

**FACTORS INFLUENCING IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT
FUNDS PROJECTS IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
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DECLARATION

I declare that this research project report is my original work and has not been presented for a degree or diploma award in any other university.

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

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DEDICATION

I dedicate this work to my husband Festus Kiai, my children Ivy Gakii, Ryan Kamotho and my parents.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDCS: Constituency Development Committees

CDF : Constituency Development Funds

FPE: Free Primary Education

FSE: Free Secondary Education

ICT:Information Communication Technology

KESSP: Kenya Education Support Program

LATF:Local Authority transfer Funds

NGO: Non- Governmental Organization

IAD:Intergovernmental Authority on Development

PMT:Project Management

RMLF:Roads Maintenance Levy Funds

SWAP: Sector –Wide Approach

USA:United State of America

ABSTRACT

The study sought to ascertain factors influencing implementation of CDF projects in public secondary schools in Mombasa County, Kenya. The objectives of the study were to establish whether skills influence implementation CDF projects in public secondary schools in Mombasa County, Kenya, stakeholders participation influence implementation CDF projects in public secondary schools in Mombasa County, Kenya, project characteristics influence implementation CDF projects in public secondary schools in Mombasa County, Kenya and finally and not the least to determine whether accountability influence implementation CDF projects in public secondary schools in Mombasa County, Kenya. The target population of study comprised beneficiaries of CDF projects in Kisauni Sub-County as well as school head teachers who were involved in projects implementation. The researcher selected a sample of 118 respondents consisting both students and Head Teachers. A descriptive survey method was used in this study due to its reliability and ability to produce statistical information that could be analyzed. A pilot study conducted using pre-test method to test the viability and reliability of questionnaires administered. The hypothesis was tested to determine the relationship between independent and dependent variables using Pearson chi-square at 95% level of confidence .The relationship between skills, stakeholders' participation, project characteristics and accountability and implementation of CDF projects in public secondary schools in Mombasa County, Kenya. The findings indicated that skill, stakeholders' participation,accountability and project characteristics influence implementation of constituency development funds in public secondary schools inMombasa County. The study concluded that skills are keys to development,integration of stakeholders to development,projects; duration, value,benefits and type; should be considered and transparency are critical for success of projects.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Globally, Parliamentary involvement in grassroots projects and in community development has been growing in a diverse set of countries, including Kenya, Pakistan, India, Uganda, Bhutan, Jamaica and Papua New Guinea. One tool for this involvement is Constituency Development Funds (CDFs), which dedicate public money to benefit specific political subdivisions through allocations and/or spending decisions influenced by their representatives in the national parliament. Several projects have been funded through CDF which resemble the USA congressional allocation called member item (Basik, 2010)

In Kenya, Constituency Development Fund was created in 2003 under CDF Act 2003, Kenya Gazette supplement No 107(Act No.11), with aim of ironing out regional imbalances brought about by political patronage .The CDF provide funds to constituencies and is accompanied by LATF and RMLF funds in the grassroots. This development aims at changing social structures, popular attitudes, and national institutions as well as the acceleration of economic growth, reduction of inequality and the eradication of poverty. In improving the socio-economic conditions of people in a country, development has to focus in all sectors/institutions in the society both in urban and rural settings. In response there has been growing interest in new approaches to national development intended to bring the poor more rapidly into full participation in development decisions, implementation and benefits. Through these

funds many projects have been funded in almost all sector including educational projects. (Nyaguthii and Oyugi, 2013).

Devolution of funds is one of the strategies which the government is emphasizing on so as to realize vision 2030. CDF projects at the constituency level like bursaries projects, infrastructure projects such as construction of classrooms ,laboratories, dormitories, and toilets, instructional materials projects, and extra curriculum projects are some of the projects CDF embark on in public secondary school. All these projects have increased access to education, and significantly influenced the implementation of educational programs (Ndege, 2011).

1.2 Statement of study

For learning to be undertaken in secondary schools without inconvenience, physical facilities have to be adequate. That's why the Government of Kenya allocates some funds for the implementation of secondary school projects. The constituency Development Fund also contributes towards these projects. The schools also raise money through collection of fees to ensure the projects are implemented as per the priority and need basis (Ngasura,2009).The school principals and Board of Management work together in the selection and overseeing the implementation of these projects. The performance of projects in public secondary schools is key to their overall performance even academically.

Many public secondary schools are lacking these physical facilities hence interfering with learning process. In 2005, the government through the Ministry of Education started an approach known as 'Sector –Wide Approach (SWAP)'.This approach was meant to bring all the stakeholders on board for the purpose of coordinating in provision of education. The government also developed Kenya Education Sector

Support Program (KESSP) to give every Kenyan the right to quality education and training. Free Primary Education (FPE) and Free Secondary Education (FSE) have increased enrollment in secondary schools thereby calling for more physical facilities to cater for the swelling number of learners. Many secondary schools have undertaken many development projects in order to accommodate the increasing number of students (Ohba, 2009).

On the other hand, implementation of these projects has been affected by various factors. Implementation of projects in public secondary schools in Mombasa County has stalled despite efforts from various stakeholders to fund these projects. In spite of the funding and support from the government, many schools do not have adequate classrooms, laboratories, dining halls, computer rooms, dormitories and toilets.

There could be reasons as to why these projects are never implemented or experience difficulties in being implemented. Sometimes parents are unable to pay the fees stipulated due to high rate of poverty. Others include poor planning, lack of skills, and mismanagement of funds, poor decision making and level of experience of school management leading to project failure despite huge investments in terms of money pumped into the projects. This study seeks to find out the factors influencing implementation of Constituency Development Fund projects in public secondary schools in Mombasa County.

1.3 Purpose of the study

The purpose of the study was to examine the factors influencing implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya.

1.4 Research objectives

The study was guided by the following objectives:

- i. To establish whether skills influence implementation Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.
- ii. To establish whether stakeholder participation influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.
- iii. To establish whether accountability and project implementation affects Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.
- iv. To establish how project characteristics influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

1.5 Research Questions

The study was to answer the following research questions:

- i. To what extent do skills influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya?
- ii. How does stakeholder's participation influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya?
- iii. How does accountability influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya?
- iv. To what extent do project characteristics influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya?

1.6 Research Hypothesis

The study was to test the hypothesis to find out if there is any relationship between skills, stakeholder's participation, accountability and project characteristics and implementation of constituency development funds projects in public secondary in Mombasa County, Kenya.

The hypothesis tested to find out any relationship as follows,

- i. Skills influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.
- ii. Stakeholder's participation influence implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya.
- iii. Accountability influence implementation of constituency development funds projects in public secondary schools in Mombasa county, Kenya
- iv. Project characteristics influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

1.7Significance of the study

The research was beneficial to stakeholders by enlightening them on barriers which affect implementation of projects in Mombasa County. The study was of value to government in terms improving future projects. The study was also to contribute to the existing body of knowledge and form the basis for further research in areas with similar characteristics.

1.8Basic Assumption of the study

The study assumed that skills, stakeholders' participation, accountability and project characteristics influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya. The researcher also assumed that the selected sample of respondents had knowledge on project

implementation in Mombasa County, Kenya and they would provide acceptable coverage of area under the study. Sincere respondents, agreement of the participants to answer the questionnaires and availability of targeted respondents for interviews were other basic assumptions.

1.9 Limitations of the study

The researcher experienced several limitations during the research. Lack of documented local literature on projects implementation was one of such limitations and she would be reviewing literature from all over the world. Other expected limitations included limited financial resources and time since the researcher is a full time employee.

1.10 Delimitations of the study

To ensure quality, the researcher ensured quality control measures were in place. In order to capture all the research questions and objectives, the data collection tools were designed carefully. The researcher used available materials to get information and modern technology e.g. use of the internet. The researcher also employed ethical considerations by ensuring informed consent of all the respondents in this study. The study was also to integrate ethical considerations by employing informed consent of the respondents. The sampling of respondents was involved, knowledgeable stakeholders involved in public secondary schools projects in order to improve on quality of the research. The research specifically covered Kisauni Sub County which had benefitted from CDF funds.

1.10 Definition of significant terms used in the study

Implementation: is the realization of an application, or execution of a plan, idea, model, design, specification, standard or policy.

Development: is the process of economic and social transformation that is based on complex and cultural factors in the environment and their interactions.

Accountability: is the responsibility of project organization to account for its activities, admit responsibilities for them and to reveal the results in a transparent manner.

Skills: these are the learned abilities to carry out a task with predetermined results often within a given amount of energy and time.

Stakeholders: these are individuals, entities or organization within or outside the project that have an interest in a given project.

Infrastructure: these are physical structures needed for operation of schools.

