DETERMINANTS OF IMPLEMENTATION OF CONSTRUCTION PROJECTS FUNDED BY CONSTITUENCYDEVELOPMENT FUNDS: A CASE OF PUBLIC SECONDARY SCHOOLSKIKUYUSUB-COUNTY, KIAMBU COUNTY KENYA

BY

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DECLARATION

This project research report is my original work and has not been submitted for the award of the degree in this or any other university.

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DEDICATION

This project report is dedicated to my parents Wilson Byegon and Agnes Byegon whose sacrifice towards giving me Education remains a treasure. I take this opportunity to express my gratitude to my family for their constant and unwavering motivation, encouragement, immeasurable love and affection, moral and financial support which they tirelessly extended to me.

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ABBREVIATIONS AND ACRONYMS

BOG Board of Governors

CDF County Developments Funds

CDFC County Developments Funds Committee

CDFTC County Developments Funds Committee Tender Committee

DEO District Education Officer

KNBS Kenya National Bureau of Statistics

KDFR Kenya development fund report

GOK Government of Kenya

MP Member of Parliament

NACCSC National anti-corruption steering committee

NGOs Non-Governmental Organization

PPE Public Procuring Entity

PTA Parent's Teachers Association

PLC Project Life Cycle

TSC Teachers Service Commission

UNICEF United Nation International Children Emergency Funds

WHO World Health Organization

ABSTRACT

The Constituency Development Fund was established way back in 2003 through an Act of Parliament. It is one of the devolved funds that are allocated to sub-county for development of projects. The funds were aimed at improving living standards to the concerned communities and boaster the development initiatives. Hence the purpose of this study was be to investigate determinants of implementation of CDF funded construction projects a case of public secondary schools kikuyu sub-county, Kiambu County. The study objective intended to investigate the following; To determine level of funding by CDF influence on implementation of CDF funded construction project in public secondary schools in kikuyu sub-county, To determine stakeholders involvement influence on implementation of CDF funded construction project in public secondary schools kikuyu sub-county and To investigate how monitoring and evaluation tools influence implementation of CDF funded construction projects in public secondary schools kikuyu sub-county. The study adopted quantitative and qualitative and in particular a descriptive survey research design because it involved collecting information about people's attitudes, opinions, and habits on a phenomenon by administering a questionnaire and interview guide to a sample of individuals and it describes the characteristics of a population or a phenomena that was studied. The target population for the study was N=70 respondents. Based on Krejcie and Morgan (1970) table for determining sample size, for a given population of a sample size of n=59 respondents was appropriate. Data collection instruments tools used were questionnaire and interview guide technique where by Semi structured questionnaire was administered to the school principals and the interview guide to the CDF official. Out of the questionnaire distributed 50 were fully filled with relevant information for analysis, this represents response rate 94.7%. Data was analyzed through the use of a computer software SPSS. The data collected was analyzed by descriptive statistics such as frequencies and percentages were used to describe the data. The analyzed data was presented in form of tables and Correlation analysis conducted. The study found out that majority of respondents 80% indicated the level/amount of funding mostly done by the CDF has correlation coefficient of 0.863 a strong positive relationship showing that level of funding determines the implementation. The study also found out that stakeholder's involvement is a vital tool in implementation with 90% giving an affirmation of involvement with a correlation coefficient of 0.967*. The study also found out that use M&E tools is a crucial in tracking the progress with 96% asserting its significance and the use of this tools a correlation coefficient of 0.832 is a strong relationship. The study recommends that there is need all stakeholders are involved in all development plans, increase training use of M&E tools, Lessons learned serve as a reference and allocated of enough resources for all project implementation.

CHAPTER ONE

INTRODUCTION

1.1: Background to the Study

Project implementation is perhaps the most vital stage of the project cycle involving the procurement of equipment and resources, recruitment of personnel and allocation of tasks and resources within the project organization (Chandra 2006). Under the project implementation plan, resources are mobilized, activities determined and control mechanism established so that the project inputs can produce project outputs in order to achieve the project purpose, and hence the structure of organizations involvement in project implementation cannot be ignored. According to TISA (2009) structure of organizations is important in the way tasks and management decisions are distributed and might perhaps have an implication on project implementation, of particular relevance to this study is the funding by CDF at the sub-county level and the extent to which it determines project implementation.

It is evident that the success of any project has to emanate from proper and effective management. Proper utilization of all resources and resulting capabilities are perhaps the last sustainable sources of competitive advantage well managed organizations can have.

According (Dumais, 2011), traditional sources of competitive advantage, such as products, technology, markets and production processes, are obsolete. For any organization, weather public or private, the issue of how it should be utilizes its available resources towards the realization of its goals and objective is of paramount importance. Organizational structure allows the expressed allocation of all resources weather monetary or human is responsibilities for different functions and processes to different entities such as the branch, department, workgroup and individual. The framework of an organizational structure forms the framework within which an organization arranges its lines of authority, communications among its stakeholders and allocation its resources, rights and duties (Brigham &Daves. P. 2001).

The Constituency Development Fund (CDF) is one of the devolved funds in Kenya. Other devolved funds includes Local Authority Transfer Fund (LATF), Constituency Youth Enterprise

Scheme(C-YES), Women Enterprise Fund, Constituency Aids Fund, Roads Maintenance Levy Fund (RMLF),Constituency Based Secondary School Education Bursary Fund(SEBF),and Rural Electrification ProgrammeLevy Fund(REPF) (GOK, 2004). Prior to the establishment of CDF the constituency was solely a unit of political representation in Kenya, of which there are 210 in the country. CDF provides that at least 2.5% of government revenue will be allocated to the fund, which is geared towards the alleviation of poverty and promotion of local development. Almost Kshs.60 billion has been channeled through CDF since its inception. CDF contributes over 10% to all development in Kenya. Successful implementation of CDF projects is therefore a critical component in ensuring that the objectives of sub-county Development Fund are achieved (GOK 2007).

The General challenges experienced during CDF Projects implementation process include: Technical Expertise Lacking/Lack of Consultation. There have been complaints by government officials that the CDFCs do not seek technical advice when they embark on projects and when they seek advice, they do not update the experts on the progress or they ignore guidelines altogether. Government departments together with the community representatives dominate decision-making. This has resulted in several substandard, unfinished projects, abandoned and mostly wasted resources (Institute of Economic Affairs, 2006). Overbearing role of CDFC has been micromanaged by the MP who in most cases served as the patron and in rare instances as the Chairperson. The CDFC members are appointed by the MP who exercises oversight over the committee. As a result, the MP's influence is greatly felt in the management of CDF at the constituency level. This diversion of funds impedes auditing of the fund and opens doors for the mismanagement of the fund through shoddy contracting and works.

Further, the diversions have also been responsible for a number of incomplete projects and or stalled projects. Capacity of CDFC Members , some CDFC members lack the requisite training and expertise to make sound decisions on projects, procurement and the entire project implementation cycle, in some instances, they (CDFCs) have failed to adhere to the values of transparency, accountability and competitiveness in awarding contracts and monitoring and evaluation and Public Participation and Access to Information (Kotup2003).There is widespread public knowledge about the development programmes taken by CDFCs and the quality of their

implementation. However, discussions and social audit reports indicate that the majority of the citizens in the County are never afforded much opportunity to participate in setting their local area development agendas through CDF. Awareness of the modalities, objectives and desired outcomes is not as widespread in the constituencies as would have been anticipated. There are limited provisions for citizen participation in the implementation of the fund. There are no guidelines for enhancing popular participation of the intended beneficiaries in planning of projects to be funded (Kaimennyi, 2005).

The participation processes is normally characterised by demand for benefits as opposed to offering suggestions for overall development. Despite the challenges, there has been an observable increased interest in CDF projects among the public. On the contrary, the spirit of Harambee in terms of community support has somewhat fizzled out or dampened due to over expectation on the part of the beneficiaries thereby resulting to incomplete projects that have stayed for years awaiting additional allocations for completion(GOK, 2003). Financial planning, cost-effectiveness, co-ordination and consultation Implementation of the CDF funded projects suffers from delays, mainly due to procedures at national level, some of which are beyond the project implementation committees' control. Due to delayed funding or disbursements, costs of materials rise and therefore the money allocated may not be able to complete the projects. Lack of consultation and co-ordination with the line ministries also at times resulted to wastage of resources (Oyugi, 2006).

The CDFCs have shouldered the burden of the Economic Stimulus Programme (ESP) projects that are being managed through the CDF office. Most of these projects are incomplete due to delays in procurements and bureaucracy in the relevant ministries (Bagaka, 2008). There is also the inability by most PMC to submit returns in time; deviation from original project description by PMC without approval of CDFC; delays in implementation due to over reliance on technical staff/ engineers from line ministries for project inspections; there is political interference from local MPs and councillors as well as unmet community expectations in funding /allocation of funds coupled by unhealthy competition over resources. Reporting procedures, Incomplete and lack of supportive documentation CDFCs do not prepare financial statements. The CDF Act does not provide for the preparation of comprehensive financial accounts at the local level.

Consequently, there are no financial statements that show the assets registered and their value for every sector. CDFCs only send returns of amounts received and actual expenditure of projects funded which are not complete documents. It's a critical gap in enhancing accountability, scarcity of relevant documents used to realize the projects. Hence lack of proper documentation makes auditing a great challenge (Gikoyo, 2008).

There is need to provide policy direction on all funds going to the Counties, including resources channeled to constituencies (sub-county) within counties. On July 26, 2012, the CDF review Task-force headed by Eng. MuriukiKarue finally presented its report to the Minister of State for Planning, National Development and Vision 2030. The Task-force report recommended amendments to the CDF Act 2003 and CDF (Amendment) Act 2007 (GOK, 2002). The Minister set up the Task-force through Kenya Gazette critically examine the CDF Acts, its structures and aspects of its performance and recommend appropriate means to strengthen it. The mandate of the task force which held countrywide sittings to collect and collate stakeholders' views was extended following the promulgation of the Constitution of Kenya, 2010 to review its report to determine if the recommendations therein were in line with new Constitution. The report was timely as it coincided with the on-going constitution restructuring and move to County Governments which will feed into the long term strengthening of Kenya's presently weak over centralized and ad hoc decentralization framework. The report recommended that CDF remains in principal and attempted to address some of the fundamental flaws in the fund's design. The report further recommended that: Functions of the parliamentary committee, the CFC be reviewed in order to exclude duties that are executive in nature, The Board will report to the Minister on all matters and the CDF will summon the Minister on a need basis. The Fund will be part of the national allocation that is 85% (GOK, 2001).

It is recommended that the amount be given to the county government as a conditional grant to be managed under a reviewed CDF structure with emphasis on the committee at the constituency where the Member of Parliament is a key player. Its membership comprises the ward representatives to the county assembly and other members from the wards identified by the residents. It is further proposed to have a new CDF county committee comprising the key leaders in the county, that is the Members of Parliament (National Assembly and Senate) and the

Governor. The CDF Board will devolve from the national office to the county and have technical officers at the county and at each constituency. The CDFC will make all the decisions on the allocation of funds to various projects after receiving proposals from the wards then will oversee to make sure the funds are disbursed timely for the intended proposals. The actual implementation of projects will be by the Project Management Committee (PMC) (ROK, 2005).

CDFC members are expected to offer technical support such monitoring and evaluation of projects across the constituency and participate in the final compilation of constituency project list, a function that requires some level of education and experience in managing public projects. Audit of All CDF projects in the County An audit of the status of all CDF projects should be undertaken to establish the completion and usability status of each project. Some of the projects are either incomplete after huge sums of cash having been pumped into them or simply ghost projects (Oyugi, 2006).

In the ten years of the CDF project implementation, it has been well embedded in Parliament and the Constituencies with participation from key line Ministries when called upon to provide expertise. Participation of communities at the grassroots level, social mobilization is currently weak and is driven primarily by needs prioritized by the CDFC and approved for funding by the CDF Board rather than being driven by communities. Coordination between Implementers and Technical Experts should be coordination between the technical experts for instance the Ministry of Health or Medical Services or even Ministry of Public Works and implementers such as the CDF (GOK, 2009). County office has a role each one should play for the successful implementation of projects. Therefore, there is need to coordinate CDF projects across the Country because the lack of vertical and horizontal accountability by CDFCs, PMCs and government ministries has largely resulted in the lack of transparency and accountability in reporting and operation(MOK, 2008).

The allocation criteria of these funds are that the Treasury releases funds to the CDF Board through the Ministry of State for Planning National Development & Vision 2030 in quarterly tranches. The CDF Board disburses funds to the Constituency Development Fund Committees (CDFCs). Upon approval of projects, CDFCs disburse funds to the Project Management

Committees (PMC) through District Treasuries. PMCs release funds to projects in phases based on implementation. CDF comprises of an annual budgetary allocation equivalent to at least 2.5% of the Government ordinary revenue. 3% is allocated to CDF Board for administration. 97% is allocated to constituencies based on the following formula; 5% of the 97% is allocated to Emergency Reserve; 75% of the balance is allocated equally amongst all the 210 constituencies while the balance of 25% is allocated based on the Constituency Poverty Index modeled by the Ministry of state for Planning, National Development & Vision 2030. Each year, constituencies are expected to make statutory allocations (GOK, 2009).

Kiambu county sub-counties operate in terms of operations where by projects initiation, execution, implementation, monitoring and evaluation and decision making is centered. Kiambaa ,Juja and Gatundu North, Githunguri and Limuru, operates a more centralized system where the project operations are controlled at CDF office with little involvement of stakeholders and operates a more devolved structure with more empowered top management. Gatundu south, Lari and Kikuyu constituencies operates a structure that empowers stakeholders with projects initiation, execution, implementation, monitoring and valuation and decision making being decentralized. These sub-counties provide an experience on operating organizational structure that may guide on analyzing the effect of formalization, decentralization and complexity of CDF funding structure at the sub-county level on project implementation
(Kiambu county development profile, 2014).

The county under the study received disbursement of fund to the county from the central government for the financial year 2013/2014 and the constituency financed several projects of a total of 389 projects from sectors of education, health, roads, security, water and sports and environment. According to Kiambu transitional report (2013) and development profile (2014), education received a lion share of the county allocated funds. In the secondary school section, CDF has largely improved school infrastructure; that is, classrooms, administration blocks, laboratories, dormitories, water tanks and toilets a total of 47 fully funded projects thus contributing to a better learning environment and improved capacity for teaching and learning activities. There was notable increase in secondary school enrolment rate; that is, 36,443pupils in 2002 to 63,743 in the year 2014 representing a 75% increase in enrolment and because of the

increased enrolment there have been a need to increase the of classrooms by constructing more to accommodate the growing number. Out of these 47 projects 26 of the m was the classroom construction or renovation (Kiambu development profile, 2014).

