act (2012)?
 a. excellent b. Good c. Not sure d. Not good e. Not good at all

24. How would you rate the BoM adherence to the PPOA Act (2012)?
 a. excellent b. Good c. Not sure d. Not good e. Not good at all

25. How would you rate the BoM adherence to the CDF guidelines (2012)?
 a. excellent b. Good c. Not sure d. Not good e. Not good at all

26. Do you find BOM adherence to government Policies influence the sustainability of CDF funded school infrastructure project

Yes No

27. Kindly rate on a scale of 1-5 the extent to which BoM adherence to Government Policies influence the sustainability of CDF funded school infrastructure project. using the key **SA**–Strongly Agree; **A**-Agree; **N**-Neutral; **D**-Disagree; **SD**-Strongly Disagree

Measure	SA (5)	A (4)	N(3)	D(2)	SD(1)
a. The CDF Act					
b. The PFMA Act					
c. The PPOA Act					
d. The CDF guidelines					

Section F. Part 1: Sustainability of School Infrastructure Project

28. Kindly rate on a scale of 1-5 the extent to which boards’ of managers influence the following sustainability aspects of the CDF funded school infrastructure project. using the key **SA**–Strongly Agree; **A**-Agree; **N**-Neutral; **D**-Disagree; **SD**-Strongly Disagree

Measure	SA (5)	A (4)	N(3)	D(2)	SD(1)
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Technical sustainability					
Financial sustainability					
Managerial sustainability					
Project Benefits sustainability					

29. In your opinion what other factors would influence CDF funded school infrastructure project?

- i.
- ii.
- iii.

Thank you for your time and cooperation