1.11 Organization of the study

Chapter one presented the background of the study where objectives, the problem, the purpose of the study were outlined. The research questions, research hypothesis, basic assumptions and the significance of the study were stated. This chapter also addressed the limitations and delimitation of the study. The second chapter outlined the literature review in relation to aspects influencing implementation of

constituency development funds projects for development in public secondary schools in Kisauni Sub-county in Mombasa county Kenya as outlined in the research objectives .These factors included skills, stakeholders participation, accountability and project characteristics. Chapter three explained the research design which was employed, target population, sample size and, data collection instrument, data collection and analysis, ethical considerations and operational. Chapter four presents the responses from the respondents who included students and principals and summary of the data analyzed. Chapter five explains a summary of the main findings, discussions, conclusions and recommendations suggested by the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review carried out for the study topic. The review covers the areas on several areas which are key drivers on effectiveness and efficiency of infrastructural projects. The chapter focuses on practices and factors influencing implementation of constituency development funds projects for development in public secondary schools in Kisauni Sub-county in Mombasa county, Kenya with successful completion.

2.2 Skills in implementation of Projects enterprises

The role of managing projects is very involving and project managers oversee project member permanently attaché to the project office and subject matter experts from the organizations functional, technical and support personnel Hyyari,(2006).

Meeting projects' objectives, schedules, budgets assessing alternatives assessing risks and deciding how to accept avoid or remove or mitigate them and for leading the initiative to successful completion of the project. Project environment is multidimensional in function and core in day to day operations in the project office and the project team. Intra –organization, the parent organization, user community and contractors affect implementation of projects. There are also external organizations having related interests, organizations having oversight authority in the project office. It is a complex situation which presents communication paradigm

unparalleled by any other management position. Project team is often in large number and consist of multifaceted mix of multidisciplinary, inter-organizational, geographical distributed members, internally employed personnel and outsourced or contract staff, the project managers must cope with tenacious lines of authority and power and the project manager must interact with multiple varied groups and stakeholders including inside and outside of the employing organization often with conflicting interests relevant to the project at hand Hyyari, (2006).

Satisfaction of the clients, tight deadlines ,adherence and marshal limited or sometime non-existing resources to get the job done-while shepherding ,motivating and cajoling a diverse universe of personalities up and down the organization chain. They are held accountable for project results but often have little power over personnel matters and they must find way to feature since in the next project they may need the same people. Responsibility without authority is a major problem when having team members having dual reporting structure; the project manager may find it difficult to extent influence over the team members (Pant, and Baroudi, 2008).

(Toor, and Ofori, 2008) suggested that successful project managers are in high demand as organizations strive to deliver successful projects at a faster pace in increasingly complex environments. One of prerequisite requirement of project manager is subject matter knowledge. Effective project managers understand the inner workings of their organizations and know enough about their products/services to hold intelligent conversations with customers, stakeholders, suppliers, and functional leaders within the organization. The best project managers are excellent listeners, and view exchanges with the above groups as learning opportunities.

Project managers that are new to an organization set aside learning time each week to better understand and interact with the four groups noted above. This learning investment is paid back many times over in the form of good decisions, effective meetings, and successful cases, project managers use senior leadership support to get things done(Turner et al, 2010).

Project managers are very good at scheduling update forums with senior leadership project delivery .Project management tools are other essentials of managers (Lloyd, et al 2011).

Effective project managers understand how, when, and why to deploy project management disciplines at different points in a project. Examples of these tools include developing project charters, planning, scheduling, vendor management, risk assessment, budgeting, change management, and project control. Projects cannot be successful without interpersonal skills. Successful project managers know how to motivate people who do not work for them, and keep teams working effectively together. Quite simply, effective project managers tend to be as “likeable” as they are assertive (Lloyd, et al 2011).

Project managers create structure from chaos by using specific tools such as charters, risk assessments, Gantt charts, decision matrices, and many other tools throughout the project.. There are times when interpersonal skills are not enough to garner the support needed from the organization on one or more project tasks. In these and functional leaders, should ensure that all business functions are making the project a priority. As a project manager you will spend a lot of time orchestrating meetings. As a result, you must be comfortable running meetings with wide variety of audiences

All managers plan and manage projects because some projects are quite narrow in scope and are carried out within a single department. For example a marketing plan for a new product may be designed by one individual or by individuals within one department. Broader projects, for example merger, may include numerous people within and outside an organization, likely in geographically dispersed locations. When the size of the initiative requires formation of a project team, members traditionally were chosen for their technical expertise. A prime example is provided by the information technology (IT) arena. The organization of project teams in the IT arena grew from a need for technical expertise in systems analysis and design as well as a need for subject matter expertise from functional area departments. Since the thrust of the initiative was the design, development, and installation of an information system, project management was traditionally awarded to a technical rather than a functional area expert, without regard to leadership skills (Zhao, et al, 2010).

Some of the overriding factors leading to successful project management included technical credibility and the ability to use a systems approach for completing tasks that met performance standards on time and within planned costs. Project manager best suited for project management ventures based on their training, experience, and educational background. The focus of project-management training has been on the technical skills deemed essential to the position, from mastering planning or budgeting processes to cost containment and evaluating risk, however, posits that because managers who are pressed into the role of project manager often focus on technical issues while giving management aspects less credence, they fall short of relating their game plans to the overarching strategy of the organization. While there

is general agreement that a project's success or failure hinges on the abilities of the project manager, there remains a difference of opinion as to what factors are the most important indicators of an effective project manager. Some, though seemingly a declining number, still cling to the opinion that the technical expertise of the project manager is of paramount importance for success; others suggest that interpersonal or "soft" skills are the primary determinant of success; and still others hold that both technical background and leadership skills are necessary for project management success (Zhao, et al 2010).

The skills required for project management are now often divided 50/50 into traditional 'hard' skills, such as risk management and scheduling, and 'soft', people oriented skills, such as interpersonal communication. Leadership skills are on the same level as any other technical activity with which the project manager is faced and project success is based on planning, establishing an effective team, feedback through team meetings, and commitment to the task at hand. A balance between the technical and leadership aspects of project management and the project manager's goals are to build team morale and foster good working relations so everyone is eager to work toward a common goal--project completion. Effective project management is a balance of organizational skills and people skills; "Ideal managers offer a blend of business and technical know-how" Zhao, et al (2010).

An academic training is helpful, but effective since managers also need a technical background. They should understand the complex issues and trade-offs of new technologies. There's no denying the importance of technical expertise to successfully orchestrating a project. Managing an initiative's scope, cost, risk, resources and schedule are all essential skills. Indeed, the quality of up-front

planning--and a project leader's skill at preplanning as project conditions change--can determine a project's fate all on its own. But in rethinking skill hierarchies, many companies have come to view these more as baseline competencies. Now they regard soft skills such as communication, negotiation, conflict management and persuasion, as higher-order skills. The fundamental problems confronting a project manager are related to the management of people, not to the technical challenges. Lack of organization and management skills are the primary reasons project managers fail. Leadership skills of a project manager are more important than are the technical skills. Interpersonal skills should be considered by top management when selecting a project manager (Hurt, and Thomas, 2009).

There is seemingly a general consensus that project managers have to become great communicators. The list of additional skills and abilities contributing to project success seems endless: Political savvy, an understanding of employee motivation, organizational dynamics, and team behavior an ability to delegate, coordinate ideas of diverse individuals, be flexible, and deal well with risk and stress : be results oriented, have strong interpersonal skills, understand the organization, be committed to corporate values, exercise a strong leadership style characterized by authority, responsibility, adaptability, and interface management, and be committed to control and planning; be able to effectively direct teams ; planning, negotiating and consensus-building and networking to name but a few. One recurring theme does seem to be clear: the effective project manager must exercise strong leadership skills. Leadership is different from management, requires different knowledge, a different skill set, and accomplishes a different purpose. Management deals with the present; leadership deals with the future Hurt,& Thomas,(2009).

Management deals with resources; leadership deals with people and personalities. Management deals with facts; leadership deals with ideas. The question, of course, is what types of leadership styles are best suited for the project management/matrix organization environment.(Hurt and Thomas, 2009).

The contributions of leadership style to management effectiveness are huge and subordinates and the work place situation are key factors to consider when selecting an appropriate leadership style. Effective leaders assess their subordinate's aptitude to accomplish a given task, gauge the subordinate's attitude for performing that task, and then select the most appropriate leadership style for that subordinate in a given work place situation. A number of well-noted theorists have referred to the practicality of situational leadership theory for studying leadership in a project management, or matrix organization environment. The importance of leaders being flexible and adaptable; demonstrating that individual subordinates should be treated differently from one another; acknowledging that changing situations call for modified leadership styles; and recognizing that situations can be altered by developing the skills and raising the confidence of subordinates Morris, (2009).