1.2 Statement of the Problem

The Kenyan Constituency Development Fund (CDF) was introduced in 2003 during the Kibaki presidency. The fund was designed to support constituency-level, grass-root development projects. It was aimed to achieve equitable distribution of development resources across regions and to control imbalances in regional development brought about by partisan politics (GOK 2001). It targeted all sub-county-level development projects, particularly those aiming to combat poverty at the grassroots. The CDF program has facilitated the putting up of new water, health and education facilities in all parts of the country, including remote areas that were usually overlooked during funds allocation in national budgets with the passage of the CDF Act 2003 by the 9th Parliament of Kenya. The CDF Act provides that the government set aside at least 2.5% of its ordinary revenue for disbursement under the CDF program. Though there have been attempts to address implementation problems ailing CDF projects. Successful implementation of CDF projects is therefore a critical component in ensuring that the objectives of Constituency Development Fund (CDF) are achieved (GOK, 2003).

According to Kiambu county Development plan profile (2013/2014) and the 2014/2015 CDF transitional profile (2015). Kiambu County has variety of CDF projects in each constituency that is run by CDFC officials and total of 389 projects from sectors of education, health, roads, security, water and sports and environment. The CDF Transition Report (2013/2014)and Kikuyu sub-county development profile shows the county allocation per sector: Security 20,081,927, Educational Infrastructure 108,959,300, Health and Sanitation 18,875,833, Water 103,793,089, Energy 1,915,800, Environment 1,691,451, Youth and sports 1,500,000, Micro-markets 1,000,000, Roads and bridges 23,386,344 , Agriculture & Livestock 1,446,400, Bursary 50,141,455 and CDF Office Recurrent expenditure(M&E, Administration and Emergencies) 27,054,433.

The impact of CDF is highly felt in the Education Sector compared to the others in the entire county and felt more in the kikuyu sub county, since it received the lion's share of the CDF funds (Kiambu county development profile 2014). This has somewhat translated to better service delivery. Most of the projects involved bursary award to the needy students, and educational infrastructure in terms of construction of classrooms, dormitories, toilets, procurement of lockers and desks as well establishment of new schools. Educational infrastructure and bursary took 39% and 14% respectively of the total constituency development fund disbursement. According to the District Education Officer (DEO), free secondary education has contributed to increase in enrolment rate in secondary schools by 25% since the year 2002.Hence, there was need by the CDF to largely improved school infrastructure; that is, Classroom construction, administration blocks, laboratories, dormitories, water tanks and toilets thus contributing to a better learning environment and improved capacity for teaching and learning activities

It was also noted that construction projects received a lion share of the infrastructure funds in kikuyu sub-county compared to other sub-counties. Out of these 47 projects 26 of them were the classroom construction or renovation. There were several cases of incomplete or stalled pro classrooms, administration blocks, laboratories, dormitories, and water tanks and toilets projects in the education sector as compared with other sectors. It is however noted that still out of this 26 construction projects 14 projects were incomplete, stalled or were never executed or implemented at all (Kiambu county development profile, 2014).

Hence this shows there is little emphasis that have been laid on the extent to which implementation is carried out on these projects at the sub-county level despite the allocation of lion share on educational infrastructure funds. This therefore creates the need to undertake this study that seeks to examine the determinants of implementation of classroom construction funded by CDF, case of public secondary schools inKikuyu sub-county, Kiambu County, Kenya.

1.3 Purpose of the Study

To investigate the determinants of implementation of CDF funded construction projects, a case of public secondary schools in Kikuyu sub-county, Kiambu County.

1.4 Objectives of the Study

The following were the objective of the study;

i. To determine the level of funding by CDF influence implementation ofCDF funded construction project in public secondary schools in Kikuyu Sub-County.
ii. To determine level of stakeholders influence on implementation of CDF funded construction project in public secondary schools Kikuyu Sub-County.
iii. To investigate the extent monitoring and evaluation tools influence implementation of CDF funded construction projects in public secondary school Kikuyu Sub-County.

1.5 Research Questions

The research questions of the study were as follows:

i. At what level does funding by CDF influence implementation of CDF funded construction projects?
ii. At what level do stakeholders influence implementation of CDF funded construction projects?
iii. At what extent do monitoring and evaluation tools influence projects implementation CDF funded construction projects?

1.6 Significance of the Study

The study findings are of great significance to all the stakeholders interested in the success of the devolved fund-CDF which will help realize the Kenya Vision 2030 which is Kenya's development blue print. The study examines determinants of implementation of projects funded by CDF; case of secondary schools construction projects in Kikuyu sub-county. These study findings are beneficial to other stakeholders in other constituencies in Kenya and beyond who are involved in similar projects. The findings herein is also vital reference tools for other project study that help stakeholders in determining the various socio-economic-political factors that lead to failure implementation of generally construction projects in public secondary school to those involved in running of education sector.

The study uncovered the critical roles of the stakeholders and their influence as well as the importance of involving them towards the successful implementation CDF fundedprojects and

also investigate the tools used to monitor an evaluate implementation of classroom construction funded by CDF and consequently how they influence success or failure of projects. From the study findings, conclusion and recommendations will be easier to strategize on how to address the grey areas of CDF projects issues that hinder their implementation and other related devolved public funds in other developing countries world over. The study findings, conclusion and recommendations also provide reference material for future research in the area of project management with a bias in procurement.

1.7Basic Assumption

It was assumed that the targeted sample for research was reachable and individuals responded to the research questions. The respondents gave responses that were sincere and without bias.

1.8 Limitation of the Study

There were chances that some vital information was withheld by some stakeholders willingly or unwillingly because of its sensitivity on monetary issues and therefore the stakeholders were assured on confidentiality on then treat information with unanimous kind of resilience. Kikuyu Sub County is quite expansive geographically and has poor infrastructure and some schools were inaccessible, therefore after issuing questionnaire follow up calls were used to avoid regularly travels to the respondent's locations till the final day of retrieving the questionnaire. The expansive region created financial constraints and the budget was adjusted to the maximum. Some respondents were unwilling to respond to the research questions and the researcher produced the letter from relevant authority attesting that the information gathered will only be used for the study.

1.9 Delimitations of the Study

This study was restricted to determinants of implementation of CDF funded construction projects in public secondary schools in kikuyu-sub County. School principals and Constituency Development Fund officials, offered vital information for the research. The study was also delimited to survey and used questionnaire as the method to collect data. Because of time and financial constraints, the study was delimited only to the level of funding by CDF, stakeholders involvement, monitoring and evaluation tools influence

1.10: Definition of significant terms used in the study.

Implementation of construction Project: this is the phase in the project life cycle where the planned, designed and appraised selected construction project is landed and executed in order to achieve the intended goal and objectives

Level of Funding: This is the amount of funds allocated to a particular project to be implemented on project in progress by a particular financier i.e. CDF, School PTA or donors.

Monitoring &Evaluation tools: Timely provision of comprehensive control information at each state in the implementation process.

Stakeholders Involvement: Individual with interest in the operation of the school / people who will be affected can influence the project

1.11 Organization of the Study

This study was presented in five chapters. Chapter one contained introduction to the study and it entails the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitations of the study, definition of significant terms and organization of the study. The second chapter of this study examined the theoretical and conceptual framework. Theory of Change is examined in the theoretical framework. Conceptual framework is designed to model the relationships in the study.

The third chapter of the study is research methodology. In this chapter the research design, target population, sampling procedures, data collection procedures, research instruments and data analysis techniques were examined. The fourth chapter is on data presentation, analysis and interpretation. Since the research design in the study was descriptive research design and descriptive analysis is used as per research objective. Chapter five of the study is on findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature for the study is drawn from journals, government publications, circulars, documents, books and newspapers dealing with implementation of various projects issues globally, regionally and in Kenya as a country. The literature is reviewed under the following; level of funding by CDF, stakeholders involvement in project implementation, concept of monitoring and evaluation tools that are used to ensure project implementation. This chapter provides both theoretical framework and identifies the knowledge gaps from previous studies. Finally, the chapter concludes with a conceptual framework which forms the model that guides the relationships subjected to scientific study.

2.2 Influence of level of funding by CDF on implementation CDF funded construction projects.

A project is a complex, non-routine, one-time effort limited by time, budget, resources, and performance specifications to meet customer needs (Chen, 2005). All projects evolve through a similar life cycle sequence during which there should be recognized start and finish points. In addition the project objectives may be defined in a number of ways, e.g. Financial, social and economic, the important point being that the goals are defined and the project is finite. Projects are unique (PMBOK, 2004). One time endeavors with specific objectives which are to be accomplished within determined time, cost and resource constrains (Battani 1989) needless to say projects are as varied as need be and as the environment dictates.

The Constituency Development Fund (CDF) was established in 2003 through the enactment of the CDF Act as contained in the Kenya Gazette Supplement No. 107 (Act No. 11) of January 9, 2004. Kenya, being a developing country has had a problem in even distribution of national resources; CDF was to help address this problem by decentralizing government development funds. The fund comprises an annual budgetary allocation equivalent to 2.5% of the

government's ordinary revenue. The key objective of the CDF is to ensure that the stated public resources are devolved to constituencies "for the purpose of development and in particular in the fight against poverty at the constituency level". The fund aims at reducing imbalances in regional development brought about by partisan politics through constituency-level development projects (GOK, 2004).

Kenya consists of 210 constituencies, each represented in the National Assembly by an elected Member of Parliament (MP). Allocation of the CDF among constituencies is governed by a formula specified in the CDF Act 2005. Since the government did not have poverty estimates at the constituency level in 2003, the CDF was allocated equally in the 2003/2004 with each constituency receiving KES 6 million (six million only). However, from the year 2004, the CDF allocation was revised and pegged on a formula comprising of two parts; part "(a) three quarters of the net total CDF divided equally among all constituencies (netting out 3% administrative takedown), and part (b) a quarter of the net total CDF divided by the national poverty index multiplied by the constituency poverty index" (GOK, 2004). Part (b) of the formula was implemented by allocating a quarter of the net total CDF kitty based on the contribution to national poverty of each constituency with a 0.23 adjustment factor that rescales the allocations downwards for 16 urban constituencies.

CDF Act embraces a concept where leaders consult more closely with their constituents or by involving them in the project cycle of identification, initiating, planning, executing, monitoring (and evaluation) and project closing (PMBOK, 2004) leading to ownership of the said project rather than imposing outsider-devised interventions on them. In particular, the Project Management Committees are mandated to do the project's materials and services procurement and forward the same recommendations of award to Constituency Development Fund Tender Committee (CDFTC) for approval or ratification of contract or tender award (GOK, CDF Act 2007). With the CDF, the constituency is functioning as a development unit and thus a public procuring entity (PPE) with numerous projects being funded; as a result, there are a lot of procurement activities going on. From 2003/2004, considerable National resources have been channeled towards developing the constituencies through the fund; good percentages (about 68 %) of these resources are spent on procurement related activities.

Going by the CDF allocation formula, every constituency spends 68 % of its annual allocation on procurement related activities through sourcing, advertising, evaluation, awarding, contracting and contract management; this is so because, of the annual CDF allocation 15 % is usually set aside for education none infrastructure development activities (bursary, continuous assessment tests and mock examinations), administration activities gets 3 % of the allocation, 3 % goes to recurrent expenditure, 2 % for sports activities excluding cash awards, monitoring & evaluation gets 2 % of the allocation, emergency kitty of 5 % of the annual allocation is also catered and 2 % for environmental activities (GOK, 2004). Allocation done by Treasury through releases of funds to the CDF Board through the Ministry of State for Planning National Development & Vision 2030 in quarterly tranches. The CDF Board disburses funds to the Constituency Development Fund Committees (CDFCs). Upon approval of projects, CDFCs disburse funds to the Project Management Committees (PMC) through District Treasuries. PMCs release funds to projects in phases based on implementation. CDF comprises of an annual budgetary allocation equivalent to at least 2.5% of the Government ordinary revenue. 3% is allocated to CDF Board for administration. 97% is allocated to constituencies based on the following formula; 5% of the 97% is allocated to Emergency Reserve; 75% of the balance is allocated equally amongst all the 210 constituencies while the balance of 25% is allocated based on the Constituency Poverty Index modelled by the Ministry of state for Planning, National Development & Vision 2030 (GOK, 2009).

Each year, constituencies are expected to make statutory allocations to the following key areas; case of Nakuru County constituencies' statutory allocation annual allocation for the year 2012/2013; Emergency Reserve 5% Bursary 15% Office Administration 3% Recurrent Expenditure 3% Monitoring and Evaluation 2% Sports Activities 2% Environment Activities 2% (Nakuru county transitional 2013). National CDF allocations run into billions of Kenya Shillings annually with a total of Kshs. 106, 906,102,651 having been allocated to CDF from financial year 2003/2004 to 2012/2013. The amount CDF funds Kikuyu Constituency has spent on procurement related activities from 2003/2004 financial year to 2009/2010 as representation of 68 % of annual allocation. Given the percentage (68 %) of resources being managed by

procurement activities in every financial year, it is critical to establish its effect on the performance of CDF projects with other CDF projects performance factors (NDFR, 2010).
Case study on: Kitui Central Constituency; Engineer Ngilu Mixed Secondary School was opened on 30/1/06. The establishment of the school was in response to the needs of the orphaned, needy and bright students who could not afford fees for boarding schools. The school was opened through the initiative of the late Engineer MwendwaNgilu, the patron, and the Ithookwe community. The patron together with his family had given a lot of 67 moral and financial supports to the school. The school had a legally constituted board of governors. The CDF had constructed classrooms in the Engineer Ngilu Mixed Secondary. Approximately ksh.5, 250,000 has been used up to its current status and it is as follows: Administration - ksh.1,500,000 Library - ksh.450,000 School fence and gate - ksh.200,000 Dining hall - ksh.1,200,000 The project was started in 2006 but it is not completed although it is being utilized as completion awaits other funds. The community also contributed ksh.200 each towards the project. The project was managed by the Parent's Teachers Association (PTA) and the board of governors. The management organ was selected by the parents who elected a representative from each class (Kimani, et,al,2009).

The management committee had 5 members (3 women and 2 men). Thus, affirmative action was implemented in the selection of the management organ. The organ met when necessary. The community selected the project committee members and the criteria included availability and closeness of members to the project site. The work of the committee was to monitor the project, to oversee the mode of payment and the tendering procedures. The BOG identified the duties and responsibilities of the committee. The committee members were briefed on crucial issues and also their roles and responsibilities. The committee held debriefing meetings with members of the public to update them of the project once per term and they tabled the financial report to the public during the debriefing meetings which were held in the school compound. But despite all this the project was never completed on time citing in irregularities in the implementation process.

