FACTORS INFLUENCING COMPLETION OF DEVELOPMENT PROJECTS IN SECONDARY SCHOOLS: A CASE OF CDF PROJECTS IN IMENTI NORTH SUB COUNTY IN MERU, KENYA

BY

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DECLARATION

I declare that this Research Report is my original work and has not been presented to any other university or institution of learning for examination or other purposes**.**

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This Project Report has been submitted for defense and examination with my approval as the university supervisor.

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DEDICATION

I dedicate this work to God the Almighty for his unending love and faithfulness. I also dedicate it to the following people who have been amazingly supportive throughout my educational journey; my beloved parents Michael and Edith for their continued love and moral support and making it all seem easier whenever the going gets tough, to my Grandfather Kefa for his unending encouragement and inspiration, to my aunt Mary for believing in me and pushing me hard, to my siblings Elizabeth, Emmanuel, Christian and Abigail for always being there whenever I needed you, to my colleagues for ensuring I had extra free time to do this work and finally to my friends for the encouragement. Thank you and God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

APV   Adjusted Present Value

CDF   Community Development Fund

CDPs   Community Development Projects

DCF   Discounted Cash Flow

DPP   Discounted Payback Period

JICA   Japan International Cooperation Agency

MDG's   Millennium Development Goals

NGOs   Non-Governmental Organizations

NPV   Net Present Value

SPSS   Scientific Package of Social Sciences

U.S.   United States

UK   United Kingdom

UNESCAP   United Nations Economic and Social Commission for Asia

ABSTRACT

There has been a lot of criticism, from various quarters, on the way the secondary school development projects are managed and implemented. For instance there is lack of transparency in allocation of funds for development projects in secondary schools and it is not clear how decisions are arrived at on what development projects to be implemented and the formation of school project committees that are the center of decision making is characterized by organization politics. Secondary schools are intended to transform the education well-being of the students leading to access of knowledge at lower costs. However, most of the secondary schools development projects have stalled and therefore are not helping the students achieve their objectives. The questions being asked here are: Why is it that the secondary school development projects like buying of school buses, building of modern equipped science laboratories and libraries as well as other developmental projects taking years to be completed? What is the effect of these initiated projects in the schools to the students if the project will not be completed? The foregoing has resulted in inevitable cost over-runs, time over-run, idling resources, and also inconveniences to the targeted beneficiaries of such projects. Projects which have stalled or are unsuccessfully completed negatively affect students, teachers and the education fraternity at large both at the secondary school concerned and beyond. The purpose of this study was to establish the factors influencing completion of development projects in secondary schools in Imenti North Sub County, Kenya. The specific objectives were to determine the extent to which financial resources influences completion of development projects in secondary schools in Imenti North Sub County, to determine the influence of school leadership on completion of development projects in secondary schools in Imenti North Sub County, to assess the influence of stakeholder support on completion of development projects in secondary schools in Imenti North Sub County and to establish the influence of organization politics on completion of development projects in secondary schools in Imenti North Sub County. This study adopted a descriptive survey research design which is concerned with describing the characteristics of a particular individual, or groups. In choosing the members who would participate, the researcher focused on the management employees of secondary schools, the board of management members and parent representatives. The study targeted 15 public secondary schools in Imenti North Sub County. The study adopted a census sample design which allowed the use of a sample size of 60 respondents. This is due to the fact that the target population was manageable and the respondents were within school systems which could be accessed easily. Data was collected through questionnaire. Descriptive statistic such as frequencies, percentages, mean, median and mode were used. Quantitative data was represented using tables while qualitative data was presented in narrative form.

<center>**CHAPTER ONE**</center>

<center>**INTRODUCTION**</center>

1.1 Background of the Study

School development projects require the involvement and participation of all the stakeholders in the education sector. This helps in identifying the strategies they wish to use to improve their quality of education. Participation is seen as developmental, educative, and integrative and as a means of protecting freedom. One of the key assumptions of participation is that education stakeholders will be more supportive to the project, and therefore increase the likelihood of its success when involved in project decision-making process. It is also noted that education stakeholders probably have a better knowledge about the needs of the students and school in particular (Green and Haines, 2008).

In the European countries, education sectors offer several advantages for carrying out projects that will benefit the schools and students. Most if not all, school projects go through a life cycle which varies with the size and complexity of the project. The life cycle for medium to large projects will generally follow the pattern which includes conception, feasibility, evaluation, authorization, implementation, completion, operation and termination. In identification, one project idea out of several is chosen and defined. Feasibility comprises tests for technical, commercial and financial viability, technical studies and investment appraisal plans are made. Evaluation includes application for funds, stating risks, options. Authorization comprises of funds approvals relevant schools authorities, permits, conditions and project strategy (Albert, 2007).