Flexible and dynamic leadership rather than static and is the best model for analyzing leadership in a project management environment. To be considered effective, project managers should exercise the appropriate style for each type of subordinate, assigned and attached. For countries with high education levels and significant industrialization, most organization leaders use a combination of selling and participating leadership styles. The appropriate style for most employees in most

organizations: the two other styles, telling and delegating have legitimate uses in organizations (Morris, 2009).

Effective project manager uses Coaching or Supporting leadership styles. Coaching leadership use their conceptual skills to make a point are proactive, and oriented towards efficiency. Additionally, they project self-confidence, communicate effectively (use of oral presentations), promote group cohesion (manage the group process), gain cooperation from others (use of socialized power), provide feedback (develop others), and use their unilateral power appropriately. Supporting leadership is reflective of project managers who use their conceptual skills, are orientated toward efficiency, proactive, self-confident, good communicators, and team builders (managing group process), make use of socialized power, develop others, and have stamina and adaptability. However, they are not perceived by subordinates as not expressing themselves with emotion (spontaneous behavior) nor using their unilateral power appropriately Morris, (2009).

Planning/organizing, networking and informing are the most significant managerial practices in the leadership behavior of project managers. Underlying most project-management training efforts today are standards and practices created by the Project Management Institute (PMI). The project management training a distillation of the knowledge, skills, tools and techniques generally accepted as best practice in the discipline, serves as a training blueprint for many business organizations and educational institutions. Five key processes for the effective management of most projects (initiating, planning, executing, monitoring and controlling, and closing), as well as nine supporting knowledge areas (project integration, scope, time, cost, quality, human resource, communications, risk and procurement management).There

is a the need for a balance between hard and soft skills within project management education in universities and suggests that educators within this discipline should recognize the importance of incorporating greater human skills aspects into their educational programs.

(Pant & Baroudi, 2008), points out that an individual aspiring to be a project manager should take classes that emphasize communication, should have a solid background in mathematics, and Soft Skills and Technical Expertise a familiarity with personal computers. He further states that the potential project manager needs to have “at least a bachelor's degree, although it need not be in a business- or management-related concentration. In fact, a degree in a specific subject area is helpful for providing expertise and guidance on projects that require background knowledge. The researchers concluded that “individuals exhibiting a concern for people leadership style and those with a balance between concern for task and concern for people leadership styles are good candidates for project management positions as well as training/education in project management (Zielinski, 2005).

2.3 Stakeholders Participation in projects implementation

Powell and Vagias (2010) opined that integration of all stakeholders is one principle for a successful participation. This help in providing valuable information regarding needs, resources, realistic objectives, and practical considerations for a project, recognizing hidden items that might not be obvious in the planning stage, identifying points of opposition and obtained prevent problems during implementation, encouraging a sense of ownership in the project and involvement during the implementation stage, ensuring the focus of a project remains on the people it is meant to serve.

Implementation of projects should start once stakeholders are identified, characterized and structured, participation level attributed and participation techniques decided. Adherence to the principles in Section1, such as the early involvement of the stakeholders and the establishment of clear rules, is essential for a successful participation process. This implies that the project management clearly understands each step of the proposed participatory process, especially the participatory techniques. In order to motivate the stakeholders to remain active in the process until the end, an adequate information and publicity about the techniques is useful. An inappropriate implementation can lead to stakeholder's mistrust and frustration, and as consequence, a failure of the project (Karlsen, 2002).

To implement such projects, stakeholders must be identified, characterized and organized, in order to give them a specific degree of participation, thereby accounting for their heterogeneity. Participatory techniques must then be chosen

according to the specified degree of participation. The idea is that stakeholders can be involved to different degrees, using parallel and varying participatory techniques.

Finally, when the entire process has been completed, an evaluation must be conducted. In the following sections, each step of this framework will be described. Criteria such as proximity, economy, use and social values are used to identify stakeholders. Stakeholders can be categorized into those who have an economic interest and those motivated by principles or values Karlsen, (2002).

Stakeholders can also be identified by taking into account their legitimacy, urgency and proximity. Brainstorming can be used to identify stakeholders brainstorming. The choice of a specific identification technique will mainly depend on the project context, the project phase and the available resources. The list of stakeholders through this brainstorming is then submitted to one of the identified stakeholders, soliciting his/her opinion and allowing him/her to add further stakeholders. Typically, a matrix of stakeholder information is used to create the profile of stakeholders(Reed, 2008).

Though this approach is efficient and provides a quick review of all stakeholders, completing a more detailed, narrative profile is strongly encouraged. This will allow for a greater understanding of each stakeholder and how to get each stakeholder involved provides a visual picture of what the project will look like in terms of stakeholders and their importance and influence.

Special attention has to be given in the snowball technique due to the risk of reproducing network homogeneity. This can be avoided by using multiple entry points, which generate a more balanced set. Other proposed methods technique using a set of questions, for which the answers generate a list of stakeholders. Failing to

identify some stakeholders may introduce bias in the subsequent stages of the process. Another consequence of unidentified stakeholders is the possibility for them to appear later and have negative impacts on the project. Performing the identification process with several heterogeneous persons can minimize these risks. On the other hand, involving all possible stakeholders may increase the complexity and the cost of the participation process. The challenge is to find the optimum balance between these risks (Kessler, 2004).

Implementation of projects should start once stakeholders are identified, characterized and structured, participation level attributed and participation techniques decided. Adherence to the principles in Section1, such as the early involvement of the stakeholders and the establishment of clear rules, is essential for a successful participation process. This implies that the project management clearly understands each step of the proposed participatory process, especially the participatory techniques. In order to motivate the stakeholders to remain active in the process until the end, an adequate information and publicity about the techniques is useful. An inappropriate implementation can lead to stakeholder's mistrust and frustration, and as consequence, a failure of the project (Kessler, 2009).

Stakeholders are individuals, groups, or institutions likely to be affected by a proposed project (either negatively or positively), or those who can affect the outcome of the project. They are persons who might be involved or be impacted by the project. The stakeholder population can be broad, so narrowing the field to main stakeholders is a main objective of conducting a stakeholder analysis. The identification stage could start with the program manager, especially if he or she is familiar with current or potential stakeholders. Types of stakeholders can include

beneficiaries, supporters, opponents, resource providers, vulnerable groups among others.

However, achieving success in infrastructure development is not a easy task, it requires a great need for the integration of effort and careful management of the stakeholders' interests (Takim, 2009),

The '*power*' factor is considered to be a key driver of stakeholder-manager relations for several reasons. There is a relationship between stakeholders and the projects reflect social-business exchanges. Power of a stakeholder rests in his ability and probability that within social networks, he/she can carry out his own will despite the resistance, he/she has ability to get another actor to do something that that actor would not have otherwise done. Power is a property of social relations and can come from physical power, expert power, resource power and personal power. The former three types of power can be easily be evaluated in a group and hence used to assess stakeholder power. (Yang, et al, 2008).

The legitimacy of a stakeholder is a prerequisite for the success of transactions with stakeholders which is a generalized perception or assumption that the actions of an entity are desirable, proper or appropriate within some socially constructed system of norms, values, beliefs and definitions". Stakeholders who have a legitimate relationship with firms include contracts, moral, and legal rights. Legitimacy is a social good - something larger and more shared than mere self-perception that may be defined and negotiated differently at various levels of social organization. The central idea of legitimacy is understood in terms of normative and derivative. Normative stakeholders are those to whom the organization has a moral obligation. This is an obligation of stakeholder fairness over and above that due to other social

actors, simply by virtue of being human. Derivatively legitimate stakeholders are those whose actions and claims must be accounted for by managers, due to their potential effects upon normative stakeholders. In short, the legitimacy of a stakeholder is a complex concept (Olander, and Landin, 2005).

Legitimacy reflects the contractual relations, legal and moral rights in relationships between stakeholders and a project. Urgency is the degree to which stakeholder claims call for immediate attention. Urgency only exists when two conditions are met: when a relationship or claim is of a time-sensitive nature, and why that relationship or claim is important or critical to the stakeholder. Urgency has two attributes: time-sensitive and criticality. The urgency concept is similar to the imperative concept as feeling strongly enough about an issue to act. Hence, the urgency attribute of stakeholders decides the extent to which they exert pressure on a project manager by calling for emergency action.

Proximity implies the extent to which a stakeholder is involved in the project. Proximity is used as a criterion to prioritize project stakeholders by rating them on a scale of 1-4 - where 1 is relatively remote from the project (does not have direct involvement with the processes) and 4 being directly working on the project (most of the time). There is need to take proximity into account stakeholder analysis by stating that stakeholders who may have strong power and influence but are relatively far from the project core may seem transparent/invisible. Therefore their potential impact may be underestimated (Cleland, and Ireland, (2007)).