Case studies have been conducted which illustrate secondary school financing issues in a wide range of countries in Africa, Asia and Latin America (Keith, 2006). The analysis shows that

several developing countries will face acute problems in financing their secondary education projects if expansion of current conditions and cost structures continue to prevail. Several options are discussed which include expanding the share of government resources allocated to secondary education, reducing unit costs, increasing internal efficiency and developing cost sharing mechanisms to expand secondary education within an education for all perspective. In Vietnam for example, the government provided Free Education even in secondary up to 1989 when it was stopped due to economic constraints (Bray, 2002).

In Switzerland, the main sources of funds for education include the communities. Burma has recently introduced innovative programmes where the government contributes 41.5%, UNICEF 22.8% and the Local Community 35.6% of the repair costs of 434 new schools (Scandlern& Block, 1980). According to Eshiwani (1993) in most countries today, education is largely financed by the Public sector, but never entirely. This is because of the costs borne by parents/students. These costs may be earnings foregone, or the costs of books, transport, school meals etc. The private individuals 'tendency to invest in education is only to the extent that he or his child benefits. The free' education offered in these countries also has an element of earnings foregone in the costs to 17 families and in the straight forward sense that wages may be lost, for many children work if only at harvest time on some larger plantations. The loss of a child's labor on the family land may be serious for the many families too. But OECD (2000) notes that in the more-developed countries, education beyond the compulsory level is usually financed in part. At this stage the cost of earnings foregone may be large. The central government may subsidize the cost of buildings, or the teachers'salaries.

Poor Children in the third world are underrepresented in secondary education as the children of wealthy parents benefit from their parents ability to pay whatever costs continued education imposes. It is established that the costs of education to parents include more than the basic fee payable and that as a result many poor children either do not enter or drop-out of school because of these extra costs. Below a certain level of family income, therefore, tuition-free education may not offer sufficient inducement to these families to send their children to school (Kimalu and Nafula, 2006). But UNESCO (2000) observes that in reforming the financing of education many governments, especially in less-developed countries are looking increasingly to parents for

additional funds for education. They are beginning to feel that they have reached the limit of resources that they can sensibly allocate to education with its ever increasing demands for more and more of scarce resources.

2.3 Level Stakeholders involvement in implementation of CDF funded projects.

Stakeholders are any group or individual who can influence or is affected by the achievement of the organization's objectives' or a person, group or organization that has interest or concern in an organization. A project manager must be sure to identify and list all potential stakeholders for a project (PMBOK, 2004). Potential stakeholders include but are not limited to: community groups, environmental groups, local councils, government departments, colleges, and universities, youth groups, senior citizens' groups, politicians, residents, investor's shareholders, labor unions suppliers, local communities, parents and students.

Not all stakeholders are equal. There are two categories of stakeholder's primary stakeholders and secondary stakeholders. Primary stakeholders are beneficiaries, those who stand to gain something services, skills, money, goods, social connection, etc. as a direct result of the effort. Targets are those who may or may not stand to gain personally, or whose actions represent a benefit to a particular (usually disadvantaged) population or to the community as a whole. These might include individuals and organizations that live with, are close to, or care for the people in question, and those that offer services directly to them e.g. CDF officials, the surrounding community, parents and government (Dawson, 2008).

According to Chen (2005), Identifying stakeholders and their interests should be among the first, if not the very first, of the items on agenda involve stakeholders in a participatory process, the reasons are obvious**.** They should be part of every phase of the work, so that they can both contribute and take ownership. Their knowledge of the community and understanding of its needs can prove invaluable in helping you to avoid mistakes in your approach and in the people you choose to involve, stakeholders should be included in any assessment and pre-planning activities as well as planning and implementation**.** If you want your process to be regarded as transparent, stakeholder involvement from the beginning is absolutely necessary (Gray&Larson, 2000)**.** The community will only believe in an open process. If the project involves changes that

will affect people in different ways, it's important that they be involved early so that any concerns or barriers show up early and can be addressed .In situations where there are legal implications, such as the building of a development e.g. development of infrastructure like classrooms, laboratories dormitories ,dining halls , involving stakeholders from the beginning is both fair and can help stave off the possibility of lawsuits down the road towards project implementation**.**

Organizations stakeholders is a group of people residing in a locality who exercises local autonomy and the locality satisfies their daily needs including health, education, social, cultural and historical heritage among others (Okumbe, 2011). According to the CDF Act (2013) Projects under this Act shall be Community based in order to ensure that the prospective benefits are available to a widespread cross section of the inhabitants of a particular area, (ROK, 2013). A research by International Budget Partnership (IBS, 2010), the Kenyan CDF cites low/non involvement of local communities in project identification and selection as one of the key challenges of the CDF.

This is evidenced by data from the NACCSC (National Anti-Corruption Campaign Steering Committee) report that showed low levels of public participation: nearly 60 percent of Kenyans are not given the opportunity to be involved in project selection or prioritization (NACCSC, 2008). Community and organization participation was first espoused as a health-promotion strategy by the World Health Organization (WHO). Community participation is described as a social process in which groups with shared needs living in a "certain geographical area" actively identify needs, make decisions, and set up mechanisms to achieve solutions/goals (Adesina, 2010).

To enhance community and organization stakeholder's participation or involvement in tendering and supplies, several measures are put in place to facilitate smooth and transparent implementation of projects. These measures include: registration of contractors/suppliers and artisans, provision of information on tendering and supplies guidelines, and formation of a subcommittee for vetting and recommending suppliers (Achoka, 2013). This is also to ensure that the CDF money remains in the constituency. Communities may be engaged to use and

coordinate their resources of personnel, time, money, goods, and services in a broad range of structures and strategies. Additionally, people- and community-based organizations often participate at different levels. They may have less access to resources than do government institutions and agencies and may view themselves as tokens that make the health-promotion effort look more credible (Annual Review Public Healtharjournals.annualreviews.org). International Journal of Current Business and Social Sciences CDF Act (2013) states that all projects funded under these Act should be community based (Wamae, 2009) in his study on contribution of CDF in employment creation recommended that there should be constant awareness creation for the community members and community participation should be increased as well as stronger links with line government ministries.

A case of Imenti North constituency found out that community participation all along the project play a significant role in determining successful completion of projects. Involvement of Technical Officers A project is a unique undertaking which is non-routine in nature and is affected by the triple constraint of scope, time and cost (Grey & Larson, 2008). All projects have defined goals and objectives of which when achieved under the triple constraint of time, cost and scope then the project is said to be successful. Technical officers or officers have a positive impact on the Constituency Development Funded projects performance through their roles in project identification, planning, implementation and monitoring and evaluation of such projects (Adan, 2012). The CDF Act (2013) provides that PMCs will implement projects with support from the CDF and technical advice from relevant government department. For successful implementation of CDF projects, democratic values and ethos should be entrenched at the local level. These can be realized through creation of efficient channels of participation and information. The CDF Act (2013) gives criteria for a project under the fund it should be community based in order to ensure that prospective benefits are available to wide spread cross-section of the inhabitants of the area. The Act further stipulates that where a project involves several sectors for instance education, water and public health several government departments will be involved.

According to GOK(2009) the Kenyan Economic Stimulus Programme had stakeholders at the various levels of the programme. The top level structures responsible for policy formulation were

spearheaded by the office of the Deputy Prime Minister and Minister for Finance assisted by the Technical Working Group and the ESP Secretariat. Project Implementation Units (PIUs) were established at the respective Line Ministries while at the constituency level the Stimulus Project Management Committees (SPMC) were established by the Constituency Development Fund Committees (CDFC), and the Constituency Projects Tender Committee (CPTC) adopted from 14 the District Tender Committees (DTC). All works and services were sourced using existing government procurement regulations (Public Procurement and Disposal Act, 2006 and its attendant Regulations, 2006 and subsequent Amendments, 2009).

Education projects were managed at the school level with key stakeholders mandated to run the processes necessary in the implementation of the programme. Board of Governors (BOG) and school development committees were responsible in secondary schools. In accordance with the Education Act (Revised Edition,2012) all Public secondary schools in Kenya are managed by a Board of Governors (BOG) appointed by the Minister of Education and offer voluntary service towards the promotion and management of education with their responsibilities including planning and development of physical facilities for the purpose of learning and teaching in the school; sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school (GOK,2009).

The BOG is required to prepare, approve and implement both the recurrent and development budgets of the school; organize, direct, supervise and monitor approved projects and programmes in the school; recruit, appoint and discipline the non-teaching staff in the school; discipline of teachers and students under the general guidance of the TSC and the Director of Education respectively; regulate the admission of students subject to the general direction of the Director of Education. The BOG consists of a Chairman, Secretary and other members and elects from itself an executive committee that has delegated powers to manage the school on behalf of the Board with the Principal of the school as the Secretary delegated to administer the school on daily basis. A second body that also manages the affairs of secondary schools is the Parents and Teachers Association (PTA). This is a welfare body that brings together the teaching staff and the parents of the school. This body has office bearers that include the Chairman, the Secretary, who is the Principal of the school, and the Treasurer. The PTA generally provides the funds

approved by the BOG for the development of the school. Membership is drawn from parents and teachers and varies depending on the number of streams in the school. The PTA is responsible for participating in discussions and approval of the annual school budget received from the BOG; participating in discussions concerning the identification and prioritization of development projects and participating in the implementation of identified projects as members of the projects and procurements committees (Mulai, 2011).

A third management entity in secondary schools is the school infrastructure development committee (SIC). This committee is responsible for identification of school development needs and overseeing the spending of infrastructural funds through delegation by BOG. Other stakeholders were the contractors as well as project managers drawn from technical departments of government. Studies carried out on roles of BOGs have indicated that whereas their responsibilities include financial, physical and material resource management in schools this is not always the case. Mulai (2011) came to this conclusion came to the conclusion that participation of the BOG in decision making in schools did achieve its mandate in implementation and decision making leading tosuccess. Similarly Kamunge (1988) recommended that members of boards of governors and school Committees should be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions. CDFC, PMC and Government officials' involvement in implementation of CDF Projects.

The CDF Project cycle consists of several stages: Identification, planning, implementation and monitoring. It's worth noting that equal representation irrespective of political, gender, tribal, racial affiliations among others is vital for successful implementation of CDF projects. There is need for gender balance at every stage a project undergoes to ensure the concerns and experiences of women as well as of men are addressed in the design, implementation, monitoring and evaluation of policies and programmes, so that women and men benefit equally, and inequality is not perpetuated (PMBOK, 2004).

In Kenya, case of Makadara CDF stakeholder's participation, the study recommended that the government & civil society should facilitate public awareness campaigns. Further there should

also be guidelines in how public participation should take place. Mochiemo (2007) did a study on the contribution of the community in successful completion of CDF projects in Kitutu Chache constituency Kisii central District and found that the government NGO's, CDF and any other body which would like to start a project in a community should involve and encourage contributions of the community form the initial identification of a project to end and ensure successful completion and sustainability.

Stakeholders involvement in CDF operation are individuals, groups or organizations who, directly or indirectly, stand to gain or lose from a given development activity or policy. The Constituency development fund (CDF), which was established in Kenya through the constituency fund Act of 2003 (The Kenya Gazette supplement no. 107 (Act no. 11) of 9th January, 2004, is one of igneous innovations of the National Rainbow Coalition (NARC) Government of Kenya. While there are several rules that govern the utilization of the fund (CDF Act, 2003) to ensure transparency and accountability, decisions over the utilization of the funds are primarily by the constituencies. Unlike other funds from the Central Government (KIPPRA, 2006) through large and more layers administrative organs and bureaucracies, the funds under these programmes go directly to local levels. In essence the CDF provides individuals at the grassroots the opportunity to make expenditure decisions that maximize their welfare in line with their needs and preferences to the extent that the local population is better informed about their priorities. The choices made can be expected to be aligned to their problems and circumstances, thus the CDF can be considered a decentralized scheme that provides communities with the opportunities to make spending decisions that maximize social welfare.

Although the CDF takes relatively small amount of national resources (2.5% of the Government's ordinary revenue collected every year), its impact can be significant if the funds are efficiently utilized, because the funds benefit the communities directly, it stimulates local involvement in development projects and as a result constituents are expected to have more information about the projects funded under a programme. Key project stakeholders on CDF project include; Government, project manager, constituents, contractors, PMC, CDFC, NGOs, CDF board, government departmental heads from the relevant departments. The constituents should play a critical role in decision making because they are the beneficiaries of the projects

and know well projects are beneficial to them (Flaman and Gallagher, 2001). Thus the constituents should be involved at all stages of the project from initiation through planning, implementation and monitoring and evaluation be done at every of this stages. Feedback should be on the use of the project. The Constituencies Development Fund Act, 2003 and Constituencies Development Fund (Amendment) Act, 2007 have created several official bodies to carry out specific functions to ensure the smooth running of the CDF.

A case study of CDF Sponsored School Construction in Meru South District, Tharaka-Nithi County, without connections to the CDF committee, school construction projects started by KESSP stalled when donors stopped funding KESSP's Joint Finance Agreement (JFA). The stalled classrooms are located in an area that lacked an intermediary politician. Despite the proximity to a district headquarters, the school's lack of political connectivity meant that additional funds were not used to complete the construction project. KESSP funds channeled through the central government had to compete with alternative sources of funding that valued loyalty rather than data for enrollment indicators. This could partly explain why the central government had difficulty accessing data from beneficiary or client communities for M&E indicators. That is, providing data did assist communities in receiving project support. It also appears that the government and KESSP JFA donors were dependent on local intermediaries to implement projects and to collect data for M & E, and that those local communities were also dependent on these intermediaries for contact with government implementers and foreign donors this could only done through community stakeholders participation and involvement throughout the project life cycle great a team work. This seems to be particularly true in the North Eastern part of Kenya, where intermediaries, often connected to local politicians, served as gatekeepers between the central government administration and their client communities(Kiman, 2009).

2.4 Influence of M&E Tools in Implementation of Classroom Construction Projects Funded By CDF

Monitoring as the periodic and continuous review and overseeing of the project to ensure that input deliveries, work schedules, target outputs and other required actions proceed according to the project plan (Crawford& Bryce, 2003). It is a continuous process of collecting information at regular intervals about ongoing projects or programmes concerning the nature and level of their

performance. It is an ongoing activity for tracking a projects progress against planned tasks to ensure that the project is moving towards the right direction and at the right speed, in order toachieve its set objectives. Cleland &Gareis, (2006) define project monitoring as a continuous function involving the day to day operation during the implementation of a project or programme and is a routine measurement of programme inputs and outputs delivery, and implementation of projects, in compliance with the required procedures and achievement of planned targets, the main purpose being to indicate at the earliest instance any shortcomings with regards to achieving intended objectives in order that necessary measures can be undertaken in good time.