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In the United States of America, the completion of school projects requires the execution of planned activities which converts financial, human and physical resources into a product or service of value to the students, schools and all stakeholders involved (Cleland 2010). It is should be noted that if the operational systems are not clear then the completion will have a rocky path and the project might fail to realize the intended goal or purpose. The way in which the project is designed has a significant impact on whether it will be successful to completion or not. Project completion is complex since it usually comprises of multiple variables which influence completion rate such as financial resources, operational systems, the organizational culture and the leadership of the organization.

Chikati (2009) argued that in Russia, school developmental projects are designed, planned and implemented in tandem with the sequence displayed by the project cycle to enhance the completion rate. The log frame matrix is followed and used as the specific planning tool that is used to design, appraise, manage, monitor and evaluate the passage of a project through the project life cycle from policy framework to final evaluation and finally completion. The log frame adopted presents the objectives-related activities and corresponding assumptions and pre-conditions of the project design of different hierarchical level matrix format projects are often initiated in the context of a turbulent, unpredictable and dynamic environment. Many school projects therefore in Russia, have been able to reduce challenges, constraints and risks in the course of their execution through completion.

In Africa developing countries, despite the significant input of human and financial resources in school development projects many fall short of expectation. Many schools' projects failed to meet the priority needs of students and other education stakeholders, costs escalated, stated outputs were not achieved or if achieved were not sustained, projects progressive dates slipped by or adverse outcomes were not anticipated (Kikwasi, 2012). In Africa, schools' development projects are influenced by a multiple of factors which are both external and internal. These include poor project management, inadequate opportunities for potential beneficiaries to participate in project identification and design, poor linkages between project activities and project purpose, as well as insufficient attention to external environment during project design. It has also been recognized that schools' projects were likely to succeed when account was taken of socio-economic context in which they operated (Batten, 2011).

In Nigeria, almost any person or organization with an interest in a school project is recognized as a stakeholder. Each school project attracts its own unique set of stakeholders. The type and interest of a stakeholder are of great interest to the project manager since they enable him to use these to the greatest benefit of the project. It is therefore important that he carries out a stakeholder analysis to list, classify and assess the influence of the stakeholders. The view point of every stakeholder should be considered. This ensures that the effect of the stakeholders and leadership on how to complete schools project is analyzed (Ireland, 2007).

In Kenya, secondary schools projects have seemed to create the impression that nothing can work without money. Ali (2012) in his study noted that some do not have

developmental meetings with all the stakeholders in order to avoid paying the allowances. As a result of not having inclusive developmental committee meetings, project activities stagnate and completion rate is very low due to lack of ownership of the schools projects. The rationale of addressing ownership of the schools projects is to enhance and achieve sustainable school development. Secondary schools projects should identify and understand the different roles and entitlements between students and teachers in the school (Akumu, 2007).

The government of Kenya recognizes the fact that implementation of development projects in secondary schools will contribute to knowledge production, information and communication sharing among the school community. This view stems from assertions in the literature regarding the importance of development projects in schools. The development projects in schools have a direct role to play and if used properly, they can bring many benefits to schools as well as to the community (Manduku, Kosgey & Sang, 2010).

In the past ten years, the CDF has been handy in improving the education programmes. Despite the tremendous impact on educational programmes, other factors such as economy, politics, social, and management have influenced the completion rates of CDF funded projects.

The economic factors affect implementation of CDF programmes by way of funding and educational environment. Economic problems cause strain on resources that would facilitate proper implementation of the educational programmes as well as affecting the amount allocated for CDF projects which may also affect the educational

programmes. This in turn may affect the projects funded by CDF by process of attribution (Ajibora, 2008; Greenwald, Stiglitz, 2006). Social matters such as religion, behavior of the teachers, corruption, misappropriation of funds, and lack of cooperation from the community may influence implementation of CDF projects (Kibebe & Mwirigi, 2014).

In Imenti North Sub-County, schools have been undertaking developments projects funded by CDF ranging from construction of dormitories, building of modern classrooms and libraries among others. School politics have manifested themselves in schools development committees due to differences in opinions and attitudes. In addition, the project's completion rate has been challenged where some have dragged themselves in a single project while others have completed multiple projects at once. The relationships to the project and its completion in Imenti North can vary from very supportive to antagonistic, but this is based on the field of influences which have been considered and managed (Gwaya, Masu, & Wanyona, 2014).

1.2 Statement of the Problem

One of the main roles of CDF is to provide facilities in learning institutions. This creates the right learning atmosphere for the learners and other stakeholders. In schools these funds are meant to facilitate construction of various infrastructure including classrooms, laboratories and libraries among others. Most of the secondary schools' development projects funded by CDF have stalled and therefore not helping the school communities in achieving their objectives.