Stakeholder interest in a project is a factor affecting the success outcome of a project. This matrix helps project managers determine which strategy should be applied in communication with and management of project a projector numerous reasons such

as mission relevancy, economic interest, legal right, political support, health and safety, lifestyle, opportunism and survival. Hence, it can be concluded that vested interest is an important driver of the stakeholder-project relationship Wang, & Huang, (2006).

Today, stakeholders tend to be more sophisticated, informed and vocal, thereby being more knowledgeable than ever before. Due to technological development, stakeholders can seek a variety of information from numerous sources. Undoubtedly, the more knowledge a stakeholder has about the project, the more he/she is able to influence it. Stakeholder knowledge ranges from full awareness to total ignorance. The former refers to the intention of stakeholders to gain knowledge of the project by finding the facts to help them achieve their own objectives. The latter, on the other hand, refers to the fact that stakeholders have knowledge of the project by hearsay and assumptions rather than facts. As such, stakeholder knowledge is considered a driver, effecting stakeholder impact on projects. Because stakeholders may have negative or positive impacts on projects, there is a need to determine objectors and supporters. Stakeholder attitude refers to whether the stakeholder supports or opposes the project. In other words, this factor gives a 'clue' for managers to be aware that stakeholders have positive or negative influences on project outcomes. Stakeholder attitude includes five levels: active opposition, passive opposition, no commitment, passive support and active support (Wang, and Huang, 2006).

2.4 Project characteristics in implementation of projects

Some of specific goals of a project are successful completion and profitability. A successful project is the one which is complete within the time frame, the quality is acceptable and the client/customer is pleased with the project and there is no active liability such as law suits. Projects which extend over time frame usually have extended overhead cost which impact on profitability Ojo, (2012).

Completion of projects within specified quality which is indicated by materials and equipment furnished to be of the specified parameters and to perform as expected. Profitable projects have a characteristic of effective cost control which ensures the project meet or are under the estimated costs. Cost control also indicates the effectiveness of the project management and project productivity. Success of project also directly relate to safety and well-being of the personnel working in the project. The current and future profitability of the projects can be affected by accidents. A profitable project is that which produce at least the initially expected profit and is also the achievement of the optimum profit available for the project.. Project characteristics do influence implementation of projects. Projects have different characteristics based on the sector in is being undertaken. They may be unique with specific parameters such as duration, quality, budgets, project team, and location among others. Projects are always completed within finite time duration and have a specific start date and a specific completion date. A project has a specific completion date requirement while programs have specific completion milestones. In some projects, their physical location is different from company or corporate management.

Effective management of subcontractors who perform substantial amount of work on the project need to be coordinated to ensure they meet the objectives.

Ojo, (2012), Project characteristics have been identified as major causes of in accurate cash flow prediction which makes it exposed to more risk, the extent of its impact is a major concern to the project's cost professionals. Some of major project characteristics which deal with the project itself are client type, project type, project duration, project's value and procurement method.

Project characteristic has been shown to affect the predictability of cash flow in the project. Motivation theory indicates that human behaviors are directed by their motives; some related researches also focus on the relationships among motives, rewards and payoffs. Even in human resource management research and practice, the importance of reward structures is still stressed, especially in creative organizations .Superior reward designs not only integrate project' and stakeholder 'goals alignment but also lead to stakeholders 'contributions toward firm's desired goals. Research also indicates that each project has different odds to succeed in marketplace. By understanding what causes projects to succeed more, it is helpful for finding ways to enhance teams' rate of success Ojo, (2012).

Motivation theory is often used to explain the inner driver which forces employees to work hard to enhance firms' performances .In some studies, expectancy theory even serves a good reason to explain why people work harder when they feel they can get valuable payoff Previous studies have shown that there are reasonable linkages between financial incentives and people's behaviors. Rewards are the most popular devices used by firms to attract and motivate employees, and this phenomenon

makes them an issue of concern. The linkages between goal and performance, will significantly impact on the creation performance.

Below, (2012), Project duration has effect on its successful completion especially those projects with technical complexity and communication complexity. In this regard it's wise to keep the project team motivated. One of the contributing factors to longer project durations is phase overlap which is associated with attempt to shorten the overall project duration. Speedy delivery is almost always a primary project goal. Turner, (2009) suggested that the improvement in project success rates is critical for business success, since projects are increasingly recognized as the best way to manage the changes required by business strategies Moreover, the effects of the global financial crisis have required organizations to be more efficient and to have more effective and strategically aligned project portfolios that could be achieved by having more effective governance processes .In this scenario, organizations with mature benefits realization processes are able to prioritize and to support the most valuable initiatives.

Steinfort, and Walker, (2007) stated that , a clear mission/vision and agreed goals with agreed success criteria and clear understanding of desired and expected values driving the project culture. Key stakeholder/key resource understanding of the goals/objectives with a clear and agreed statement of outcomes defined. Project plan and programs, method of work being resolved and agreed by all key parties, including provision of adequate reserves and contingencies. The feasibility of that plan (in terms of resources, contingencies, risks and outcomes) being resolved and signed off by all key players. Adequate resources being committed for the project based upon detail derived from an achievable project plan. Clearly stated and

understood PM capacity, experience and staff/senior manager's support including project governance, dispute resolution procedures to engender trust behaviors. Adequate communication and project tools; project competencies and PM skills, adequate and agreed organization structure; and integrity, effective communication, commitment, support, team approach, mentoring, and learnings Steinfort,& Walker, (2007).

2.5 Accountability and project implementation

According to project times on Wednesday twenty second (2012), without accountability which is difficult to achieve, there is no need or reason to lead a project or be on a project team as it will definitely fail. It requires existence of direct authority as compared to a situation where members of project team report to different organizational leaders.

To ensure accountability for project management, project tasks must be considered first priority to day-to-day responsibilities. Setting expectations, tracking progress and integrating performance management process is important. Project expectations and goals need to be very clear to all involved. The project management team needs to think through the potential conflict, determine priorities and communicate clearly upfront despite having well written document with tasks and accountabilities.

Tracking progress enable the PMT on how they are doing, and how and what to adjust. Tracking is best if done on important milestones and this will drive success. It's of value to review the level of quality of task, cost, service level and asking for feedback. It is also in order to integrate with performance management process since people focus on what is measured. Performance has an impact on future projects .In

this line, it's in line to publish and communicate metrics on a frequent basis, to partner with organizational leaders, associated with the project team members.

The project objectives should be made part of each team member regular performance management process. The priority of your project should be clearly understood in relation to other projects day-to-day responsibilities. The value of the project should be clearly communicated to the project team and to the rest of the organization. Back up with rewards, recognition, performance discussions should be synergized by continual feedback .Accountability help to deliver projects results which outperform those projects without one and thus accountability play a vital role in ensuring success.

According to Robert, (2009), one key factor in successful completion of projects is accountability. There has been a large bureaucracy with a dominant role in decision making regarding national planning and development since Kenya gained independence from Britain in 1963. The way decisions regarding development have been made and implemented in Kenya has therefore been largely centralized in Nairobi, the capital city with little systematic input by Kenya's citizens into what objectives should be pursued and how these objectives should be implemented. The only formal system of citizen participation has been through five year election cycles, during which Kenyans elect legislators, but over whom they have little or no control. This state of affairs has been associated with the lopsided development of the country with some regions more developed than others, a reflection of the regional origin of the country's presidents, ministers and top civil servants. This state of affairs continues to pose a serious challenge to Kenya's political and economic stability. There have been a number of efforts to change this development model in a

way that takes development closer to the citizen. There have been a number of efforts to change this development model in a way that takes development closer to the people through decentralization, but these efforts have not drawn on lessons from the failures of previous decentralization efforts (Robert, 2009).

It is therefore unsurprising that in spite of all these efforts, inequality and poverty continue to afflict the majority of Kenya's people. It is against these earlier failed efforts that the CDF was introduced. This fund was motivated by the need to redress the imbalances caused by prior development models. Specifically, it was aimed at addressing the corruption that had become associated with a system where individuals bought political power using money stolen from public coffers. This situation had created a spiral where citizens expected to be bribed and where to bribe it was deemed normal to steal from that very public. The fund was also hoped to redirect public expenditure from recurrent to development expenditure. Before then, the recurrent expenditure consumed 80 per cent of the budget. Whatever had an opaque manner, but CDF aimed to create a transparent process for the allocation utilized, with a lot of the money returned to Treasury, while the problems they were meant to address lingered or got worse.