Risks are potential future events that can adversely affect a project's cost, schedule, scope or quality (Harrison&Lock, 2004). The project manager will have defined these events as accurately as possible and tried to determine when they would impact the project as well as developed a risk management plan to make amends. Gladys, et.al.,(2010) define evaluation as a process that involves systematic collection, analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to the project objectives. It is a process of ascertaining decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives. These definitions clearly indicate the continuity of the monitoring and evaluation processes in tracking progress of projects and the usefulness in risk control.)

The ESP Monitoring and Evaluation programme reporting structures from project level upwards to the national level (GOK, 2009). Every line ministry was to form project monitoring and evaluation committees at the national and district levels which were expected to develop monitoring and evaluation tools for the programme and mainstream monitoring and evaluation into the programme. The objective was to ascertain transparency in the use of programme funds, as well as to ensure effective and efficient implementation of the programme. The committees were to carry out at least one quarterly monitoring and evaluation exercise at constituency levels and carry out a monitoring and evaluation exercise at the end of the six months period at national level. They were to prepare monitoring and evaluation reports which were to be submitted to the parent ministries for onward transmission to Treasury (KNBS, 2010).

According to Kenyatta (2011), the ESP Global Information System Monitoring &Evaluation initiative by the Ministry of Finance was a platform that used the internet to update the status of ESP project countrywide .The ESP website and GIS system were expected to increase efficiency, openness and objectivity in monitoring, evaluation and impact assessment of projects. The ESP website and platform was one of the first Government portals to use the county framework as its unit of reference, making the ministry of Finance a pioneer in envisioning and operationalizing the aspirations of the new governance structures for access to information. Objectives of the GIS mapping tool system were to ensure simultaneous diffusing of ESP information, feedback and interactive between the Government and stakeholders (Crawford, & Bryce, 2003).

These tools provided a structured framework in which "real time" project management updates could be undertaken with the click of a button; provided an effective monitoring, evaluation and reporting framework that boosted transparency, objectivity and accountability for both government and the general public to keep track and affirm the progress of project implementation; provided a tertiary level monitoring and evaluation framework where citizens assisted government in verifying project status and implementation; increased citizen interest, participation, and ownership in local development projects, and propelled local community commitment and a sense of voluntarism in seeing the targeted projects through to completion (Koffi-Tessio, 2002).

Evaluation on the other hand is defined as a periodic exercise that attempts to asses systematically and objectively the relevance, performance and impact of ongoing and completed projects and other management initiatives (NIMES, 2008). The central role of monitoring is to assess actual success in relation to expected results pegged on the objectives of the projects as set out during its formulation phase in the project life cycle (PLC). Monitoring therefore assists in taking corrective action in case of an error in implementation of the project and thus helps in the proper planning of subsequent phases of the project from the time it has been monitored (Wholey& Newcomer, 2010).

The Constituency Development Fund Act 2003 envisages that the projects being implemented under the fund shall be subjected to monitoring and evaluation (M & E) on a regular basis (GOK, 2009). Section 30(4) stipulates that the CDFC shall be responsible for monitoring and evaluation and may designate a sub-committee, a location committee or a project committee the functions of monitoring an on-going project. Although 2% of CDF funds disbursed to each constituency are set aside for use in monitoring and evaluation (CDF ACT, 2003), the exercise is seldom done in the right money due to existing capacity gaps among the implementers. Many of the players lack the technical competence to track project progress along the defined parameters as well as measure the necessary indicators and effectively compile a report on the same. For instance, many projects implemented by CDF lack documented objectives, work plans, predetermined total project costs; which are keys to any meaningful M & E exercise. Many of these flaws occur at the planning phase where monitoring indicators are not formulated early enough making it difficult to monitor progress later on (KNBS, 2010).

The CDF Act 2003 (KNBS, 2009) highly promotes the involvement of experts to aid M & E as well as in the implementation of projects through the line ministries of the projects who expressly are government officers in the respective districts. However, there is an observed apathy in consulting these officers by the Project Management Committees (IPAR, 2006). This tendency is attributed to inadequate staffing, bureaucracy, outright ignorance by the PMCs and corruption tendencies by public officers. This non-involvement of such expert opinion throughout the project cycle has led to the allocation of inadequate funds to projects leading to high non-completion rates, dragging of projects over a long time, poor quality work and non-utilization of completed CDF projects (NDFR, 2010).

Low citizen participation in the monitoring and evaluation of projects funded through CDF was observed as having been caused by the approach to monitoring and evaluation (M&E) taken by many of the CDF committees where it is generally done by taking a trip round the constituency to review the projects implemented (KNBS, 2010). There lacks a simple monitoring and evaluation framework that include a component of citizen participation, which would be useful in enhancing M&E. The other reason for poor participation by citizens was a general low level of awareness by community members on the fund, their lack of interest in implementation of

development projects and M&E being perceived as expensive and time consuming. The general lack of participation in M&E can also be attributed to poor community organization where community structures have not been deliberately organized to facilitate this (KDFR, 2010).

A case study on Ministry of education (MoE) official assigned to monitor KESSP projects in districts within Garissa County explained that those who were required to collect M&E data sometimes depended on "resources from the local MP to do their jobs" when the central "government did not provide sufficient funding" This is important because the MoE did not cover expenses to monitor schools projects; they were, therefore, more dependent on North Eastern agents of politicians (those working for MPs) than the MoE. North Eastern Province, CDF fund managers often accompanied education officers to school visits and education officers depended on patronage from the MP through the CDF manager to purchase fuel for those visits. As the CDF fund manager in a Garissa County constituency explained, the district education office has two vehicles so they can use those ones for their movement; and when time comes, they lack fuel they normally come to our offices for assistance; we can give the fuel. Thus, the ability of the education officers to monitor schools projects andcollect data for KESSP's M & E in this district was more dependent on the CDF funds than on the central government and its donors, who had demanded the data for indicators (GOK, 2009)

2.5 Theoretical Framework

Lewin's Change Management Theory

Many organizations have used Kurt Lewin's theory to understand human behavior as it relates to change and patterns of resistance to change. Also referred to as Lewin's Force Field Analysis, the model encompasses three distinct phases known as unfreezing, moving and freezing or refreezing (Bozak, 2003). The intention of the model is to identify factors that can impede change from occurring; forces that oppose change often called restraining or 'static forces' and forces that promote or drive change, referred to as 'driving forces'

In Lewin's first 'unfreezing' stage, an understanding of the difficulties related to the identified problem are sought and "strategies are developed to strengthen the driving forces and weaken or reduce the restraining forces" (Bozak, 2003, p. 81). Unfreezing involves identifying key players

that will be affected by the change and gathering them together to communicate ideas and create lists of all driving and static forces that will affect the project. The second 'moving' stage is where the actual change in practice takes place as a result of equalization of the opposing forces, thereby allowing the driving forces to support the change. In this stage, implementation of the project produces the change desired, so it is important to continue to keep lines of communication with the nursing staff open. Finally, once the desired change has occurred, the 'refreezing' stage can be used to evaluate the stability of the change and the overall effectiveness within practice.

Lewin's Analysis theory aligns well with our study because it involves projects that's bringschange ; specifically, implementing educational projects in schools that can be building of classrooms ,libraries, dormitories etc . Key components of this step are communicating with all stakeholders including frontline donors, managers and schools administration. Bozak (2003) asserted that it is important that lines of communication remain open and honest, which creates a "sense of security and trust in all those involved with the proposed change" (p. 83). The inclusion of front line staff in planning stage and key decision – making processes promotes a feeling of empowerment that helps to overcome their resistance to the change and enables them to understand the importance of the project in schools and how it will beneficially affect school stakeholders.

During the unfreezing stage, round table discussions with the purpose of teasing out the driving and restraining forces will help identify barriers that may inhibit project implementation need to be overcome. In school set up some restraining forces might be; staff resistance to using computerized devices e.g. Introduction of computer labs, the possibility of workarounds e.g. building of storage classrooms, lack of computer experience, lack of trust in the organization e.g. within the administration, and aversion to using a new facilities. Driving forces would be the forces that will help move the project to implementation ; adequate financial investment, support from upper level management, potential for ease of use and better time management.

The moving stage represents the period of actual change including the planning and implementation stages of the project. Implementing projects across the schools will require

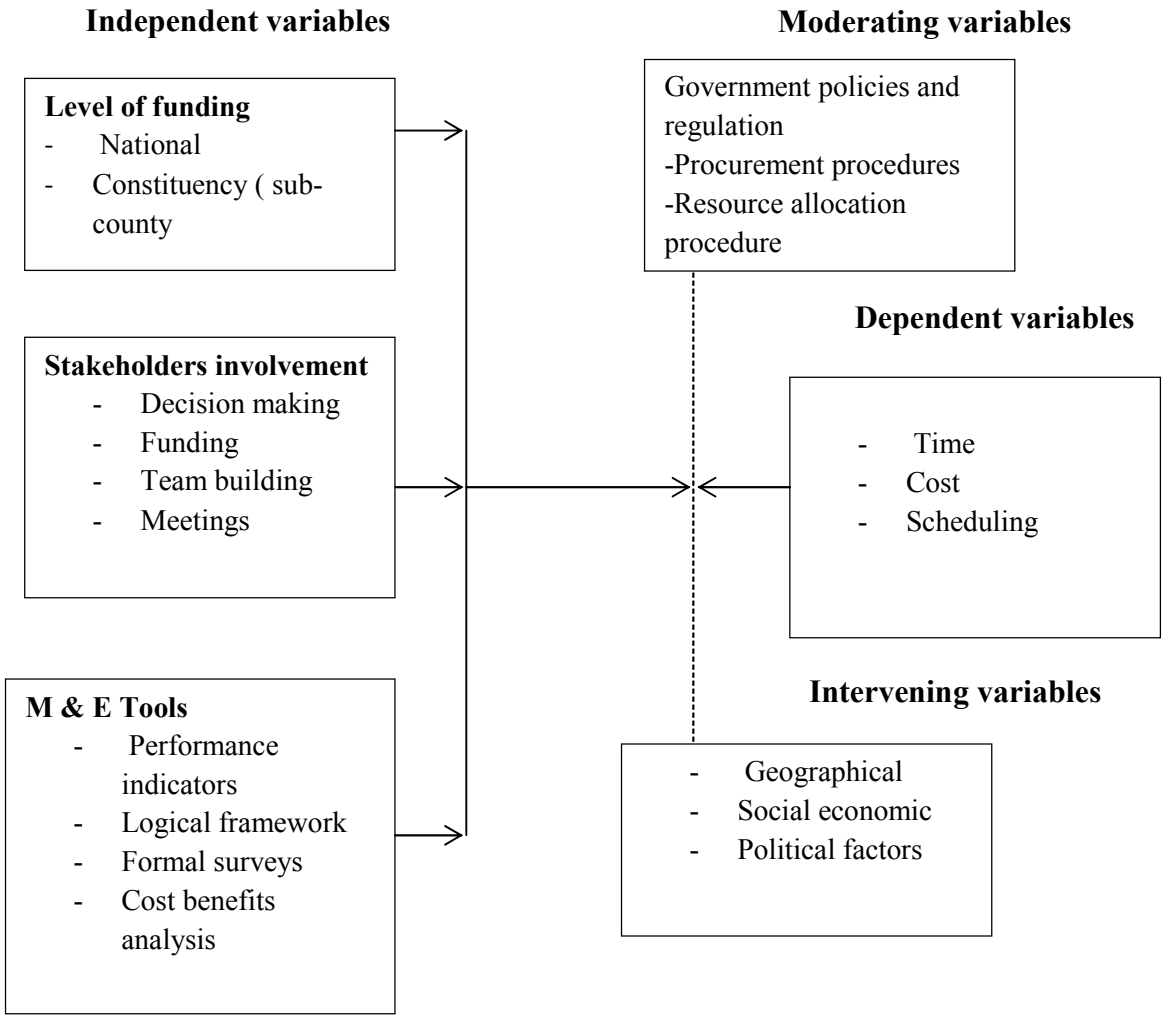
sustained effort from various teams, some of which include; information technology (IT), school surrounding community ,board of governors , project donors , project program managers, ministry of education and school administrators. A project of this magnitude will affect all of these departments in different ways, so planning an effective roll out with the assistance and inclusion of all stakeholders is imperative. Bozak (2003) recommended actively involving primarystakeholders create a feeling of ownership of the success of the project.

In this final stage of Lewin's theory, the process of freezing or refreezing the changed practice occurs and leads to a time of "stability and evaluation" (Bozak, 2003). Ongoing support of the primary stakeholders on the frontline and the project support by all stakeholders should continue until the change is deemed complete and all project users are comfortable with the new changes.

2.6 Conceptual Frame Work

A framework is simply a structure of the research idea or concept, it elaborates the research problem in relation to the literature. The conceptual framework is summarized in a schematic diagram that represents major variable and their relationship (Monina, 2009). It covers key ideas and constructs in the research approach, identified and discusses the variable i.e assumed cause (independent variable) and presumed (dependent variable), intervening variable and moderating variable.

Figure 2.1: Conceptual Framework



2.7 Relationship between Variables

This section presented conceptual framework that was used to guide the study. Level of funding by CDF influences on implementation of CDF funded projects for the case of public secondary schools, National Government are source of funds, Government provide funds in terms constituency development funds, hence Government policies and procedures influences project implementation. Stakeholders influence on project implementation is very crucial, positive influence bring out success in a project, site visitation, team building, delegation and scheduling of stakeholders meetings will all contribute to successful implementation of projects which in turn reflects commitment. Monitoring and evaluation tools is very crucial to ever project, it helps in ensuring that the project success in its implementation, tools like performance indicators shows how project is performing in realizing of its objectives, formal surveys, logical framework, Rapid appraisal and cost benefit analysis will all help in realizing the project progress. All the above independent variable influences the final outcome or implementation of projects funded by CDF in public secondary schools in Kikuyu sub-county, Kiambu County. Long procedures that are followed in Government institutions always delays project implementation. When interventions are put in place there should be more funds being channeled to the sub-county for the purpose of the project hence ensuring its successful implementation of CDF projects. Stakeholders also should provide their full support to the success of the projects, M&E tools should be adequate, reliable and effective. Moderating variables between independent and dependent variable for this study could be government policies and regulations. Intervening may be geographical constrains or social, economic and political factors.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the research design, target population, the sample size and sampling technique, research instruments, data collection procedure, data analysis technique, ethical consideration and operationalization of variables.