Moreover, there has been a lot of criticism, from various quarters, on the way the secondary school development projects are managed and implemented. According to Transparency International (2014), doubts have been raised as to whether the funds set for development projects in secondary schools have met their stated objectives. For instance there is lack of transparency in allocation of funds for development projects; it is not clear how decisions are arrived at on what development projects to be implemented and the formation of project committees that are the center of decision making is characterized by organization politics.

The questions being asked here are: Why is it that the secondary school development projects like buying of school buses, building of modern equipped science laboratories and libraries as well as other developmental projects taking years to be completed? What is the relevancy of these initiated projects in the school to the students if the project will not be completed? The foregoing has resulted in inevitable cost over-runs, time over-run, idling resources, and also inconveniences to the targeted beneficiaries of such projects (Kikwasi, 2012). This is so due to the fact that incomplete and/or unsuccessfully completed construction projects such as classrooms, dining halls, libraries, laboratories, hostels, etcetera cannot be used by, say, students and teachers. Projects which have stalled or are unsuccessfully completed will negatively affect the school community at the secondary school concerned and beyond thus the purpose for which the CDF was created will be compromised. It is against this background that this study seeks to examine the factors influencing completion of development projects in secondary schools specifically those funded by CDF in Imenti North Sub County.

1.3 Purpose of the study

The purpose of the study is to establish the factors influencing completion of CDF funded development projects in secondary schools in Imenti North Sub County, Kenya.

1.4 Objectives of the Study

The study is based on the following objectives:

i.   To determine the extent to which financing resources influences completion of CDF funded development projects in secondary schools in Imenti North Sub County.

ii. To establish the influence of organization politics on completion of CDF funded development projects in secondary schools in Imenti North Sub County.

iii. To determine the influence of school leadership on completion of CDF funded development projects in secondary schools in Imenti North Sub County.

iv. To assess the influence of stakeholder support on completion of CDF funded development projects in secondary schools in Imenti North Sub County.

1.5 Research Questions

The study answers the following questions:

i.   To what extent does financing resources influence completion of CDF funded development projects in secondary schools in Imenti North Sub County?

ii. To what extent does organization politics influence completion of CDF funded development projects in secondary schools in Imenti North Sub County?

iii. How does school leadership influence completion of CDF funded development projects in secondary schools in Imenti North Sub County?

iv. To what extent does stakeholder support influence completion of CDF funded development projects in secondary schools in Imenti North Sub County?

1.6 Significance of the Study

Education is of crucial importance to the development of any constituency. This study highlights the importance of using the CDF fund to raise the standards of education in constituency schools which in this case are from Imenti North Sub-County. It goes further to describe the causes of success and failure of some of the CDF funded projects in the schools.

The study also gives the education management in county governments an independent evaluation of why secondary schools development projects take longer to be completed. It gives guidelines on the most effective project requirements in order to enhance effective completion rate of development projects. The results of this study are very important to other secondary schools in Kenya that are currently in the process of starting some development projects in their schools. This is demonstrated by addressing the gaps in projects completion rate that exist. The Ministry of Education will find this research useful since there are recommendations on how projects completion rates can be increased from the current state. The study forms a basis for further research by scholars interested in furthering the body of knowledge on project management in Kenya.

1.7 Delimitation of the Study

The study targets all the 15 public secondary schools in Imenti North Sub-County whose development projects are funded by CDF. From each school, the study picked four leaders made up of the Principal and Deputy Principal; and also the chair persons of the Board of Management and of the Parents/Teachers Association (PTA); to a total of 60 leaders whose responsibilities include overseeing completion of school development projects.

1.8 Limitations of the Study

Time and financial constraints would be a major constraint since the secondary schools in Imenti North sub-county are not in close proximity with each other. This challenge was however overcome by the researcher deciding to visit some of them on different days. The researcher would also work with those that were situated within the same geographical location at a particular time before going to a different geographical area. The researcher also sourced for extra funds.

1.9 Assumptions of the Study

This study assumes that all the respondents would be available and would respond honestly to the questionnaire. It also assumes that the respondents offer information that addresses the study objectives. And as shown in 4.2, the respondents were very cooperative with an 85% questionnaire return rate.

1.10 Definition of Significant Terms

The following are the significant terms of the study:

Completion of Public Funded Projects- This refers to the completion of school development projects funded by CDF as per set specifications and also within the specified time and the allocated financial resources.

Financing Resources- This refers to monetary resources, funds and especially that which is submitted to secondary schools by the CDF to start and complete their development projects.

Organization Politics- This refers to the politicians' influence in the school as an organization. It includes issues such Personal interest, objectivity or lack of it and how they influence completion of the project.

School Leadership- Refers to school Principals and their Deputies; Their knowledge on project management, financial management and accountability, delegation as well as their information communication skills to the project team thus ensuring successful completion of the project.