Robert (2009), found that there is disconnect between the articulated aim of CDF of bringing about community participation in development and the actual implementation of this programme. Central to this disconnectedness are the existing systems of accounting and accountability which have continued to perpetuate centralized control of development. While an important aim of accountability is to enable interaction among various groups the current accountability system

perpetuates asymmetrical power relations between the national planning and development field and the community field.

The existing systems of accountability rely on periodical accounting reports which are neither accessible nor understandable to the majority of the people at the grassroots since neither is made available to them in an active medium. The reports are prepared for distant center of parliament and the executive where they enable them to discuss events at the local, but without giving voice to the local hence perpetuating the distance between the local and the elitist capital of Nairobi. Since the reports do not go into the heart of community input into need identification, project choice, decision making and implementation, it would be difficult to evaluate CDF even on its terms of being more efficient and effective. Robert, (2009).

While the center in Nairobi needs information about how money has been spent, it is also important this upward system of accountability incorporates measures of performance on how CDF has augmented the economic and social capitals of the constituencies. These measures could include the process followed in each constituency to select members of CDCs, to determine the needs of constituents and to select and evaluate projects. The problem with the prevailing system of accountability as indicated is its passive nature and upward orientation, which perpetuates extant power relations. There is therefore need for downward accountability to the citizen not through a passive process of producing reports, but a more active engagement with constituents so that their needs and worries can be considered in the decisions that are made allocated and how they are being used. This form of accountability should evolve with the needs of the diverse communities. This is a radical proposal where there is need for enfranchisement of citizens, beyond

mere five-year election cycles, to hold central and local authorities to account and to control national resources and the decision making that comes with it. Moving to a social accountability is however not easy, for those steeped in the structured tradition of standardized accounting and accountability and neither is it free. The cost of retaining the four decade old discredited centralized approach is however likely to be higher if recent post-election events in Kenya are anything to go by Robert, (2009).

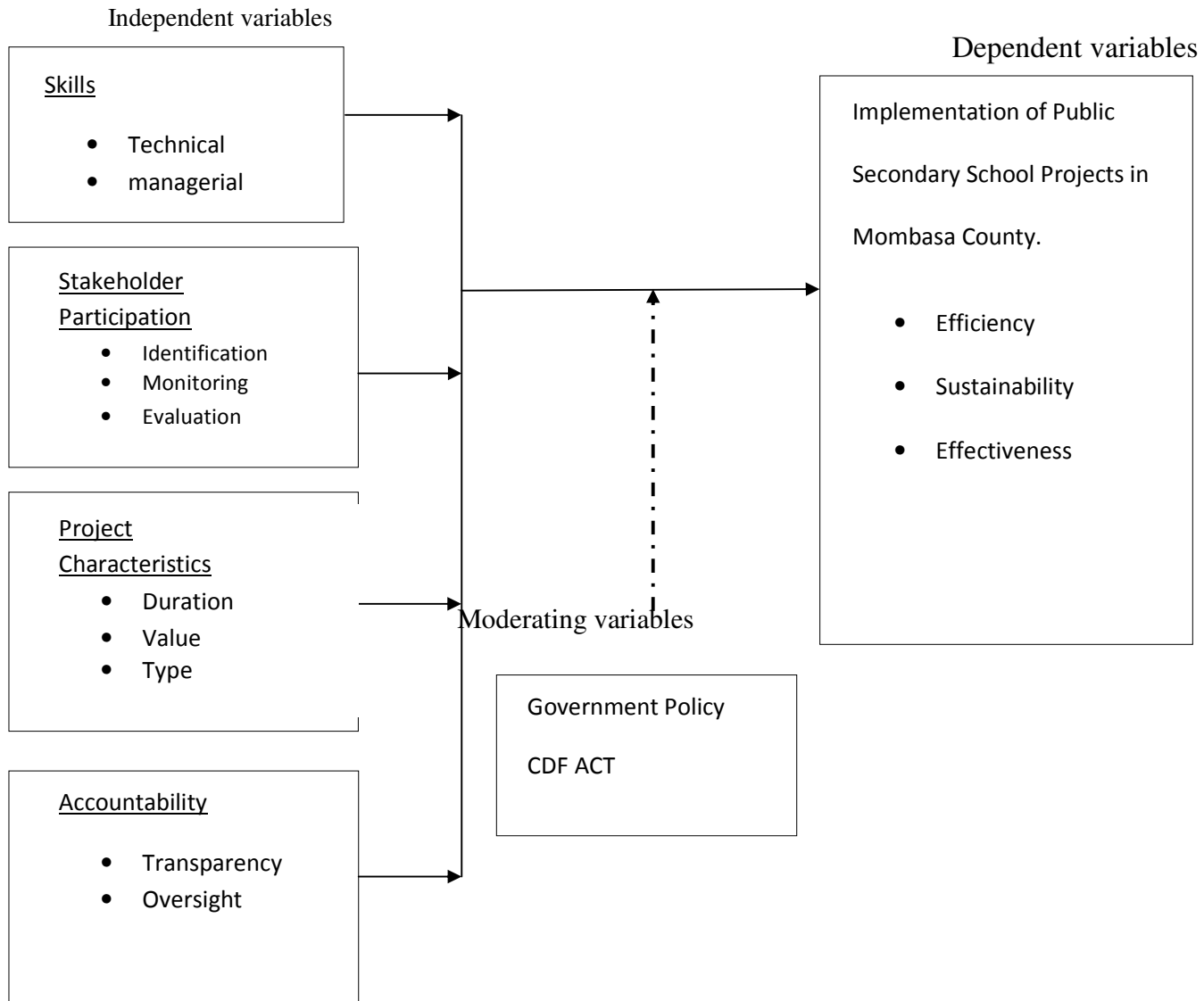
Mapesa, and Kibua, (2006), noted that in spite of all these efforts, inequality and poverty continue to afflict the majority of Kenya's people. It is against these earlier failed efforts that the CDF was introduced. This fund was motivated by the need to redress the imbalances caused by prior development models. Specifically, it was aimed at addressing the corruption that had become associated with a system where individuals bought political power using money stolen from public coffers. This situation had created a spiral where citizens expected to be bribed and where to bribe it was deemed normal to steal from that very public. The fund was also hoped to redirect public expenditure from recurrent to development expenditure. Before then, the recurrent expenditure consumed 80 per cent of the budget .Whatever had previously been allocated to development expenditure was also allocated and used inane opaque manner, but CDF aimed to create a transparent process for the allocation and use of these funds. Over the years, some of the development funds were also not utilized, with a lot of the money returned to Treasury, while the problems they were meant to address lingered or got worse. The CDF was also aimed at continuing support for community initiatives, which hitherto had been at the beck and call of the local area (Mapesa et al 2006).

Every accountability mechanism should be within the favor of capturing the views of beneficiaries and field workers. This will help enhance the effectiveness of projects delivery by taking into account the views and experiences of those closest to the implementation of project. There are a wide variety of accounting and accountability mechanisms used across projects. These include use annual reports, interim reports, performance assessment reports (written during projects), and performance evaluation reports (written at the end of individual projects). This constitutes upward reporting and it brings with it a degree of discipline and accountability that is achieved to work for the benefit of communities. For downward accountability to beneficiaries, they use community consultations and dialogues, participatory reviews, and social auditing.(Kim et al ,2005)

2.6 The Conceptual Framework

The conceptual framework summarizes the indicators of dependent, independent and moderating variables as analyzed in the literature review.

Figure 1 Conceptual framework



2.7 Explanation of relationship of variables in the Conceptual Framework

Skills, stakeholders' participation, Project characteristics and accountability have a relationship with implementation of public secondary schools projects. These factors affect profit efficiency, sustainability, effectiveness among others. The Government policies have regulating roles and creating enabling environment for implementation secondary public schools and they can be easily changed by the legislature.

2.8 Gaps in literature review

Literature review identified several literature gaps. Most of the available literature was on few aspects of projects implementation. There was scant information on project characteristics as well as accountability of local projects in Kenya. Most research concentrated on social aspects of the projects. Most information about local CDF projects is not documented.

2.9 Summary of Literature Review

The literature has outlined several factors influencing implementation of projects. The literature has shown that skills, stake holders participation, project characteristics are key components of project implementation and influence sustainability, efficiency and effectiveness of projects. Although these are not the only factors to be considered, the review has shown that they greatly affect the successful completion of projects. The role of government in projects is more of regulatory and statutory role, enhancing a conducive environment to undertake projects

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the area of study and the methodology which was used to carry out the study and to collect data. The chapter discusses the research design to be employed, the study population and sample size, sampling design used and the procedure, the data collection instrument, instrument validity and reliability, data collection procedure and the analysis and presentation of data and ethical considerations.