3.2 Research design

This study adopted quantitative and qualitative and in particular a descriptive survey research design , designed to depict the participants in an accurate way, descriptive research is all about describing people who take part in the study both qualitative and quantitative research approach. These strategies are adopted because of the nature of the research questions. Author Orodho (2004) observes that a descriptive survey involves collecting information about people's attitudes, opinions, and habits on a phenomenon by interviewing or administering questionnaire to a sample of individual. This point is espoused by Kothari (2004) who stress that descriptive survey is used to describe characteristics of a population or a phenomenon being studied. It is concerned with finding out who, what, where and how of a phenomenon behaves the way it does (Mugenda & Mugenda, 2003). The purpose is to generalize from a sample to a population so that inferences can be made about some characteristics, attitude, or behavior of the population (Babbie, 1990). Descriptive research studies are designed to obtain facts about a phenomenon and its design is economical in data collection. Since the study extended to combination of variables that influenced the outcome of the dependent variable is desired for generalization purposes, descriptive survey is the most suitable for the study.

3.3: Target population.

Target population refers to a collection of all-possible individuals, events or objects that have common observable characteristics Orodho (2003). A target population according to Kothari (2004) is a full set of cases from which a sample is taken. A population describes the parameters whose characteristics the research will attempt to describe. The target population for the study

was N=70 respondents, who were the secondary school principals and the sub- county CDF officials were also the key informants to the study. Kikuyu sub-county has 60 public secondary schools.

3.4: Sample size and sampling procedure

3.4.1: Sample size

Sample is a portion or o population of interest. It is a subject of measurement selected from population. Sample frame is a complete listing of all sampling units or elements that can adequately represents that population. The accessible population for the study was 70. Based on Krejcie and Morgan (1970) table for determining sample size, for a given population of 70 a sample size is n=59 respondents was appropriate for the study. This sample gave an in depth analysis to the study. This number allowed data collection and analysis to be done within the stipulated time frame.

3.4.2: Sample procedure

The sampling procedure that was used to select the respondents for the study involved probability and non-probability methods. The respondent were the school principal of various public secondary as well as the sub- county CDF officials who were easily identified hence the respondents were purposively selected (Kothari, 2004).

3.5: Data collection instruments.

Both closed and open questionnaires were administered to school principals as the key respondents and interview guide to the constituency development fund officials. Open questionnaire gave respondent room to decide the extent aspects, details, and flexibility to convey certain case. Close questions are designed to keep questionnaire to a reasonable length of constrain (Alreck&Settle, 2004).States that the questionnaire elicits information on appropriate area to which respondents respond objectively. Therefore, questionnaire and interview guide were chosen as the most appropriate instrument for data collection as the researcher objectively examined determinants of implementation of classrooms construction funded by CDF in public secondary schools in kikuyu Sub-county County,(Creswell, 2012). This choice of tools was

guided by the nature of data collected i.e. qualitative and quantitative data, the objectives of the study and the available time.

The two questionnaires consisted of two parts; I and II. Part I contains items which elicit responses on the background information such as gender, age, academic and professional qualification and project description. Part II items deal with the independent variables which are level of funding by CDF, influence of stakeholder's involvement and influence of M&E tools. The aim of the study was to examine the determinants of implementation of CDF funded projects in public secondary schools construction projects in kikuyu sub-county. The research was concerned with views and opinions of the stakeholders and such information was best obtained through the use of questionnaires and content analysis**.**

3.5.1 Pilot testing of the instrument

It involves checking for the suitability of the questionnaires and interview guide. The quality of research instruments determines the outcome of the study (Alan & Emma, 2011). The questionnaires were piloted by administering to individuals who were not part of the sample but had identical characteristics to the sample. The selected individuals for piloting were responded to the items in the questionnaires. Piloting helped to established whether the instruments would measure the construct adequately; established whether the respondents find the items easy to respond to; established whether the instruments are comprehensive enough to elicit the intended information and the level of the respondent; and established whether the time allocated for the data collection is adequate. The data collection instrument was pre tested with 15 randomly selected respondents from the sample population which did not form part of the selected sample for study. According to Kothari (2004) it's was difficult to give exact number of pilot groups. But with the rule of the thumb, it's recommended the researcher piloted 5-10% of his final sample. The research questionnaire and interview guides were piloted.

According to Teijlingen and Hundley(2001). Conducting a pilot study might give advanced warning about where the main research could fail, where the main research protocols may not be followed, or whether the proposed methods of instruments are appropriate or too complicate.

Based on the pilot study the questionnaire was refined by removing any question that provided unwanted or irrelevant information.

3.5.2 Validity of the instruments.

The validity is the degree to which data collected by an instruments can be said to be valid for the purpose of the analysis and making inferences from the data (Mugenda&Mugenda ,2003).In order to ensure validity of the instruments contend validity was relevant to this study, the questionnaire was composed of carefully constructed to avoid ambiguity and in order to facilitated answers to all the research questions where the representation of the content on the depended and in depended variable through relevant questionnaire was included . The supervisor was involved in the evaluating items in the research questionnaire instruments. The validly was subjected to consultation to ascertain the determinants of implementation of classroom construction funded by CDF in public secondary in kikuyu sub-county.

3.5.3 Reliability of the instruments.

Reliability of the research instruments is the extent to which the results obtained from the instruments are consistent and are accurate representation of the population under the study (Kibure, 2011citting Joppe 2002. Defines reliability as the degree to which the particular measuring procedure gives similar results over a number of repeated trials. To establish the reliability of the instrument, the researcher used the split-half reliability method. A test was first divided into halves and administered to the total respondents in the pilot study and scored separately. The scores of one half of test were then compared to the score of the remaining half to test the reliability (Kaplan & Saccuzzo, 2001). The method was chosen because it was useful when it is impractical or undesirable to assess reliability with two tests or to have two test administrations (because of limited time or money) (Cohen & Swerdlik, 2001. Creswell (2012) indicates that a reliable research instrument should have a composite Cronbach Alpha, α of at least 0.8 for all items under study. Thus, reliability coefficient, α, of 0.8 was considered acceptable. However, where $\alpha < 0.8$, then the research instrument was revised before going for field work to reach acceptable level.

3.6 Data collection procedures.

After the approval of the research proposal by the supervisor, a letter of introduction was availed by the University of Nairobi, after which the researcher applied for research permit in the National Council of Science and Technology (NACOSTI) to conduct the research. When granted the permission through a research permit, the research activity commenced. The researcher asked for permission from the District education to go and collect data from the various schools. This was done by writing letters expressing the desire to undertake research in schools stating the purpose of the research and its significance in respect to implementation of construction projects funded by CDF. After the pilot study the researcher administered the questionnaires personally to the respondents who were given ample time to respond to the questions. This was to ensure achievement of a good response rate and give the respondents a chance to seek clarification on items which prove difficult to answer. A letter of introduction was availed with each questionnaire for ease identification and authentification of the data and undertaking that information collected will only be used for said research only. The study obtained telephone contacts and physical contacts for self administration of the questionnaires to the respondents. They responded within two weeks and the researcher collects filled questionnaires for analysis. Follow up was done through both telephone calls and emails.

3.7 Data analysis techniques

According to (Sharma, 2005) data analysis is the process of collecting, modeling and transforming data in order to highlight useful information, suggesting conclusions and supporting decision making. It involves examining what has been collected in a survey or experiment and making decision and inferences (Donald &Delno, 2006).In this study the dependent variable was implementation of classroom construction projects funded by CDF while the independent variable was determinants of implementation. It was thus suitable to analyze data using spearman's Rank correlation. Correlation is an analysis technique that is a measure of the degree of association between two or more scores or between two or more variables that have been obtained from the same group of subjects. It is used when a researcher wants to predict and describe the association between two of more variables in terms of magnitude and direction.

The data collected through the use of questionnaires was coded. The data was then presented in percentages, frequencies. The simplest way to present data according to Kothari (2004) is in frequencies or percentage tables, which summarizes data about a single variable. Frequencies were converted to percentages so that they could be easier to interpret. In view of the above, the researcher analyzed data and presented the findings of the research in percentage, frequency tables. These methods usually indicate the variability of scores of a sample. The analyzed data was then interpreted to determinants of implementation of classroom construction projects funded by CDF. SPSS computer program will also be used.

3.8 Ethical consideration

Due to the sensitivity of the information on the monetary or use of funds to implement this projects and the fact that most schools treat this monetary information confidential, Hence ensured that those respondents were treated with unanimous kind of resilience. The researcher produced on request the letter from the relevant authority attesting that the information gathered was only used for this study and not for any other intent. The authority to conduct the research was sourced via permit to conduct research from National Commission for Science, Technology and Innovation. (NACOSTI).The letter accompanied every questionnaire. The researcher fully explained the research in advance and debriefs the subjects afterwards; researcher also endeavored to maintain ethical issues of impartiality, inclusivity, avoiding corruption or bribery in order to get information. Voluntary consent on participation was sought. The researcher ensured to maintain and uphold cultural practices where necessary. The right information as well as clarification was also upheld. Any respondents that sought clarification for any question in the questionnaire were accorded. Further, the researcher commit to make compensations in the event of any damages to the organizations under study or individual respondents, especially reputational related issues, arising as a result of this research.

3.9 Operational definition of the variables

An operational definition is a definition that defines the exact manner in which variable is measured. The table 3.1 below indicates the types of variables and how these variables are measured in the course of the research.

Table 3.1 Operational definition of the variables

Objective	Variables	Indicators	Methods of data collection	Types of data analysis
To determine level of funding influence implementation of classroom projects funded by CDF.	Independent - Level of Funding	- National - Constituency funding	- Questionnaire - Interview	Descriptive statistics Correlation analysis
To determine stakeholder involvement in implementation of construction projects funded by CDF	Independent - Stakeholders involvement	- Delegation - Meetings - Decision making - Funding - Team building	- Questionnaire - Interview	Descriptive statistics Correlation analysis
To investigate how M & E influence implementation of construction projects funded by CDF	Independent M & E tools	- Performance indicators - Logical framework - Formal surveys - Cost benefit analysis	- Questionnaire - Interview	Descriptive statistics Correlation analysis

Implementation of construction projects funded by CDF	Dependent variable	- Time - Cost - scheduling	Questionnaire Interview	Descriptive statistics Correlation analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of data collected from the field based on the study by use of questionnaire and interview guide, analyzing, discussing and interpreting it. The study investigated the influence of level of funding by CDF influence implementation of CDF funded construction project, stakeholders involvement influence on implementation of CDF funded construction project and how monitoring and evaluation tools influence implementation of CDF funded construction projects in public secondary school kikuyu sub-county. This chapter presents the data analysis and interpretation of the findings.

4.2 Questionnaire and interviews done return rate

The proportion of the questionnaires return rate was 94.7% in which 50 were returned out of the 59 distributed to the purposely selected individual's respondents. The collection procedure involved personal administration, reminder and collection where possible. According to Mugenda and Mugenda (2000) considered adequate for the study analysis and discussion of the study findings. As for the unreturned questionnaires of 20%, this can be attributed to the inability by the respondents to complete and return them by the end of the time. Five key informants from the CDF office were interviewed after the relevant introductory documents were issued to them.

4.3 Demographic characteristics of the respondents

This section presents main demographic characteristics of the respondents which were the number of years the principal have served, the highest qualification, and number of projects initiated and who fund those projects.

4.3.1 Gender of the respondents.

Data was sought on whether respondents were males or females. The study analyzes gender distribution of the respondent so as to compare the level of participation in the implementation of projects. The study gave no preferential consideration to none of the gender in the selection of

respondents. Respondents were therefore asked to indicate their gender. The responses were as shown in Table 4.1

Table 4.1: Gender of the respondents

GENDER	FREQUENCY	PERCENTAGES
Male	30	60
Females	20	40
Totals	50	100

Table 4.1Shows those 30 (70%) respondents were male and 20 (30%) female. This basically implies that the number of male respondents was higher than that of the female counter parts; it was not preplanned but occurred randomly. This implies that the teaching administration positions in Kenya are male dominated either as the various school principal or the CDF officials.

4.3.2 Years Served as the School Principal

School principals as the main Respondents were asked to indicate their years they have served in their profession. This was done to understand the number of years the school principal have served in a particular school since this individual's were not a consideration in the selection of respondents in this study. This was because it could provide background for analysis of the determinants of construction projects funded by CDF. Years served were classified into three categories .i.e. 1-5, 6-10 and over 10 years. The responses were as shown in Table 4.2

Table 4.2: Years Served as the School Principal

Years served	Frequency	Percentages
1-5	12	24
6—10	24	48
Over 10	14	28
Total	50	100

Table 4.2 Indicates that (12) 24% of the of the all the school principals had served between 1-5 years; (24) 48% between 6-10 years; (14) 28% of the respondents over 10 years; That 24% implied majority of principals were between 6-10 and therefore in respect to implementation of construction projects the numbers or years the respondents have served would be an insignificant factor. Content analysis of the interview guide to the CDF officials reveals that most of them have worked as CDF officials for between three years to ten years and revealed that they have a lot of experience when dealing with implementation of projects in their jurisdiction

4.3.3 Highest level of academic qualifications

The respondents were asked to indicate their highest level of education. Respondent's level of education was considered important in this study in respect to responding to the research instruments as well understanding the determinants of construction projects funded by CDF. The options that were provided in this item were: "A" level; diploma; bachelor's degree; doctorate; and others. The responses were as shown in Table 4.3.

Table 4.3: Highest level of qualifications

Level of qualifications	Frequency	Percentages
'A' Level	10	20
Diploma	8	16
Bachelor's degree	25	50
Doctorate	7	14
TOTAL	50	100

The results in Table 4.3 shows the respondents were asked to indicate their highest level of education. Respondent's level of education was considered important in this study in respect to responding to the research instruments as well understanding the determinants of construction projects funded by CDF. The options that were provided in this item were. The options that were provided in this item were: "A" level (10) 20%; diploma (8) 16%; bachelor's degree (25) 50%; doctorate (71) 4%.

4.3.4 Funder of the projects

Respondents were asked to indicate who have funded these projects. The funders who have funded these construction projects in schools were considered important in determining of implementation of construction projects funded by CDF. The study found it important to analyze it. This was considered as important to determine the extent to which projects are funded by funders of the construction projects. The data was clustered and categorized as shown in Table 4.4.

Table 4.4: Funders of the projects

Funder	Frequency	Percentages
P.T.A	21	42
C.D.F	29	58
Total	50	100

The results in Table 4.4 indicate that (21) 42% of the respondents indicated that P.T.A is one of the funders among them is C.D.F (29) 58%. Content analysis from the CDF officials' respondents also indicated that they initiated a variety of projects and financed them ranging from construction of schools classrooms, laboratories, toilets, dining halls etc, construction of hospitals wards and also construction of roads etc and also indicated that they not only initiate but also they are the main financiers meaning that in most cases they finance the school projects wholly without any help from the school or the PTA.