Stakeholders Support- This refers to the support offered in terms of Project monitoring and Evaluation by the school stakeholders to realize effective and successful completion of the development projects. In this study the stakeholders comprise of the Board of Management members and the Parent-teachers' association (PTA) members.

1.11 Organization of the Study

This research study is organized in five chapters. Chapter One covers the background of the study, statement of the problem, purpose of the study, objectives and research questions. It also covers the significance of the study, delimitation, limitations of the study, assumptions of the study, definitions of the significant terms as well as the organization of the study. Chapter Two covers literature review explaining the factors influencing completion of development projects in secondary schools, theoretical framework and conceptual framework, the relationship between the factors on the conceptual framework, gaps in the literature review as well as the summary of the literature review. Chapter Three outlines the research methodology which includes research design, target population, sample size, sampling technique, research instruments reliability and validity and procedures for data collection and analysis techniques. Chapter Four contains the data analysis, presentation and interpretation of the research findings. Chapter Five contains the summary of research findings, discussion, conclusion, recommendations and suggestion for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers other related works by different scholars, assessed so as to give theoretical and conceptual frameworks of the study. It also discusses the variables in order to give the study a more detailed understanding of how the variables influence the completion of secondary school development projects.

2.2 Completion of Development Projects in Secondary Schools

Completion of construction projects is all about the success of the project management process and the success of the project itself. Davies (2012) distinguishes between project management success (usually measured against time, cost and quality) and project success (measured against the objectives of the project). He further distinguishes success criteria as the measures against which success or failure of a project is measured while success factors are the inputs that lead either directly or indirectly to the success of the project.

Ashley et al., (2011) defined project success as results better than expected or normally observed regarding cost, schedule, quality, safety and participant satisfaction. Their study pioneered an investigation of the factors which were most influential in successfully completing construction projects. In Africa, the challenge of timely project delivery can take multiple dimensions depending on the projects environment. The major delay occurs during project implementation phase. Hence factors such as monthly payment difficulties, poor contractor management, material

procurement, poor technical performances and escalation of material prices contributed during construction of groundwater projects in developing countries.

In Ghana, Frimpong et al, (2010) identified five factors as the major causes of delays to projects. These include monthly payment difficulties to contractors, poor contract management, material procurement difficulties, poor technical performance and material price escalations. Poor professional management, fluctuation of prices, rising cost of materials and poor site management have also been identified as factors causing a delay in project completion time. To forestall the challenge of timely project delivery, Meredith and Mantel (2011) recommends that project time management is a key priority for the contractors and that the appointment of a registered project manager for each contract should be a mandatory condition of tender.

2.2.1 An Overview of The CDF Program in Kenya

As economies in the developing world grow and their political systems become increasingly stable, Constituency Development Funds (CDF) have become increasingly popular. They are found in a growing and diverse set of developing countries, such as Kenya, Bhutan, Jamaica and Papua New Guinea, as well as in the distributive politics in US national and state level policy making (Kimenyi and Meagher, 2004).

Operations of CDFs remain controversial in donor communities because they raise fundamental questions about democratic theory, the efficiency of government service delivery, the extent to which such service delivery can be made accountable, and the

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role of legislators in selecting development priorities, and how public participation in policy making can be made more meaningful (Gituto, 2007).

The Constituency Development Fund (CDF) was introduced in Kenya in 2003 with the passage of the CDF Act 2003 by the 9th Parliament of Kenya 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. It targeted all constituency-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.

The CDF Act provides that the government set aside at least 2.5% of its ordinary revenue for disbursement under the CDF program. Ten years ago, the government of Kenya decided to set aside 15% of all the money allocated to CDF for education projects which has now been increased to 25% following the repeal of CDF Act 2003 (as amended in 2007) and the enactment of CDF Act 2013 (www.cdf.go.ke).

Educational programmes are designed to meet the market demands, the national education goals, and the individual needs. The programmes must be able to be funded to meet the required standards. The effectiveness of the programmes in relation to the funding has become a cause of concern to many institutions. This is because

institutions would like to engage in programmes comprising of projects with significant educational impact.

2.3 Financial Resources and Completion of Development Projects

In his study, Sambasivan and Soon (2007) noted that the requisite financial support to implement public projects; be it from the government sources or from donor funding, is essentially time-bound. In tandem therefore, the author insists that there should be critical monitoring of the implementation schedules with the object of countering any form of delay. One of the most crucial causes of delay in Malaysian construction sector is inadequate client's finance.

Konya (2011) revealed that seven out of ten classroom projects surveyed in Nigeria suffered delays in their execution. This delay was attributed to insufficient funds allocated to the projects. This scenario is similar in Kenya where CDF committee-members charged with the mandate of allocating funds to various projects within the constituency by the constitution (CDF Act, 2003), fund projects partially thus making projects stall before their completion. This makes the partially funded projects costly as they fail to live up-to the intended purpose.