3.2 Research design

The study used descriptive survey design because of its ability to produce information about aspects of education that interests policy makers and researchers. The descriptive survey design helped to ensure minimization of bias and maximization of reliability because of its rigidity and it focuses on the objectives of the study. This assisted in saving cost and time which are some of the expected constraints in this research study.

3.3 The target population

The target population is the full set of cases from which a sample is taken (Welman and Mitchell, 2005). The target population for this study directed beneficiary students and the head teachers. The study focused more on students and head

teachers due to their direct relationship with the CDF public secondary school projects.

3.4 Sample size and Sampling procedure

The sample which was used was a group from which the information gathered from students and head teachers in Mombasa County, Kenya. A stratified random sampling procedure was used to select sample population to represent total population since the population is heterogonous. Since the introduction of CDF in 2003,it is now over 10 years and the number of beneficiaries is huge. A total sample of 112 students and 6 head teachers was used giving a total sample size of 118 according to the formula below.

Population is infinite

$$n=(Z/M)^2.P(1-P)$$

where :

p=estimated value for the proportion of a sample that will respond a given way to a survey (.5 for 50%)

z=standard variant at a given confidence level (95%is 1.96)

m=the margin of error (+10 or -10% is .1) (Moore D, and McCabe, G (1999)

$$n=(1.96)^2(.5)(1-.5)=384.16(.25)=96.04$$

3.4.1 Sample size

The sample size of this study comprised 112 students and 6 head teachers and was distributed as follows.

Table 1.1 Sample size

Category of respondents	Sample size
Students	90
Head teachers	6
Total	96

3.4.2 Sampling procedure

A stratified random sampling procedure was used to select students from secondary schools in Mombasa County. A total Sample size of 96(90 students and 6 Principals).

3.5 Data Collection Instruments

The study employed tools such as questionnaires and interview to collect data so as to meet the overall objective of the study. Questionnaires were used since it is easy to derive information. The questionnaires were subdivided into sections each representing a research objective. The informant guide was summarized into two sections comprising general information and research based information. Preliminary arrangements were made prior to the interview by seeking and booking appointments.

3.5.1 Pilot testing of the instruments

To check the reliability of the research instrument, pilot testing was done. Both interview and questionnaires were pilot tested using a total of 12 questionnaires.

3.5.2 Validity and reliability of research Instruments

The research instruments were selected based on their validity and reliability to achieve the objectives of the study. The main instruments used to collect data for this study were questionnaires and interviews. To achieve the purpose of this study, both questionnaires and interviews were used. Mugenda and Mugenda (2003) described validity as the measure of relevance and correctness. The merits of using questionnaires were many and these included the facts that they were easy to analyze since data entry and tabulation for nearly all surveys was done with many computer soft packages. Questionnaires were also very cost effective especially when involving a large sample with large area of study. Finally but not the least questionnaires reduced biasness since the researchers own opinions did not influence respondents to answer the question in a given way.

3.5.3 Reliability of the research instruments

Mugenda&Mugenda (1999) describe reliability as the extent to which a research instrument yields consistent results or data after repeated trials. To ensure reliability of instruments the researcher undertook a pretest study of questionnaires in various districts of the county. The scores obtained from the questionnaires were used as correlate to establish the coefficient of reliability.

3.6 Data Collection Procedures

The researcher and four assistants administered the questionnaires by drop and collect basis following upon an agreed dates. This was accompanied by a letter of introduction from the University of Nairobi Extra-Mural Department. The questionnaires were collected from field followed by checking and verification to ensure accuracy. Interviews were done to collect different views and opinions from head teachers.

On the other hand, interview provided detailed information because it allowed further inquiring and also had a high response rate hence it was ideal to collect data from principals as senior officers.

To achieve the required level of validity of the research instruments of data collection, the design of both questionnaires and interviews was formulated in such a way that clarity of the objectives was achieved.

3.7 Data Analysis techniques

All data was captured in the questionnaires. The enumerator followed by the researcher checked information from completed interview schedules to check for completeness and accuracy to allow detection and correction of any anomalies. To allow assess the consistency of the responses all questionnaires with related information were put together sequentially.

All the questionnaires from the field were collected for further processing, editing and coding. Data was analyzed to generate meaning from raw data and descriptive

and inferential statistics was used using Statistical package for social scientists (SPSS).

3.8 Ethical Considerations

Before undertaking any research in the field, the researcher ensured an informed consent from the respondents. To ensure voluntary participation in the study, permission was sought from respondents and assurance that utmost confidentiality about the respondent's information was assured. To achieve this, respondents were provided with consent forms to sign before administering the research instruments.

3.9 Operational Definition of variables

Table 2.1Operational of variables

Research Objective/ Question	variable	Indicator	Measurement	Level of Scale	Type of research	Data collection Method
Do skills, stakeholder participation, project characteristics and accountability influence implementation of public secondary Projects in Kisauni sub-county of Mombasa County ,	<u>Independent Variable</u> Skills	Application of knowledge and improved efficiency and effectiveness	Influence of skills on efficiency and effectiveness	Nominal	Survey	Interview questionnaire
Kisauni sub-county of Mombasa County ,	Participation	Ownership	Level of commitment Motivation	Nominal	Survey	Interview questionnaire
	Characteristics	motivation factor	Influence of project characteristics on	Nominal	Survey	Interview questionnaire

			ownership and motivation			
	Accountability	Accounting for all project resources	Level of reporting and disclosure of information	Nominal	Survey	Interview questionnaire
	<u>Moderating Variables</u> Government policies	CDF act	Knowledge of existing policies	Nominal	Survey	Interview questionnaire
	<u>Dependent Variables</u> Sustainability Efficiency Effectiveness	Skills, participation, Project characteristics, accountability	Factors influencing implementation of public secondary schools projects in Kisauni sub-county	Nominal	Survey	Interview questionnaire

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS, AND INTERPRETATIONS

4.1 Introduction

This chapter presents the responses from the beneficiaries and head teachers and summary of the data analyzed. The responses were summarized in tables using frequencies and percentages as per the objectives of the study which aimed examining the factors influencing implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya.

4.2 Questionnaire return rate

The study targeted a sample of 112 beneficiary students and 6 head teachers in Mombasa County. The return rate was established from collected questionnaires In order to know the exact number of questionnaires valid for analysis

Table 4.1 Questionnaire return rate

Target Group		Sample Size	Response	Percentage
Beneficiary Group		90	85	94.44%
School head teachers 6		6	6	100%
Total	96	91	94.79%	

Table 4.1 Demonstrates that out of 96 questionnaires given,91 were filled and returned. This translates to a response rate of 94.79% thus 5.21% of respondents did not return the questionnaires.This implies that the response rate was very good based on Mugenda and Mugenda (1999) which recommends that response of above 70% is rated very good..

4.3 Data analysis, presentations, and interpretations

To enable determine the extent to which various characteristics of respondents perceived implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya, the demographic characteristics of respondents were analyzed.

4.3.1 Gender

The category of gender was composed of male and female. The males comprised 61.3% while female comprised 38.7%. This indicates that there were more males than female respondents.

Table 4.2 Gender of the respondents

Gender	Frequency	Percentage
Male	56	61.54%
Female	35	38.46%
Total	91	100%

4.3.2 Age of Respondents

All the respondents were grouped into four groups of class interval of five years. The 16-20 years age class had the highest respondents with 67.6% .The age class of 10-15 years followed with 21.6% while the classes of 21-25 Years and over 25 years were at par with 5%

Table 4.3: Age of Respondents

Age Class	Frequency	Percentage
-----------	-----------	------------

10-15 Years	20	21.98%
16-20 Years	61	67.03%
21-25 Years	5	5.49%
Over 25 Years	5	5.49%
Total	91	100%

4.3.3 Education background

The analysis showed that majority were of secondary level of education at 93.40% followed by graduate respondents who were at 4.40% the diploma and postgraduate level both had had 1.10%.

Table 4.4: Educational level of Respondents

Highest Education Level	Frequency	Percentage
Secondary	85	93.40%
Diploma/Certificate	1	1.10%
Graduate	4	4.40%
Post graduate	1	1.10%
Total	91	100%

4.4 Managerial Skills and implementation of CDF projects in Public secondary school

The study objective one was to establish whether managerial skills influence implementation Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya. The univariate nature of the independent variable managerial skills was explored. Skills was responded to by all respondents in a 4 Likert scale of different levels of agreeing or disagreeing as an important factor in of implementation of Constituency Development Fund projects in public

secondary schools in Mombasa county, Kenya. Table 4.3: Frequency table on Technological skills.