4.4: Level Of Funding Influence By CDF On Implementation Of CDF Funded Projects.

The study sought to determine the influence the level of funding by CDF on implementation of CDF funded construction project. The responses are presented in Table 4.5 to Table 4.10.

4.4.1 Help from district infrastructural co-ordination team.

Data was sought on whether the respondents get help from district infrastructural co-ordination team. The study found it important to analyze help from district infrastructural co-ordination so

as to determine its influence on the level of CDF on implementation of CDF funded projects. The responses were as shown in Table 4.5

Table 4.5: Help from district infrastructural co-ordination team

Response	Frequency	Percentages
YES	33	66
NO	17	34
Totals	50	100

The results in Table 4.5 shows that (33) 66% indicted YES they get help from district infrastructural co-ordination team, (17) 34% indicated that they don't get help from infrastructural co-ordination team. The findings showed that majority of the respondents (33) 66% acknowledged the help from district infrastructural co-ordination team. This clearly showed that most of the CDF funded construction project in various schools get help from infrastructural co-ordination team in there construction projects, thus contributes toward ensuring implementation of projects.

4.4.2 Main sources of funds

Data was sought to determine the main source of funds for the various school construction projects that influence the implementation of these projects. The study found it important to analyze the sources of funds so as to determine implementation of the CDF construction projects. The responses were as shown in Table 4.6.

Table 4.6: Main sources of funds

Source of Funds	Frequency	Percentages
CDF	40	80
P.T.A	8	16
DONORS	2	4
Total	50	**100**

The results in Table 4.6 indicate that (40) 80% of the source of funds for the various construction projects in different schools is from the CDF, (8) 16% is from the PTA, (2) 4% was funding from Donors. Thus, a majority of respondents indicated that most funding is mostly done by the CDF. The content analysis from CDF officials also indicated that the government is the main source of the CDF funds and in most cases allocation of fund to the sub county delays hence delaying implementation and also due to the huge demand of the various schools projects that are in need of the CDF funds the allocated funds to sub county is inadequate compared to the demand in many schools.

4.4.3Level of Funding

Data was sought to determine the level of funding or rather the amount of funds channeled towards construction projects in various schools that will in any way determine the implementation of these projects. The study found it important to analyze the level of funds so as to determine implementation of the CDF construction projects. The responses were as shown in Table 4.7.

Table 4.7: Level of Funding

Level of Funds	Frequency	Percentages
High	38	76
Average	8	16
Low	4	8
Totals	50	100

The results in Table 4.7 indicate that highest amount of funding from C.D.F is (38) 76%, (8) 16% of the respondents indicated that they are averagely receive funds from the CDF and (4) 8% of the respondents indicated that they receive small amount of funds from the CDF channeled towards construction Projects in various schools. This shows that most of the funding by the CDF is high and channeled towards the construction projects

4.4.4 Funds Receptions

Data was sought to determine the how regularly the respondents received funds channeled towards construction projects in various schools from CDF that was in any way determined the implementation of these projects. The study found that it's important to analyze how regularly funds were received so as to be able determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.8.

Table 4.8: Funds Receptions

RECEPTION	Frequency	Percentages
Annually	27	54
Quarterly	20	40
Monthly	3	6
Totals	50	100

The results in Table 4.8 indicate that (27) 54% of the respondents received funds annually from , (20) 40% of the respondents indicated that they are quarterly received funds from the CDF and (3) 6% of the respondents indicated that they received funding monthly from the CDF of which was channeled towards construction Projects in various schools. This showed that most of the funding was done annually by the CDF and channeled towards the construction projects hence influencing the implementation of construction. Content analysis from the interview guide from CDF officials also asserted that different school receive funds equal to the projects initiated and in many cases the most affected school received a higher percentage of funds and priority is given to them.

4.4.5 Level of reliance on the CDF funds

Data was sought to determine the level of reliance on the CDF funds channeled towards construction projects in various schools that will in any way determine the implementation of these projects. The study found that it's important to analyze the level of reliance on CDF so as to be able determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.9

Table 4.9: Level of reliance on the CDF funds

Level of Reliance	Frequency	Percentages
High	38	76
Average	8	16
Low	4	8
Totals	50	100

The results in Table 4.9 indicate that (38) 76% of the respondents relied on CDF funds, (8) 16% of the respondents indicated that they averagely relied on funds to finance their construction projects from the CDF and (4) 8% of the respondents indicated that they rely on funding from the CDF of which its channeled towards construction Projects in various schools. This showed that most of the school construction projects rely on CDF funding hence determining the implementation of CDF funded construction projects. From content analysis CDF officials are the main stakeholders and financiers of projects also involved in implementation thought they expressed the slow implementation process due to factors hindering i.e. political interference, corruption, poor oversight, procurement process and inadequate funds.

Table 4.10: Correlation analysis for level of funding

Correlation		level of funding	implementation
Spearman' rho level of funding	Correlation Coefficient	1.000	0.863*
	Sig. (2-tailed)	. 137	
	N	50	50
	Implementation Correlation Coefficient	0.863*	1.000
	Sig. (2-tailed)	.137	
	N	50	50

∗. Correlation is significant at the 0.05 level (2-tailed).

The analysis indicated that level of funding has correlation coefficient of 0.863. This is a strong positive relationship that shows that level of funding at national and sub county level determines the implementation of construction projects funded by CDF.

4.5 Influence of Stakeholders Involvement

The study sought to determine the influence of stakeholder's involvement on determining implementation of CDF funded construction projects. The responses are presented in Table 4.11 to Table 4.17

4.5.1 Stakeholders involvement in school construction projects.

Data was sought to determine the influence of stakeholder's involvement in school construction projects funded by CDF in various schools that was in any way determine the implementation of these projects. The study found that it's important of analyze stakeholder's involvement in school construction projects funded by CDF so as to be able determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.11.

Table 4.11: Stakeholders involvement in school construction projects

Involvement	Frequency	Percentages
YES	45	90
NO	5	10
TOTALS	50	100

The results in Table 4.11 indicated that (45) 90% of the stakeholders were involved in implementation of construction projects while (5) 10% are not involved. This implied that most of the school construction projects school principals as one of the major stakeholders were mostly involved in issues pertaining CDF funded construction projects hence influencing implementation of CDF funded construction projects.

4.5.2 Phase of project life-cycle where the stakeholders are involved.

Data was sought to determine the phase of project life-cycle where the stakeholders are involved in school construction projects funded by CDF in various schools that will in any way determine

the implementation of these projects. The study found that it's important of analyze phases of project life-cycle where the stakeholders are involved in school construction projects funded by CDF so as to be able determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.12

Table 4.12: Phase of project life-cycle where the stakeholders are involved

Phase	Frequency	Percentages
Conception	16	32
Approval	10	20
Planning	17	34
Implementation	7	14
TOTAL	50	100

The results in Table 4.12 indicate the level or phases in the project cycle where stakeholders are involved i.e. (16) 32% of the stakeholders are involved conception of the project, (10) 20% approval, (17) 34%in planning, and (7) 14% in implementation of these construction projects. This implied that most of the school construction projects school principals are considered the major stakeholder but they are less involved or consulted on issues concerning CDF funded construction projects hence influencing implementation of CDF funded construction projects.

4.5.3 Ways Stakeholders are involved in Project Implementation

Data was sought to determine ways in which stakeholders are involved in project implementation in construction projects funded by CDF in various schools that will determine the implementation of these projects. The study found that it's important to analyze how stakeholders are involved in project implementation in school construction projects funded by CDF so as to determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.13

Table 4.13: Ways Stakeholders are involved in Project Implementation

Ways	Frequency	Percentages
Meeting	7	14
Site visitation	6	12
Decision making	11	22
Funding	13	26
Team building	13	26
Total	50	100

The results in Table 4.13 indicate that (7) 14% meeting, (6) 12% site visitation, (11) 22% decision making, (13) 26% funding, and (13) 26% team building. The findings showed that the respondents were not fully involved in project implementation. Involvement of stakeholders greatly enhances the success of the project and therefore great avenues and opening to stakeholders to be more involved in all areas of decision making hence improving project implementation. Therefore, opinions and the decision made by the stakeholders on project processes should be incorporated in the implementation for corrective action. However, this must involve the key stakeholders to eliminate any dissensions that might arise due to limited participation of key stakeholders.

4.5.4Various stakeholders involved in project implementation.

Data was sought to determine the stakeholders involved in project implementation construction projects funded by CDF in various schools. The study found that it's important of analyze the various stakeholders who are involved in school construction projects funded by CDF so as to be able determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.14

Table 4.14: Various stakeholders involved in project implementation

Stakeholders Involved	Frequencies	Percentages
PTA(B.O.G)	21	42
C.D.F OFFICIALS	25	50

DONORS	4	8
Total	50	100

The results in Table 4.14 Indicated stakeholders involved in project implementation, (21) 42% PTA (BOG), (25) 50% C.D.F officials, and (4) 8% donors. The findings showed respondents clearly indicated those who are involved; involvement of PTA and C.D.F officials who were considered major stakeholders who greatly enhances and influences the success of construction project and therefore directly determining project implementation. Respondents indicated also that donor's involvement toward projects is very minimal regarding all areas of decision making hence little influence project implementation. Therefore PTA and CDF are considered the major stakeholders on project processes and should be incorporated in all stages of project life cycle from conception to closure for corrective action. However, this must involve all other stakeholders to eliminate any dissensions that might arise due to limited participation of key stakeholders only.

4.5.5 General level of involvement of the CDF stakeholder

Data was sought to determine the general level of involvement of the CDF officials are the major stakeholders involved in school construction projects funded by CDF in various schools that determine its implementation. The study found that it's important of analyze in particular the general level of involvement in school construction projects funded by CDF so as to be able determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.15.

Table 4.15: General level of involvement of the CDF stakeholder

Level of Involvement	**Frequency**	**Percentages**
HIGH	15	30
AVERAGE	25	50
LOW	10	20
Total	50	100

The results in Table 4.15 indicate the level/nature of involvement by CDF officials that (15) 30% level, (25) 50% shows that CDF officials are averagely involved in implementation of construction projects while (10) 20% of the respondents agreed that the level of involvement of CDF officials is low. This shows that most of the school construction projects level of intervention in ensuring its implementation is average considering CDF officials as one of the major stakeholders determining implementation of CDF funded construction projects.

4.5.6 Level of competence in managing construction workers.

Data was sought to determine the level of competence in managing construction workers in school projects funded by CDF in determine its implementation. The study found that it's important of analyze level of competence in managing construction workers who are involved in school construction projects funded by CDF in determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.16

Table 4.16: Level of competence in managing construction workers

Level of competencies	Frequency	Percentages
High	19	38
Low	31	62
Total	50	100

The results in Table 4.16 indicate that (19) 38% of the respondents do have high level of management skills while (21) 62% indicated that their level of competency in managing their construction workers is low. A majority of the respondents 62% clearly indicated that their level of competency in managing workers is low hence making it difficult to track progress. The finding implies that having managerial skills helps track progress and determines implementation and the impact of the project. Thus implementers can evaluate the level of progress achieved by any project. Having managerial skills is a tool for tracking and analyzing actual progress. Therefore, before the implementation of a project, managerial skills must be in place.

Table 4.17: Correlation analysis on influence of stakeholder's involvement

Correlation	stakeholdersImplementation

Spearman' rho	Stakeholders Correlation Coefficient	1.000		0.967*
	Sig. (2-tailed)	.		.033
	N	50		50
	Implementation Correlation Coefficient	0.967*		1.000
	Sig. (2-tailed)	.033		.
	N	50		50

∗. Correlation is significant at the 0.05 level (2-tailed).

The analysis shows that influence of stakeholders has correlation coefficient of 0.967. This is a positive strong relationship that shows decision making, funding, team building and meetings determines the implementation of construction projects funded by CDF.

4.6. Influence of M&E Tools

The study sought to determine the influence of the M&E tools on implementation of construction projects funded by CDF. The responses are presented in Table 4.18 to 4.24.

4.6.1 Stakeholders involved in the use of M&E tools

Data was sought to determine stakeholders involvement in the use of M&E tools in construction projects funded by CDF in determine its implementation. The study found that it's important of analyze stakeholders involvement in the use of M&E tools in school construction projects in determining its implementation of the CDF funded construction projects. The responses were as shown in Table 4.18.

Table 4.18: Stakeholders involved in the use of M&E tools

Stakeholders involved in M&E	Frequency	Percentages
C.D.F Officials	48	96

School principals	2	4
Total	50	100

The results in Table 4.18 indicate that 48 (96%) respondents out of 50 indicated that CDF official's use M&E tools while (2)4% indicated that school principals do not use M&E tools. A majority of the respondents clearly indicated that their CDF officials ensure the use of tools to ensure proper progress. The findings reveled that CDF officials were considered to use M&E tools, having stakeholders using M&E tools in tracking the progress of their projects is assumed to leads to better results on project implementation and the impact of the project. Thus project implementers can evaluate the level of progress. Having M&E tools used to tracking and analyze actual progress of implementation of a project must be put in place. According to respondents content analysis from interviews administered the use of monitoring and evaluation tools is very important on tracking the projects progress.

4.6.2 Monitoring and Evaluation Tools do you use

Data was sought to determine the Monitoring and Evaluation Tools used in school construction projects funded by CDF in determine its implementation. The study found that it's important of analyze Monitoring and Evaluation tools used determine implementation of CDF funded construction projects. The responses were as shown in Table 4.19

Table 4.19: monitoring and Evaluation Tools used

M&E tools used	Frequency	Percentage
Performance indicators	7	14
Logical framework	11	22
Formal survey	14	28
Rapid appraisal	6	12

Cost benefit analysis	12	24
Total	50	100

The results in Table 4.19 show that (7) 28% of the respondents indicated that formal survey is the most preferred tool of M&E they used, performance indicators 14%, logical framework (11) 22%, Rapid appraisal (6) 12%, and cost benefit analysis 14%. Based on rating by respondents formal survey is most commonly used tool by stakeholders and this could be attributed to the fact it always gave satisfactory results on implementations of the projects. It is no doubt that the use of the formal survey as M&E tools to determine implementation as attested by a larger proportion of the respondents is mostly preferred. However, it is worth noting that of the respondents felt otherwise. Thus, the success of the project could be attributed to the use of other M&E tools to track the project progress. Content analysis from administered interview guide to the key respondents indicated the most preferred M&E tools they used is performance indicators, logical framework, Rapid appraisal and cost benefit analysis.