When studying assessment of construction projects in Kenya, Gwaya et al. (2014) noted that, project financing was one of the key client's obligations. It is asserted that, delays and cost overruns in public sector investments can raise the capital-output ratio in the sector and elsewhere thus bringing down the efficacy of the investment.
CDF has been very helpful in enhancing infrastructural development in most schools. Kenyan Government has heavily invested in various interventions geared towards

expanding infrastructure which include, the laboratory equipment fund in 2004, and school infrastructure development fund in 2008 (Republic of Kenya, 2008).

A study by Magondu (2011) noted that Kenyan public secondary schools have not catered for the needs of their students. However public secondary schools are compounded by governance and financial constraints. These issues have tainted the public secondary schools and the other public sectors which have projects that have been lagging behind for years. Up to the mid-2013, a fundamental character of the Kenyan public secondary schools movement was its close association with the state to the point of developing a dependent relationship. This was partly due to historical evolution of this organization in the country.

According to Kimenyi (2005), many schools are built and equipped through CDF funds locally administered and controlled funds have great potential to fetch confident development outcome at local level particularly if community participation is sufficiently enhanced. Effective funds management in schools is determined by parameters which govern funds control such as auditing, BOM training level and good financial governance (Mburugu 2006).

Oyugi (2007), states that effective management of funds has been inadequate in allowing for identification, accomplishment, project monitoring and estimation. The CDF act 2003, section 25 (2) stipulates that funds for school projects should be adequate and be disbursed in time for successful implementation of school projects, CDF allocates project fund as grants and is allocated through a thorough process

every financial year and the BOM are mandated to prudently manage the allocated project funds.

According to a study conducted by Charles (2009) on project completion, he found that inadequate funds on their own are a major factor hindering the completion of development projects. Secondary schools need access to finances to enable them to develop, implement and complete their development projects. Historically secondary schools have been relying on single sources of funds which is the development expenditure funds from the government to implement and complete their projects. However, over time their capacity to build up internal sources from such as harambee's became eroded, partly by government policies and partly by poor performance resulting from mismanagement of harambee funds.

Gachungi (2013) on Teacher and Pre-service Educators in Nairobi, Kenya noted that public secondary schools increasingly rely on national government support for finances and from their limited levy from student's fees. Although given out for recurrent and development expenditure, these funds are usually not repaid. Public secondary schools have become trapped in a dependency parasitic relationship with national government which seriously weakened their ability to develop sustainable activities. This dependency has also weakened management strategies to solicit funds for developmental strategies in schools.

2.4 Organization Politics on Completion of Development Projects

According to Gordon et al., (2010), most of secondary school developments projects are politically influenced and this influences their completion. Expenditure items are

normally divided according to the various activities undertaken within each school. Secondary schools have been accused of incurring expenditures in ways that bear little relationship to their ability to raise the standard of schools and fail to result in improved or expanded service delivery which is influenced by organization politics. Bozzo (2010) noted in his study that the process which public secondary schools acquire funds to implement and complete their projects is political through lobbying from government and other stakeholders in order to mobilize resources. This helps to build local accountability for actual resource use, since those who have participated can be expected to demand to know what actually happened to the money. Schools also require as a condition from government for part of the transfer to produce abstracts of accounts for auditing. Schools budgetary control is the process by which schools performance is evaluated and adjusted to help ensure the realization of pre-determined targets.

A study by Pandey (2009) found that budgetary process of secondary schools has been characterized by politics within the schools administration as facilitated by monthly, quarterly or other short interval reports from each school head and this is politically influenced. These reports should indicate how closely actual performance matches budgetary projections and it should evaluate deviations and their causes as a basis for developing corrective action programs. This process is therefore depended on the prompt recording of financial transactions and the maintenance of up-to-date accounts. The treasurer in collaboration with the departmental heads is required to report and explain to the appropriate standing committee any variances.

Ramanathan (2011) did a study and found that there are factors which are beyond schools principals and leader's which includes increase in cost or funding may fall unexpectedly. Inflationary trends, abolition of a revenue source control and costs by ministry of education, natural catastrophes, droughts and diseases are some of the factors affecting the ability of schools management on completion of projects. If a school board member learns that its original budget estimates are no longer tenable, it has to revise them and come up with a supplementary budget. It is important to remember that the budget is only as good as the project manager using it. If the manager ignores the budget, then it serves no useful purpose in improving the completion rate of secondary schools development projects. It was found by Basel, Williams & Klak (2011) that for public schools projects to succeed there is need to have political goodwill and support. They noted that school leaders identified the interference of board members and other stakeholders in education sector as a major hindrance to projects implementation. Where public schools are involved in sensitive issues, such as land disputes, local leaders can threaten school with demolition.