Table 4.5 Frequency table on skills

Response	Frequency	Percentage
Strongly disagree	4	4.40%
Disagree	5	5.49%
Agree	17	18.68%
Strongly agree	65	71.43%
Total	91	100%

From table 4.5 above, the respondents showed that they consider managerial skills as a factor influencing implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya. Sixty five (71.43%) respondents strongly agreed while seventeen (18.68%) respondent agreed that skills are important in implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya. Four (4.40%) and five (5.49%) respondents strongly disagreed and disagreed respectively that skills are important in implementation of Constituency Development Fund projects in public secondary schools in Mombasa county, Kenya.

4.4.1 First hypothesis on skills and implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

H₁: Managerial Skills influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

Table 4.6 Observed and expected responses on relationship between skills and implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

Likert scale	1	2	3	4
Observed(O)	4	5	17	65
Expected(E)	22.75	22.75	22.75	22.75

Table 4.7: Chi-square testing for the first hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
4	22.75	-18.75	351.5625	15.4533
5	22.75	-17.75	315.0625	13.8490
17	22.75	-6.75	33.0625	1.4533
65	22.75	51.25	1785.0625	78.4642
				$\sum(O-E)^2/E=109.2198$

$\chi^2_{c=109.2198} > \chi^2_{\alpha=0.05} = 7.815$ at 3 degrees of freedom and 95% level of confidence.

Since the calculated chi-square value of 109.2198 is greater than the critical chi-square value at 95% level of confidence, we accept the alternative hypothesis in that there is a significant relationship between managerial skills and implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

4.5 Stakeholders participation and implementation of CDF projects in Public secondary schools

The researcher further explored the univariate nature of the independent stakeholders participation .The respondents responded to the variable in a 4-likert scale of different levels of agreeing and disagreeing to the factor as influencing implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya

Table 4.8: Frequency table on stakeholders' participation

Response	Frequency	Percentage
Strongly disagree	9	9.89%
Disagree	8	8.79%
Agree	25	25.28%
Strongly agree	51	56.04%
Total	91	100%

From table 4.8, the respondents demonstrated that stakeholders' participation influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya. The data show that fifty onerespondents strongly agreed followed by twenty five respondents who agreed that stakeholders' participation influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya accounting for 50.04% and 25.28% respectively. On those who disagreed, nine respondents strongly disagreed while eight disagreed that stakeholders' participation influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya accounting for 9.89% and 8.79% respectively

4.5.1 Second hypothesis on stakeholders' participation and implementation of CDF projects in Public secondary schools

H₁: Stakeholders participation influence implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya

Table 4.9 Observed and expected responses on relationship between stakeholders participation and implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya

Likert scale	1	2	3	4
Observed (O)	9	8	23	51
Expected (E)	22.75	22.75	22.75	22.75

Table 4.10 Chi-Square testing for the second hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
9	22.75	-13.75	189.0625	8.3104

8	22.75	-14.75	217.5625	9.5632
23	22.75	0.05	0.0625	0.0027
51	22.75	28.25	798.0625	35.0797

$$\sum (O-E)^2/E = 52.956$$

$\chi^2_c = 52.956 > \chi^2_{0.05} = 7.815$ at 3 degrees of freedom and 95% level of confidence.

Since the calculated chi-square value of 52.956 is greater than the critical chi-square value at 95% level of confidence, we accept the alternative hypothesis in that there is a significant relationship between stakeholders participation and implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya.

4.6 Project characteristics and implementation of Constituency Development Funds projects in public secondary schools

The third factor explored by the researcher was that of project characteristics. The respondents responded on project characteristics on 4 Likert scales of different levels of agreeing with project characteristics as a factor influencing implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya.

Table 4.11: Frequency table on project characteristics

Response	Frequency	Percentage
Strongly disagree	13	14.29%

Disagree	20	21.98%
Agree	25	27.47%
Strongly agree	33	36.26%
Total	91	100%

From table 4.11 above showed that project characteristics influence implementation of Constituency Development Funds projects in public secondary schools in Mombasa County. Thirty three which account for 36.26% strongly agreed, twenty five (27.47%) respondents agreed that project characteristics influence implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya. Twenty (21.98%) and thirteen (14.29%) disagreed and agreed respectively.

4.6.1 Third hypothesis on Project characteristics and implementation of Constituency Development Funds projects in public secondary schools

H₁: Project characteristics influence implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya

Table 4.12 Observed and expected responses on relationship between projects characteristics and implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

Likert scale	1	2	3	4
Observed (O)	13	25	20	33

Expected (E) 22.75 22.75 22.75 22.75

Table 4.13 Chi-Square testing for the third hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
13	22.75	-19.75	95.0625	4.1785
20	22.75	-2.75	7.5625	0.3324
25	22.75	2.25	5.0625	0.2225
33	22.75	10.25	105.0625	4.6181
$\sum (O-E)^2/E = 8.9144$				

$\chi^2_{c=8.9144} > \chi^2_{0.05} = 7.815$ at 3 degrees of freedom and 95% level of confidence.

Since the calculated chi-square value of 8.9144 is greater than the critical chi-square value at 95% level of confidence, we accept the alternative hypothesis in that there is a significant relationship between Project characteristic and implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

4.7 Accountability and implementation of Constituency Development Fund projects.

The researcher, further explored the univariate nature of the independent variable accountability. The respondents responded to the variable in a 4-likert scale of different levels of agreeing to the factor accountability as influencing implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

Table 4.14: Frequency table on accountability

Response	Frequency	Percentage
Strongly disagree	4	4.40%
Disagree	21	23.08%
Agree	27	29.66%
Strongly agree	39	42.86%
Total	91	100%

From the above table 4.14 showed that most the respondents considered accountability as a factor influencing implementation of Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya. The data show that thirty nine (42.86%), respondents strongly agreed while twenty seven respondents agreed that accountability influence implementation Constituency Development Fund projects in public secondary schools in Mombasa county, Kenya. On the other hand, twenty one respondents disagreed (23.08%) and four (4.40%) strongly disagreed accountability influence implementation Constituency Development Fund projects in public secondary schools in Mombasa county, Kenya.

4.7.1 Fourth hypothesis on accountability and implementation of Constituency Development Funds projects in public secondary schools

H₁: There is a relationship between accountability and implementation of implementation Constituency Development Fund projects in public secondary schools in Mombasa County, Kenya.

Table 4.15 Observed and expected responses on relationship between accountability and implementation of Constituency Development Funds projects in public secondary schools.

Likert scale	1	2	3	4
Observed (O)	4	21	27	39
Expected (E)	22.75	22.75	22.75	22.75

Table 4.16 Chi-Square testing for the fourth hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
4	22.75	-18.75	351.5625	15.4533
21	22.75	-1.75	3.0625	0.1346
27	22.75	4.25	18.0625	0.7940
39	22.75	19.25	264.0625	11.6071
$\sum (O-E)^2/E = 27.989$				

$\chi^2_{c=27.989} > \chi^2_{0.05} = 7.815$ at 3 degrees of freedom and 95% level of confidence.

Since the calculated chi-square value of 27.989 is greater than the critical chi-square value at 95% level of confidence, we accept the alternative hypothesis in that there is a significant relationship between accountability and implementation of Constituency Development Funds projects in public secondary schools in Mombasa County, Kenya.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter represents a summary of the main findings that were presented in chapter four, summary, conclusion and recommendations suggested by the

researcher. The findings are discussed as per objective and shows how objectives agree or disagree with literature reviewed.

5.2 Summary of findings

The research work was designed to establish whether managerial skills, stakeholders' participation, accountability and project characteristics influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya.

The data analyzed on managerial skills showed that 90.11% of respondents considered managerial skills as an important factor in implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. Only 9.89% of all the respondents disagreed with the fact that managerial skills are an important factor in implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya.

The Chi square (χ^2_C) value of 109.22 which was greater than 7.815 at 3 degree of freedom and 95 % level of confidence showed that there was a significant relationship between managerial skills and implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya

The second objective sought to determine whether stakeholders participation influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. Of all the respondents, 81.32% considered stakeholders' participation an important factor in implementation of Constituency Development Fund Projects in public secondary schools in Mombasa

County, Kenya. Only 18.78% of respondents who disagreed with the fact that stakeholder's participation is an important factor in implementation Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. The Chi square (χ^2_C) value of 52.96 which was greater than 7.815 at 3 degree of freedom and 95 % level of confidence shown that there was a significant relationship between stakeholders participation and implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya

On accountability, 63.73% of respondents agreed that accountability influence the implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya with only 36.27% of respondents disagreeing the fact that accountability influence Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. The Chi square (χ^2_C) value of 8.91 which was greater than 7.815 at 3 degree of freedom and 95 % level of confidence shown that there was a significant relationship between accountability and implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya

The final objective was that of project Characteristics where 72.52% agreed that project characteristics influence implementation Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya 27.48% disagreed. The Chi square (χ^2_C) value of 27.99 which was greater than 7.815 at 3 degree of freedom and 95 % level of confidence shown that there was a significant relationship between project characteristics and implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya

5.3 Discussions

In this section, the findings of each objective are discussed and the researcher tries to show how the findings agree or disagree with the documented work of the literature review.