4.6.3 How often is the Following Monitoring Tools Used?

Data was sought to determine the level of competence in managing construction workers in school projects funded by CDF in determine its implementation. The study found out that it's important of analyze level of competence in managing construction workers who are involved in school construction projects funded by CDF in determine implementation of the CDF funded construction projects. The responses were as shown in Table 4.20

Table 4.20: M&E tools.

M&E tools used	**Frequency**	**Percentage**
Occasionally	20	40
Rarely	25	50
Not at all	5	10
Total	**50**	**100**

The results in Table 4.20 show that 20 (40%) of the respondents occasionally used M&E tools on checking on performance of their respective projects in their institutions, 25 (50%) indicated that

they rarely used M&E tools, while 5 (10%) had not at all used the tools. The respondents based their rating on use of the tools could be attributed to the effectiveness of the projects implementation with satisfactory results. Although half of the respondents agreed that they rarely use the tools which are a vital tool in tracking the project implementation progress. This implies that most of the projects are not subjected to evaluation towards the needs and priorities of the project implementation. It is no doubt that the use of the M&E tools to determine implementation is necessary as was attested by a larger proportion of the respondents who rarely uses M&E tools. Based content analysis from interview guide of CDF officials on rating by respondents on the most commonly tool they use is performance indicators this could be attributed to the fact of efficiency and effectiveness on the use and also gives satisfactory results on implementations and tracking the project progress

4.6.4 Reliability of M &E tools used

Data was sought to determine the reliability of the M&E tools used in school construction projects funded by CDF to determine implementation. The study found that it's important of analyze reliability of the M&E tools used in school construction projects funded by CDF in determine implementation of the CDF funded projects. The responses were as shown in Table 4.21

Table 4.21: Reliability of M &E tools

M&E tools used	Frequency	Percentage
Performance indicators	12	24
Logical framework	5	10
Formal survey	28	56
Rapid appraisal	3	6
Cost benefit analysis	2	4
Totals	50	100

The results in Table 4.21 indicate that majority of respondents 28 (56%) were of the opinion that formal survey is a more reliable M&E tool while, logical framework (5) 10%, performance indicators (28) 24%, rapid appraisal (3) 6% and cost benefit analysis shows that it's the least tool used by the stakeholders in establishing the project progress . This implied that the key stakeholders have greater understanding of the M&E tools reliability thus promotes project

implementation, consensus building and ownership of the project. This shows that the project achievement can easily be determined by the M&E tools used and any corrective action undertaken where necessary. Therefore, it is important to involve the key stakeholders in the type and the use of these tools to ensure successful implementation of a project.

4.6.5 Aspects of project monitored and evaluated

Data was sought to determine the aspects of project monitored and evaluated in school projects funded by CDF in determine its implementation. The study found that it's important to analyze aspects of project monitored and evaluated in school construction projects funded by CDF in determining implementation. The responses were as shown in Table 4.22

Table 4.22: Aspects of project monitored and evaluated.

Aspects	Frequency	Percentages
Project information	8	16
Project progress	24	48
Project budge	12	24
Project quality	6	12
Totals	50	100

The results in Table 4.22 indicate that project progress (24) 48% is mostly monitored; Project budget (12) 24%; Project information (8) 16%; Project quality (6) 12% respectively. This implied that what is monitored is important in tracking the progress of project implementation as supported by 48% of the respondents. Project progress provided evidence in measuring or verifying of implementation progress. This indicated that the respondents use M&E tools to easily track progress and determine impact. Therefore, identifying the types of M&E tools to use and how to use and the frequency with which the information should be provided is essential for M&E tasks to be carried out. This ensured that the project implementers know whether the project is in the right track or not which greatly improve project effectiveness as well as implementation. According to interview guide content analysis respondents indicated that most schools are not ready for implementation of construction projects because of inadequate

allocation of resource for M&E leading projects stalls. Others attributed to lack of knowledge on the importance on implementing or lack of sheer ignorance and reluctance by schools or lack of school readiness

4.6.6 Degree of aspects monitored and evaluated

Data was sought to determine the level or degree of aspects monitored and evaluated in school projects funded by CDF in determine its implementation. The study found that it's important to analyze the degree of aspects monitored and evaluated in school construction projects funded by CDF in determine implementation. The responses were as shown in Table 4.23

Table 4.23 Degree of aspects monitored and evaluated

Aspects	Frequency	Percentages
Occasionally	30	60
Rarely	15	30
Not at all	5	10
Total	50	100

The results in Table 4.23 show the degree of aspects being monitored. Project progress, project budget, project information and project quality. 30 (60%) of the respondents occasionally used M&E tools to monitor aspects, 25 (50%) indicated that they rarely used M&E tools, while 5 (10%) of the respondents had not used the tools. The respondents based their rating on use of the tools could be attributed to the effectiveness of the projects implementation with satisfactory results. Although half of the respondents agreed that they rarely use the tools which are a vital tool in tracking the project implementation progress. This shows that most of the projects are not subjected to evaluation towards the needs and priorities of the project implementation. It is no doubt that the use of the M&E tools to determine implementation is necessary as attested by a larger proportion of the respondents who rarely uses M&E tools.

Table 4.24: Correlation analysis for M&E tools

Correlation		M&E	IMPLEMENTATION
Spearman' rho	M&E Correlation Coefficient	1.000	0.832*
	Sig. (2-tailed)	.168	
	N	50	50
	Implementation Correlation Coefficient	0.832*	1.000
	Sig. (2-tailed)	.168	.
	N	50	50

∗. Correlation is significant at the 0.05 level (2-tailed).

Theanalysis indicates that influence of M&E tools has correlation coefficient of 0.832. This is a strong relationship that shows formal survey as M&E tool determines the implementation of construction projects funded by CDF.

4.7Implementation of CDF Funded Construction Project

The study sought to determine the implementation of construction project funded by CDF. The responses are presented in Table 4.25 to Table 4.29

4.7.1 Adequacy of resources allocated for implementation of school projects?

Data was sought to determine the adequacy of resources allocated for implementation of school projects. The study found it important to analyze adequacy of resources allocated for implementation so as to examine its influence on implementation. The responses were as shown in Table 4.25

Table 4.25: Adequacy of resources allocated

Level of adequacy	Frequency	Percentages
Yes	18	36
No	32	64

Totals	50	100

The results in Table 4.25 indicate that 18 (36%) of the respondents said that the resources allocated toward the implementation of construction projects is enough while the larger percentage of respondents 32 (64%) indicated that the amount of resource allocated to the projects is inadequate . The findings revealed that a majority of the respondents (64%) acknowledge that allocation of adequate resources contribute to completions of projects in time. In addition, it helps easy facilitation of the project during the implementation. With under funded projects may lead to project completion failure or over funded which may lead to wastage. Therefore, in planning the project resources allocation schedule, all the activities should be well described and the associated cost shown to ensure everything in place for implementation.

4.7.2 Adequacy of availability resources

Data was sought to determine resources lacking or unavailable for project implementation. The study found it important to analyze resources so as to examine its determinants on the project implementation. The responses were as shown in Table 4.26.

Table 4.26: Available resources

Recourses	Frequency	Percentages
Human recourses	12	24
Financial resources	27	54
Technical recourses	6	12
Others	5	10
Total	50	100

The results in Table 4.26 indicate the unavailable resources that (27) 54% financial resources, (12) 24% human resource, (6) 12% technical resource, (5) 10% other resources. The findings implied that majority of the respondents (54%) acknowledged that financial resources is the not available meaning that there is under allocation or under budgeting of financial resources on the total cost of the whole project followed by human resource to work toward implementation of

proposed construction projects, this could be due to lack of the skilled manpower. Technical resource was also identified to be one of the important resources necessary for implementation this could be because of under budgeting or under allocation among others. This clearly shows that the project resource allocation can be a major determinant of project implementation.

4.7.3 Measures placed to ensure project implementation?

Data was sought to determine whether the school stakeholders have put measures in place to ensure project implementation. The study found it important to analyze if they have any measures in place. The responses were as shown in Table 4.27

Table 4.27 Measures placed to ensure project implementation

Measures	Frequency	Percentages
YES	23	46
NO	27	54
Totals	50	100

The results in Table 4.27 indicate that (23) 46% of the respondents agreed them have put in place measures while (54) 54% indicated that they have not. This indicated that implementation of proposed construction project is important and management should put proper measures. However, the study found out that measures greatly determine implementation. It creates relevancy and effectiveness by aligning the priorities and needs of the project to the project objectives. This ensures sustainability of the project as well as impact of the project. The measures help to show clearly the linkages and alignments among goal, outcome, outputs and activities. By ensuring project steps are followed to avoid unnecessary problems and project implementation can easily be determined.

4.7.4 Degree of success on implemented of projects

Data was sought to assess the degree of success of implemented projects. The study found it important to analyze success of the previews projects so as to examine the implementation of the construction projects funded by CDF. The responses were as shown in Table 4.28.

Table 4.28: Degree of successful on implemented of projects

Degree	Frequency	Percentages
Good	12	24
Average	18	36
Poor	10	20
Very poor	10	20
Totals	50	100

The results in table 4.28 Shows the rating by respondents on their previous projects implementation, (12) 24% good (18) 36% average, (10) 20% poor, and (10) 20% very poor. The findings reveal that the degree of successful implemented projects is very low since the degree successful implemented projects are at 24%, 40% being poor and very poor. The findings revealed the success of implemented projects to be at average and hence there is need to track progress to help in implementation of projects funded by CDF. The previous degree of success of other projects on implementation acts as a benchmark for comparison and analysis with current project progress. Therefore, before the implementation of a project, degree of success of other projects data must be collected to serve as the guide for monitoring and evaluation of the project on project implementation.

4.7.5 Impact of skilled labor

Data was sought on whether the skilled labor has impact on project implementation. The study found it important to analyze skilled labor impact on project implementation so as to examine its influence on project implementation. The responses were as shown in Table 4.29.

Table 4.29: Impact skilled labor

Impact.	Frequency	Percentages
Yes	29	58
No	21	42
Total	50	100

The results in Table 4.29 indicate that (29)58% of the respondents agreed that availability of skilled labor impact project implementation, while (21) 42% indicated that with or without skilled labor it does not determine project implementation. This indicated that implementation of proposed construction project, skilled labor is important and management should consider skilled human resource. However, the study found out that skilled human labor greatly determines implementation, effectiveness, efficiency during implementation and sustainability of the project afterwards as well as impact of the project. The skilled labor will ensure linkages and alignments of project goals; outcome, outputs and activities are achieved.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents and discusses briefly the summary of findings, then offers a conclusion and recommendations from the findings, and finally gives suggestions for further research.

5.2 Summary of Findings.

In relation to the level of funding by C.D.F the study findings revealed that majority of the respondents (66%) get help from sub county coordination team in the implementation of construction from district infrastructural co-ordination team in there construction projects. Majority of respondents 80% shows that most funding is mostly done by the CDF in various schools and others from the PTA and donors. Highest amount of funding is 38%, from the CDF channeled towards construction Projects in various schools and 54% of the respondents received funds annually. This showed that most of the funding is done annually by the CDF and channeled towards the construction projects hence determining the implementation. Also 76% of the respondents rely indicated that they rely CDF funds school construction projects.

The study also sought opinion of the stakeholders involved in implementation of construction projects and 90% of the respondents who were major stakeholder indicated that they are involved in project implementation. This showed that most of the school construction projects school principals are considered the major stakeholders who are mostly involved in issues pertaining implementation CDF funded construction projects and also the level or phases in the project life cycle where these stakeholders are involved was also indicated i.e. 32% of the stakeholders are involved conception of the project, 20% approval, 34% in planning, 14% this implied that most of the school construction projects school stakeholders are less involved or consulted given the level of involvement indicated by the respondents on issues concerning C.D.F funded construction projects.

The respondent ironed out ways and level in which school stakeholders are involved in project implementation and indicated that 14% meeting, 12% site visitation, 22% decision making, 26% funding, and 26% team building and findings showed that the respondents are not fully involved in project implementation as indicated by respondents. Involvement of stakeholders greatly enhances the success of the project and therefore creating avenues for stakeholders involvement in all areas of decision making improves project implementation. Opinions and decision of key stakeholders on project processes be incorporated in the implementation for corrective action to eliminate any dissensions that might arise due to limited participation of key stakeholders and the findings also indicated stakeholders involved are PTA and C.D.F officials were considered major stakeholders who greatly influences the success of construction project and therefore directly determining project implementation. But donor's involvement in this case very minimal.

The level/nature of involvement by CDF officials showed that most of the school construction projects level of intervention in ensuring its implementation is average considering CDF officials as one of the major stakeholders determining implementation of CDF funded construction projects. Given the nature of project 38% of the respondents indicated to be having high level of management skills while majority of the respondents (62%) clearly indicated that their do not have managing skills when it comes to construction. The findings revealed that having managerial skills helps track progress and determine implementation and the impact of the project. The study also showed 48 (96%) respondents indicated that CDF officials use M&E tools .Majority clearly indicated that the CDF officials in most construction projects ensure the use of M&E tools to ensure proper progress. The findings reveal that use M&E tools in tracking the progress contributes greatly to project.

The findings also revealed that 28% of the respondents indicated that formal survey is the most preferred tool of M&E used. Based on rating by respondents on the most commonly used tool by stakeholders', could be attributed to the fact it always gave satisfactory results on implementations of the projects. It is no doubt that the use of the formal survey as M&E tools to determine implementation as attested by a larger proportion of the respondents is mostly preferred. Thus, the success of the project could be attributed to the use of other M&E tools to

track the project progress though the study also indicated that 20 (40%) of the respondents occasionally used M&E tools on checking on performance of respective projects in their institutions. Although half of the respondents agreed that they rarely use the tools which are a vital tool in tracking the project implementation progress. This shows that most of the projects are not subjected to monitoring and evaluation towards the needs and priorities of the project implementation.

Majority of respondents 28 (56%) were of the opinion that formal survey is a more reliable M&E tool while, logical framework 10%, performance indicators 24%, rapid appraisal 6% and cost benefit analysis shows that it's the least tool used by the stakeholders in establishing the project progress. This means that the key stakeholders have greater understanding of the M&E tools reliability thus promotes project implementation, consensus building and ownership of the project and project progress (48%) is mostly monitored. It is no doubt that the use of the M&E tools to determine implementation is necessary as attested by a larger proportion of the respondents who rarely uses M&E tools.