Main concerns are raised in regard to the task played by Constituency Development Fund in collecting all appropriate in need students, feeble administrative schemes as evinced by postponements in communicating the disbursements to benefactor and questionable bursary eligibility criteria remain a big challenge. A number of studies on the constituency roles of MPs were undertaken in relation to personal votes and incumbency advantages particularly in American and British politics between the 1970s and the 1990s (Butler and Collins 2001; Fenno 1978; King 1991).

2.5 School Leadership and Completion of Development Projects

According to study by Mwenda (2014), the leadership of secondary schools is headed by the principal who is the school administrator and an educational leader that promotes the success of all students by facilitating the development, participation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal as a school leader plays a central role on development projects completion rate. This is due to a fact that principals set high expectations and standards for the projects undertaken by the school.

In the study of Mulory (2013), asserts that effective principals create an environment that fosters developmental projects success. This is through having a physical presence in the community as well as a consistent track record of service accountability to its residents and the management of employee ensuring that community benefits from the programs initiated. The government projects need well versed management teams in order to establish partnering relationship which will help in developing and implementing projects strategy that clearly defines the social mission of the project. It is important that management clearly and consistently communicates the mission and services provided by the organization specifically to cater for the unique needs of the projects.

A study by Jonminerich (2008) found that leadership plays a vital role in the decision making to ensure efficacy and success of the development projects in an organization. The study recommended that that leadership should be supportive in order to guide subordinates and treat everyone equally without any discrimination and appreciate every one's involvement in the schools projects. This found out that it is the

responsibility of the leader to build strong relationships within the whole organization in both vertically and horizontally for the success and completion of the projects.

Loren and Matthew (2008) did a study on project management and found out that many failures in the development projects occur due to poor leadership styles. This study recommended that leaders should involve everyone in the project implementation and project management process because it is positively related with overall performance and completion rate of the developmental projects. It was also noted that the commitment of the leader helps to enhance completion rate of all projects initiated within an organization. Most importantly leaders' objectives should integrate within the project goals and objectives to be championed. Leadership should have a clear mental approach about the need of change and organization's capabilities.

A study done by Chatman, (2010) found that organization's development projects completion depends upon the strategies used by the leadership of the organization. This study argues that leadership style that management adopts should be able to assimilate the projects strategy in order to enrich the capability of the organization to complete the projects within the required timelines and meet the needs of the organization. Leadership influence the whole decision making process and decision making is the core of the strategic management process. It facilitates the whole process starting from conceptual framework for strategy formulation to the evaluation. Development project completion will fully depend upon efficient decision making and the leadership is expected to influence three areas of organization which

include the project vision, the strategies and the objectives of the undertaken project, Bernd (2007).

A study by Jon (2008) posited that the most important element of leadership in projects completion is to provide road map and this road map should be clear and focused. It is the duty of leadership to relate the project strategy process with the needs of the organization. It should develop a culture where all projects started have to be finished by providing a clear set of values for the organization. Values demonstrate the behavior of the organization and lead the organization towards right direction. Once the leader understand the importance of project, the implementation to completion becomes easy.

Green (2005) conducted a study in Singapore learning institutions and found that leadership helps to remove barriers so that projects can be started and completed efficiently because projects performance depends upon leadership. According to Norton (2010) before a project is implemented, it is the work of leaders to identify the need for change by proper and careful scanning of environment in which organization exist and ensure everything that may hinder completion is noted and measures taken in place. Environment scanning or situational analysis is the starting point of whole project process. In the project management, after changing the understanding of people about change, leaders try to find different suitable ways to translate the project idea into realistic goals and objectives.

According to a study done by Fairholm (2011), leadership plays a vital role in the completion of organizational development projects. It is considered as a link that relates the project management process. The study by Maccoby (2009) concluded that it is only leadership that inspire and motivate the people to ensure they develop strategies which can ensure that organization projects are started and completed within a given timeline.

In their study, Kirk and Nolan (2010) found that leadership has failed in project completion and this has led to weak projects governance, technical areas of development, and poor leadership that cannot be leadership gives strategic thinking by establishing a culture in which everyone knows what to do and what are the values of the organization in the project at hand entrusted with completion of projects. Complementary experience in training, leadership development, human resource management and organizational change in developing countries ought also to be a prerequisite.

2.6 Stakeholder Support on Completion of Development Projects

A study by Gituto (2010) found that involving stakeholders in a participatory analysis and decision making around community and project development issues is an important operational method. Stakeholders may have varied level of interest, involvement, and influence on the project. It is extremely important to identify all the stakeholders and manage them as they can have negative and positive influence on the project. The stakeholders can include customer, end users, sponsor, program manager, portfolio manager, project manager and the project team.