The study found that managerial skills influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. This shows that managerial skill and leadership skills, knowledge and experience are essential in implementation Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya.

This study concurs with the literature review which showed that skillful project managers are key to successful projects since they possess ability to make good decisions (Tuner et al, 2010).

The study also sought to seek whether stakeholders participation influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. The study showed that involving key stakeholders is very essential for the success of the projects. This study supports literature review which showed integration of all stakeholders is helpful in providing valuable information regarding needs, resources, realistic objectives, and practical considerations for a project, recognizing hidden items that might not be obvious in the planning stage, identifying points of opposition and obtained to prevent problems during implementation, encouraging a sense of ownership in the project and involvement during the implementation stage. Ensuring the focus of a project remains on the people it is meant to serve (Powel et al. 2010).

The results of third objective showed that project characteristics influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. Most respondents agreed that projects with great value and benefits, the type of project and short duration projects are easy to implement.

Ojo,(2012) opined that project characteristics such as client type, project type, project duration, project value and procurement method have been identified as major causes of inaccurate cash flow prediction which makes it exposed to more risk, the extent of its impact is a major concern to the project's cost. Thus the study supports the fact that project characteristics influence implementation.

The researcher also showed that accountability influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. This shows transparency, presence of reporting mechanisms and presence of oversight mechanisms impact project implementation.

Robert (2009) found that the existing systems of accounting and accountability have continued to perpetuate centralized control of development with positive outcome.

5.4 Conclusion

The study sought to examine the factors influencing implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya.

The researcher concluded that skills are key to successful implementation of Constituency Development Fund Projects in public secondary schools in Mombasa

County, Kenya .This is supported by the response of respondents that knowledge ,experience, management skills and leadership skills are all important in project implementation.

On stakeholders participation ,the researcher the results shown that do stakeholders participation influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. The researcher noted that, the integration of stakeholders in projects have a positive results.

On third objective, the researcher also concluded that project characteristics do influence implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. Therefore, the project duration, value, benefits and type have influence on implementation.

On the last objective, the researcher found that accountability has influence in implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. Transparency, presence of reporting mechanisms and presence of oversight mechanisms are some of key critical areas for success of projects.

5.5 Recommendations for policy action

The researcher recommended that for effectiveness and efficiency of CDF projects implementation, skilled managers need to be involved.

Thorough analysis and integration of all key stakeholders need to be done for successful implementation of CDF projects.

The beneficiaries and all stake holders need to be educated on the impacts of projects to motivate them despite the project characteristics.

Transparency, presence of reporting mechanisms and presence of oversight mechanisms need to be enhanced for successful implementation of projects.

5.5.1 Recommendations for further studies

The study sought to examine the factors influencing implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. The researcher suggested further studies on the following:-

1. The factors influencing the completion rate of CDF project in Kenya
2. The impact of CDF projects on marginalized communities.

5.6 Contribution to the body of Knowledge

The study sought to examine the factors influencing implementation of Constituency Development Fund Projects in public secondary schools in Mombasa County, Kenya. This study authenticates several studies which have shown that skills, stakeholders' participation, project characteristics and accountability influence implementation of projects. The study is of value to the CDF projects implementers to ensure they plan, design and implement successful projects.

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APPENDICES

Appendix 1 Letter of Transmittal

Iruki Mercy Muriithi

P.O Box 12248-80100

Mombasa

Cell phone 0725609699

To.....

.....

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Dear Sir/Madam,

RE: ACADEMIC RESEARCH

I am a student at the University of Nairobi currently pursuing Master's Degree in Project Planning and Management. As a prerequisite of the course, I am supposed to carry out a research project. To this effect therefore, I am conducting a research on the factors influencing implementation of public secondary schools CDF projects in Mombasa County, Kenya. The information generated will be useful in improving and implementation of public projects in the region. The information generated will be for public importance and where confidentiality is required, it will be maintained.

I am kindly requesting for your assistance by responding honestly to the questionnaire so as to assist in realization of this research.

Yours faithfully,

Iruki Mercy Muriithi

REG. NO L50/60926/2013

Appendix 2 Data collection instrument –Questionnaire

Introduction and seeking Consent

Hello respondent, this instrument is designed to assist collection of data on factors influencing implementation of Constituency Development Fund projects in public secondary schools in Mombasa county, Kenya. .All data collected will be used only

on academic role which is the main aim of this study and whatever information you provide will be treated with total confidentiality. You are kindly requested to participate voluntarily in this study because of your experience and knowledge in the area. I thank you in advance for taking your time to answer and record your insight on the subject.

PART A BACKGROUND INFORMATION

1. Gender

Male	
Female	

2. Age in Years

Below10Years	10-20years	20-30 Years	31- 40Years	41-50 Years	Over 50 years

3. Highest Education Level

Post Graduate	Graduate	Diploma/Certificate	Secondary	Primary

Skills

		Strongly agree=5	Agree=4	Weakly Agree=3	Disagree=2	Strongly Disagree=1
1	Knowledge and experience in important for implementers of CDF projects in public secondary school					
2	Technical skills are added advantage while implementing projects					
3	Managerial skills are important for					

	effective management of projects					
4	Leadership skills are important in implementation of projects					
5	The more skills one has the better he/she will contribute in project implementation					

Stakeholders Participation

		Strongly agree=5	Agree=4	Weakly Agree=3	Disagree=2	Strongly Disagree=1
1	Success of projects in					

	public secondary school depend on involving stakeholders					
2	Stakeholders need to be involved while identifying a project					
3	Stakeholders need to be involved while monitoring a project					
4	Stakeholders need to be involved while evaluating a project					
5	All relevant stakeholders are always					

	involved in projects implementation in public secondary schools in kisauni sub - county					
6	Involving stakeholders in implementing public secondary schools projects enhance project ownership					

Project characteristics

		Strongly agree=5	Agree=4	Weakly Agree=3	Disagree=2	Strongly Disagree=1
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1	Projects taking short duration are easy to implement					
2	Projects with great value and benefits are easily implemented					
3	Project with low value and benefits lack motivating factors to implementers					
5	The type of project being implemented has influence on its own implementation					

Accountability

		Strongly agree=5	Agree=4	Weakly Agree=3	Disagree=2	Strongly Disagree=1
1	Corruption has negative impact on project implementation					
2	Transparency enhance better outcome from CDF project in public secondary schools					
3	Presence of reporting mechanism has positive impact in project implementation					
4	Presence of oversight mechanism has positive impact					

	in project implementation					
5	Implementers of projects should be accountable for project output					

Appendix 3 Data collection instrument-Key Informant Guide

Introduction and seeking Consent

Dear respondent, my name is Iruki Mercy Muriithi .I am pursuing Masters in project planning and Management at the University of Nairobi and this instrument is designed to facilitate collection of data on factors influencing implementation constituency development funds projects in public secondary schools in Kisauni sub-county of Mombasa county, Kenya. The information collected will be purely used for the purpose of this academic study.

You have been carefully selected to take part in this study because of your wealth of experience and exposure in this area and your response will be handled with the highest confidentiality. I highly appreciate you for taking time to provide information on the subject.

Section A: General Information

1. Gender Male () Female ()

2. What is the name of your institution.....

3. What is your Job designation in the organization.....

Section B: skills

4. Is training of CDF project implementers important? If yes or no explain briefly.....

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5. In your opinion, is having technical skills important in managing CDF public secondary school? /If yes or no explain

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6. (a) In your opinion, is having managerial skills important in managing CDF public secondary school? /If yes or no explain

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Section C: Participation

7.In your opinion, is stakeholders participation of value in CDF projects implementation in public school projects?

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8.Are stake holders being involved in identification, Monitoring and evaluation of Public secondary schools CDF projects in Kisauni-sub County?

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Section D: Project Characteristics

11. Explain how the following affect implementation of public secondary schools projects in Kisauni sub-county

(a) Project duration

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(b) Project value

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(c) Project type

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(d) Project benefits

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Section E: Accountability

9. How accountability affect implementation of CDF public secondary schools projects in Kisauni Sub-county ,Mombasa county?

10. (a) Do you think transparency is important in implementation of CDF projects in public secondary schools? Explain

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(b)Are there adequate reporting mechanisms and oversight mechanisms in CDF projects in Kisauni, Sub-county ?

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