5.3 Discussion of Findings

5.3.1 Influence of level of funding by CDF on implementation CDF funded construction projects.

In relation to influence of level of funding by CDF on implementation CDF funded construction projects the study findings revealed that 80% CDF is the main source of funding channeled toward construction projects in various schools and other sources include PTA and donors but in small percentages and the level funding from CDF is high at 76% and majority also revealed that 54% of those schools receive funds annually. This shows that most of the funding is done annually by the CDF and channeled towards the construction projects hence determining the implementation. It was also found out that 76% of the respondents rely on CDF funds that most of the school construction projects rely on CDF funding and majority of them (66%) get help district infrastructural co-ordination team in the implementation of construction from district infrastructural co-ordination team in there construction projects. This preference is in line with the (GOK, 2004) whereby fund comprises an annual budgetary allocation equivalent to 2.5% of the government's ordinary revenue. The annual CDF allocation 15 % is usually set aside for education none infrastructure development activities (bursary, continuous assessment tests and

mock examinations), administration activities gets 3 % of the allocation, 3 % goes to recurrent expenditure, 2 % for sports activities excluding cash awards, monitoring & evaluation gets 2 % of the allocation, emergency kitty of 5 % of the annual allocation is also catered and 2 % for environmental activities.

5.3.2 Level of Influence of Stakeholders Involvement

In relation to level influence of stakeholder's involvement the study findings revealed that 90% of the school principals as the major stakeholders involved directly on issues of implementation of CDF funded construction projects and in various level or phases in the project life cycle. This is supported by PMBOK, (2004) Stakeholders are any group or individual who can influence or is affected by the achievement of the organization's objectives' or a person, group or organization that has interest or concern in an organization. A project manager must be sure to identify and list all potential stakeholders for a project i.e. 32% conception of the project, 20% approval, 34% in planning, 14% although the findings also reveal that school principals are actually involved or consulted on issues concerning CDF funded construction projects but on a smaller level through: 14% meeting, 12% site visitation, 22% decision making, 26% funding, and 26% team building and this is supported by a research by International Budget Partnership (IBS, 2010), the Kenyan CDF cites low/non involvement of local communities in project identification and selection as one of the key challenges of the CDF. Stakeholders involved include schools principals and C.D.F officials as major stakeholders who greatly influence the success of construction project but donor's involvement in this case very minimal.

The findings also reveal that the level/nature of involvement/ intervention by CDF officials is average considering CDF officials as one of the major stakeholders determining implementation of CDF funded construction projects and this preference is in line with Chen (2005), Identifying stakeholders and their interests should be among the first, if not the very first, of the items on agenda involve stakeholders in a participatory process, the reasons are obvious**.** They should be part of every phase of the work, so that they can both contribute and take ownership this is also supported by CDF Act (2013) Projects under the Act shall be Community based in order to ensure that the prospective benefits are available to a widespread cross section of the inhabitants of a particular area, (ROK, 2013)

5.3.3 Influence of M&E Tools

In relation to level of influence of M&E the findings reveal that having managerial skills helps track progress and determine implementation and the impact of the project. The study also showed 48 (96%) respondents strongly agreed that CDF officials use M&E tools to ensure proper progress. This is supported by GOK, (2009) that the Constituency Development Fund Act 2003 envisages that the projects being implemented under the fund shall be subjected to monitoring and evaluation (M & E) on a regular basis). Section 30(4) stipulates that the CDFC shall be responsible for monitoring and evaluation and may designate a sub-committee, a location committee or a project committee the functions of monitoring an on-going project (GoK, 2003)

The findings also reveal that use M&E tools in tracking the progress contributes greatly to project and 28% of the respondents indicated that formal survey is the most preferred tool of M&E used based on rating by respondents and this could be attributed to the fact it always gave satisfactory results. Though the study also indicated that 20 (40%) of the respondents occasionally used M&E tools on checking on performance. Although half of the respondents agreed that they rarely use the tools which are a vital tool in tracking the project implementation progress. This shows that most of the projects are not subjected to monitoring and evaluation towards the needs and priorities of the project implementation this is supported by reports from KNBS, (2010) low citizen participation in the monitoring and evaluation of projects funded through CDF was observed as having been caused by the approach to monitoring and evaluation (M&E) taken by many of the CDF committees where it is generally done by taking a trip round the constituency to review the projects implemented.

However majority of respondents 28 (56%) were of the opinion that formal survey is a more reliable M&E tool while, logical framework 10%, performance indicators 24%, rapid appraisal 6% and cost benefit analysis shows that it's the least tool used by the stakeholders in establishing the project progress. This means that the key stakeholders have greater understanding of the M&E tools reliability thus promotes project implementation, consensus building and ownership of the project and project progress (48%) is mostly monitored. It is no doubt that the use of the M&E tools to determine implementation is necessary as attested by a larger proportion of the

respondents who rarely uses M&E tools this is in preference with Crawford & Bryce, (2003) and Cleland &Gareis, (2006) monitoring and evaluation is an ongoing activity for tracking a projects progress against planned tasks to ensure that the project is moving towards the right direction and at the right speed, in order to achieve its set objectives and it's a continuous function involving operation during the implementation of a project or programme and measurement of programme inputs and outputs delivery, and implementation of projects, in compliance with the required procedures and achievement of planned targets.

5.4 Conclusion

On the influence of level of funding on implementation of CDF funded projects. The study found out that level of funding by CDF influence on implementation of CDF funded projects with a correlation coefficient of 0.863*, a strong positive relationship that shows that level of funding determines the implementation of construction projects CDF funded projects. The study findings also reveal that most funding/financing is mostly done by the CDF in various schools and others sources of are the PTA and donors but highest funding is from the CDF and mostly channeled towards construction Projects in various schools and the funds allocation is done annually. Also the reliability on CDF funds is high and that most of the school construction projects is received funding from CDF.

On the level of influence of stakeholders involvement on implementation of CDF funded projects with a correlation coefficient of 0.863. The study found out 90% school principals as a major stakeholders are involved in implementation of these construction projects and also the level or phases in the project life cycle where stakeholders are involved includes conception of the project, approval of the project and planning phase, this showed that most of the school construction projects school stakeholders are less involved or consulted and the various ways in which school stakeholders are involved included meeting, site visitation, decision making, funding, and team building.

The study concluded that involvement of stakeholders greatly enhances the success of the project and therefore creating avenues for involvement in all areas of decision making improves project implementation also opinions and decision of key stakeholders on project processes be

incorporated in the implementation for corrective action. Moreover it was concluded that PTA and C.D.F officials were considered major stakeholders who greatly influences the success and the level/nature of involvement by CDF officials shows that most of the school construction projects level of intervention is average considering CDF officials as one of the major stakeholders determining implementation of CDF funded construction projects.

The study also showed 48 (96%) respondents strongly agreed that CDF officials use M&E tools .Majority clearly indicated that the CDF officials in most construction projects ensure the use of M&E tools to ensure proper progress. The study concluded that use of M&E tools in tracking the progress contributes greatly to project and formal survey is the most preferred tool of M&E used this was concluded that it could be attributed to the fact it always gave satisfactory results as attested by a larger proportion of the respondents thus the success of the project could be attributed to the use of other M&E tools to track the project progress though the study also indicated that 40% of the respondents occasionally used M&E tools. The study also discovered that half of the respondents stated that they rarely use the tools hence it was concluded that most of the projects are not subjected to monitoring and evaluation towards the needs and priorities of the project implementation.

Majority of respondents indicated that formal survey is a more reliable M&E tool and among other tools included logical framework, performance indicators, rapid appraisal and cost benefit analysis. Moreover it was concluded that the key stakeholders have greater understanding of the M&E tools reliability thus promotes project implementation, consensus building and the study reveal that ownership of the project and project progress is mostly monitored. It is no doubt that the use of the M&E tools to determine implementation is necessary as attested from the findings by larger proportion of the respondents who rarely use M&E tools.

5.5 Recommendations

Based on the findings and conclusions made above, the study makes recommends the following recommendations for policy action by all stakeholders involved in project implementation.

(i) The study recommends that there is need for all stakeholders to be involved in development plans i.e. CDF and other development strategies to work together with the public sector in realization of Kenya vision 2030 development blue print.

(ii) Information and knowledge provided to all stakeholders involved in similar or different projects implementation or act as a referral tool for other project study in determining social-economic-political factors that leads to the failure or success of the of the project.

(iii) There is need to increase training and awareness on M&E processes and procedures. The M&E staff should have the M&E skills and knowledge as well as undergo in-service training to keep them updated in the field

(iv) There is need to document and use lessons learned during the program implementation. Lessons learned serve as a reference point as the organization moves from project to project. They ensure improved implementation of future projects and some continuity in case a certain person leaves an organization.

(v) The study recommends that M&E activities should be allocated enough resources and facilities so as to enhance program performance.

5.5.1 Suggestion for Further Studies

(i) Impact of Government policies on implementation of CDF funded projects

(ii) Determining the readiness for implementation of CDF funded projects in other areas like the rural setting.

(iii) Determinants of completion of CDF funded projects.

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APPENDICES

APPENDIX I: PRINCIPAL'S QUESTIONNAIRE

You are kindly requested to provide answers to the following items touching on your personal details as well as issues related to CDF construction projects in your school.

SECTION A: DEMOGRAPHIC DATA

1. Indicate by ticking (√) your gender
   . Male ( ) Female ( )
2. For how many years have you served as a principal?
   1-5 ( ) 6-10 ( ) Over 10 ( )

3. Tick against the category that matches with your highest qualifications?

A Level ( ) Diploma ( ) Bachelors Degree ( )

Masters degree ( ) Doctorate Degree ( )

3. Who have funded these projects?

SECTION B: LEVEL OF FUNDING INFLUENCE BY CDF ON IMPLEMENTATION OF CDF FUNDED PROJECTS.

4. Do you get help from the district infrastructural co-ordination team?

Yes ( ) No ( )

5. Indicate the main sources of funds/income for your school projects

	YES	NO
Donors		
PTA		
CDF		

6. What is the level of funding by the CDF?

	HIGH	MEDIUM	LOW

7. How regularly do you receive funds the CDF?

	Monthly	Quarterly	Annually

8. How much do you rely on CDF source of funds?

	HIGH	MEDIAM	LOW

SECTION C: INFLUENCE OF STAKEHOLDERS INVOVELMENT

9. Are the stakeholders involved in school project construction?

Yes ( ) No ( )

10. At what phase of project life-cycle are the stakeholders involved most in project implementation? (Tick one)

i. Conception ( ) ii. Approval ( ) iii. Planning ( ) iv. Implementation ( )

11.How are the stakeholders involved in project implementation ?

MEETINGS	Yes	No
SITE VISITATION	Yes	No
DECISION MAKING	Yes	No
FUNDING	Yes	No
TEAM BULDING	Yes	No

12. Who, among the following stakeholders, is involved most in project implementation? (Tick one).

a. CDF ( )
b. PTA/BOG
c. Donors

13. What is the general level of involvement of the CDF stakeholder?

	High	Low	MEDIUM
CDF officials			

.

14. As a project manager, are you competent in managing construction workers?

Yes ( ) No ( )

15. Are project managers planning skills key in your project implementation?

Yes ( ) No ( )

SECTION D; INFLUENCE OF M&E TOOLS

16**.** Who are involved in monitoring and evaluation in your school construction projects?

1. C.D.F Officials
2. School principal

17. What are the monitoring and evaluation tools do you use?

M&E TOOLS	YES	NO
Performance indicators		
Logical framework		
Formal survey		

Rapid appraisal		
Cost benefit analysis		

18. How often are the following monitoring tools used?

	Occasionally	**Rarely**	**Not at all**
i) PERFOMANCE INDICATORS			
ii) FORMAL SURVEYS			
iii) LOGICAL FRAMEWORK			
iv) RAPID APPRAISAL			
v) COST BENEFIT ANALYSIS			

19. How reliable are this m &e tools?

	HIGH	MEDIUM	LOW
PERFOMANCE INDICATORS			
LOGICAL FRAMEWORK			
FORMAL SURVEYS			
RAPID APPRAISAL			
COST BENEFIT ANALYSIS			

20. Which of the following aspects of a project are monitored?

Project information ☐
Project progress ☐
Project budget ☐
Project quality ☐

21. Rate the degree to which the aspects named above are monitored.

	Occasionally	**Rarely**	**Not at all**
i) Project information			
ii) Project progress			
iii) Project budget			
iv) Project quality			

SECTION E: IMPLEMENTATION OF CDF FUNDED CONSTRUCTION PROJECT

22. Do you think school is allocated enough resources to implement the school projects?

Yes ( )
No ( )

23. If "No" what are the resources you lacking?

	YES	NO
Human recourses		
Financial resources		
Technical recourses		
Others		

24.Do you think you have placed enough measures to ensure the project implementation?

YES ( )

NO ( )

30. Using your last successfully implemented project rate its implementation?

GOOD	AVERAGE	POOR	VERY POOR

25. Does unavailability of skilled labor affects project implementation?

Yes ( ) No ( )

26. Does skilled labor enhances project implementation?

Yes ( ) No ( )

APPENDIX 2: INTERVIEW GUIDE

TO: CDF Officials from the Government ministry, donors and other key relevant informants.

1. How long have you worked with the institution as a CDF official?

2. What educational projects have you initiated and financed in the schools within your jurisdiction?

3. What percentage of the funding do you finance the initiated secondary school construction projects?

4. The Government is the main sources of your funds; does it provide enough to the much demanding public secondary school project?

5. Do all the different public secondary schools receive equal funds to finance their diverse school project?

6. What is your level of involvement in implementation of the project secondary school project?

7. Do you think stakeholders in the public secondary schools are doing enough to ensure the implementation of the school projects?

8. Which monitoring and evaluation tools do you use to ensure successful implementation and completion of these projects?

9. How efficient and effective are the monitoring and evaluation tools in ensuring successful implementation of the projects?

10. Do you think schools are ready to implementation initiated projects in secondary schools projects by the Government?

11. Any other additional remark on the implementation of construction projects funded by CDF in secondary schools?

APPENDIX 3: TRANSMITTAL LETTER

July 10, 2015

University of Nairobi

School of Distance Education

Cell: 0722800676

TO WHOM IT MAY CONCERN

I am a Master candidate at the University of Nairobi and currently conducting a research as partial requirement for the award of the degree of Master of Arts in Project Planning and Management. My research topic is "determinants of implementation of construction projects funded by CDF"

The purpose of this letter is to request you to participate as a respondent in this study by completing the attached questionnaire as accurately as possible. All information collected through this exercise will only be used for academic purposes.

Thank you in advance.

Yours faithfully,

_____

Mercy cherotichByegon

Reg. No. L50/69858/2013,

University of Nairobi, Department of Extra Mural Studies

APPENDIX 4: KREJCIE AND MORGAN (1970) SAMPLING TABLE

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	100 000	384
Population	**Sample**	**Population**	**Sample**	**Population**	**Sample**

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities.*Educational and Psychological Measurement, 30,* 607-610.