According to Mulwa (2013) completion of school projects fails due to poor stakeholders support. The success of a schools project completion will be measured by support accorded by the stakeholders. The duty of the stakeholders is to oversee, guide and direct the schools in terms of human resource. The stakeholders of secondary schools comprises of the community and other public organisations and the same stakeholders team with the primary responsibility of ensuring implementation of the projects. This study also found that specific stakeholders practices have been found to improve corporate performance of organisations ;- three dimensional strategy comprise exploration of new horizons, selectivity and drive, making wisdom contagious by empowering independence, interaction and communication among employees, focussing on group performance rather than individual performance, external processes which include benchmarking, systems for feedback both from suppliers and customers and continuous innovation based on internal and external evaluation.

Nicholas (2011) found that stakeholders in a project have activities which include managing, planning, organizing, and coordinating the project. Success of any project completion will be based on actions of top stakeholders. He also recommended that members, when electing office bearers, including board members should ensure that they elect trustworthy persons. Success and hence performance depends on the calibre of the officials that they elect. Corporate governance seeks to find appropriate mechanisms for governing relationships for constituent groups with the company so as to generate a long term value. It also seeks to reduce conflict of interests among the stakeholders by making sure that right people make the decisions. Corporate governance is to create and implement internal organisation of the school and define

more closely and represent more pressing interests to which the stakeholders should respond and goals towards which they should strive. Therefore it implies that corporate power is exercised in the best interest of the society.

Samuel & Tom (2010) argue that the focus of stakeholders is on the systems by which organisations are directed and controlled. Corporate governance especially board members in a secondary school is the process by which organisations are directed, controlled and held accountable. Corporate governance is at the heart of project completion success and it can have a significant influence on the country's development. Effective corporate governance will ensure long-term strategic objectives and plans are established and that proper stakeholders' structure is in place to achieve those objectives while at the same time making sure that the structure functions to maintain the company's integrity, reputation and accountability to its relevant constituencies. The right systems of checks and balances should be on the basis of merit or any corporate governance system.

According to Ibrahim (2012), a good stakeholder's governance system is one that respect and follow the due process of organizational policies and procedures. It should have checks and balances, and there must be segregation of duties. Good stakeholder's governance does not favor concentration of functions on one individual, it encourages cut off points where each employee respects the limits of his or her authority in the organization. As far as organizational governance is concern, finance and administration are two separate functions, and separation must come into play, else there is no separation or segregation of duties, one person is executing or strongly influencing the functions of human resource and of administration.

2.7 Theoretical Review

This section covers theories pertinent to successful completion of development and construction projects. The study reviews the theory of discounted cash flow and the balanced scorecard.

2.8 Theory of Discounted Cash flow

The theory of discounted cash flow (DCF) is employed in capital budgeting, or project valuation, or asset valuation, or securities valuation (Shrieves &Wachovicz, 2001; Myers, 2001). The theory compares the future returns of potential projects by discounting the future cash flow at a rate that reflects the yield of similar securities in the market. Some of the techniques adopted in respect of DCF according to Brounen et al. (2004) include net present value (NPV), adjusted present value (APV) and discounted payback period (DPP). In context of construction projects, ideally, the DCF of those projects ought to be determined with the object of assessing their viability.

Myers (2001) underscores the importance of NPV but also cautions about the difficulties when defining discount rates, forecasting cash flows, estimating time series, and dealing with the stringent accounting principles (Shrieves & Wachovicz, 2001). The foregoing is anticipated to be common amongst construction projects in public universities given that, several projects fail to be completed within the budget estimates and projected timelines. The technique employed under DCF varies from one country to another; from one firm to another; and indeed from one project to another. Brounen et al. (2004) using a survey of 6,500 firms across the United Kingdom (UK), Netherlands, France, Germany, and the United States (U.S.)

exemplifies that, European firms do not apply DCF techniques as much as they do payback technique. The scholars reasoned that, the limited academic and professional qualifications of the small firms' management team influenced increased use of discounted techniques.
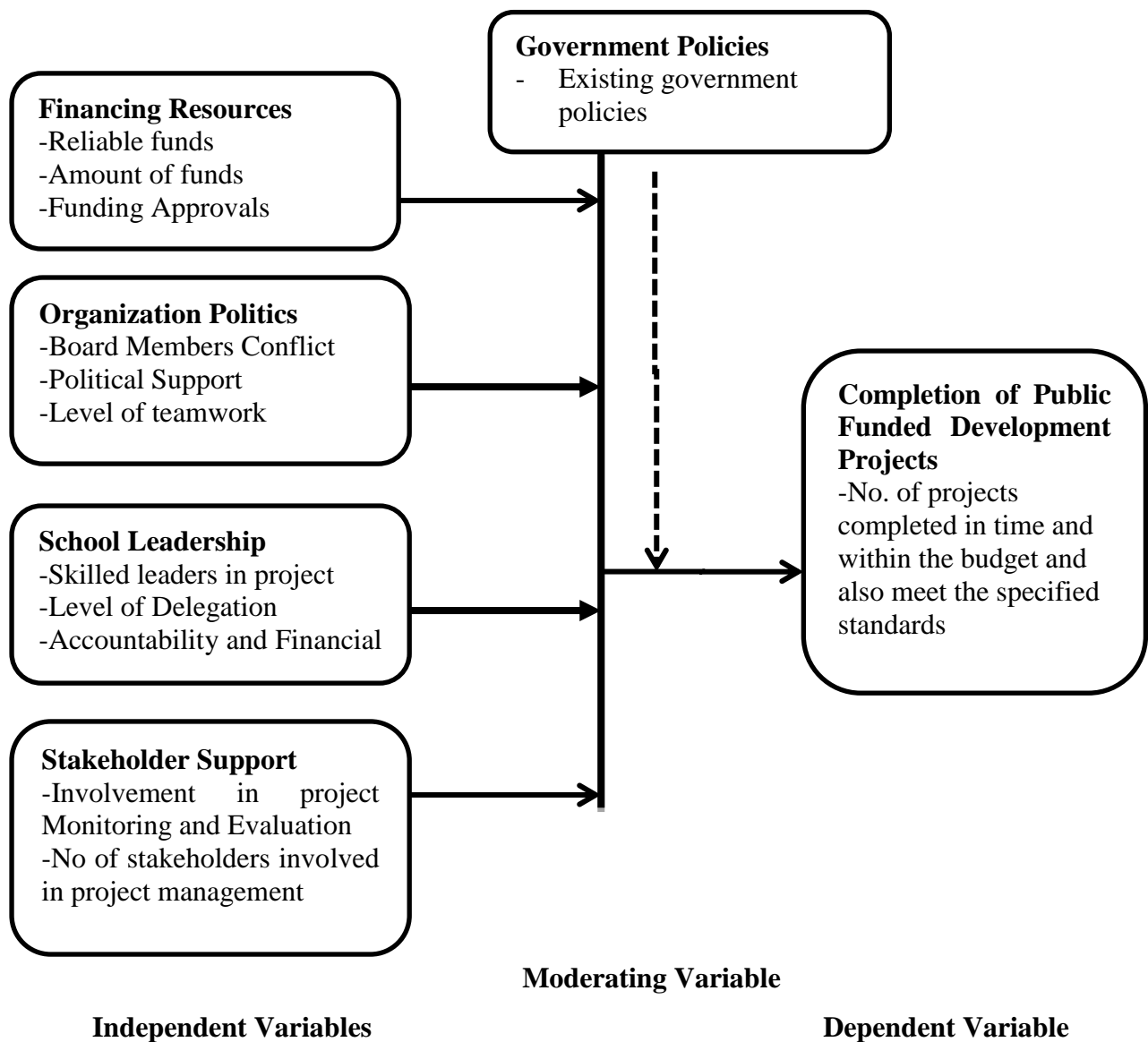
2.9 Balanced Scorecard

The balanced scorecard was introduced in 1992. The propositions under this scorecard were based on a 1990 Nolan, Norton multi-company research project that studied the performance measurement in companies whose intangible assets played a crucial role in value creation (Atkinson et al., 1997). It is asserted that, financial reporting could be more relevant if organizations capitalized their expenditures on intangible assets or looked for other methods by which the aforementioned assets could be placed on corporate balance sheets. The foregoing enhances understanding and management.

The balanced scorecard also includes performance in communities as process perspective objectives when such performance contributes to the differentiation in the strategy (Kaplan & Norton, 2003). The balanced scorecard is compared to the stakeholder theory where performance measurement starts with the stakeholders. Stakeholders have expectations which they expect to be achieved through the performance of the managers. Explicably, the stakeholders pertinent to secondary schools projects expect those charged with their implementation to ensure the successful completion of the said projects. Unsuccessfully completed projects reflect poor performance on the part of project managers.

2.10 Conceptual Framework

Earp and Ennett (1991) define a conceptual framework as "a diagram of proposed causal linkages among a set of concepts believed to be related to a particular public problem. In this study the conceptual framework in figure 1 is derived from the research variables and seeks to show the relationship between the independent and dependent variables.

Figure1. Conceptual framework

Government Policies
- Existing government policies

Financing Resources
-Reliable funds
-Amount of funds
-Funding Approvals

Organization Politics
-Board Members Conflict
-Political Support
-Level of teamwork

School Leadership
-Skilled leaders in project
-Level of Delegation
-Accountability and Financial

Stakeholder Support
-Involvement in project Monitoring and Evaluation
-No of stakeholders involved in project management

Completion of Public Funded Development Projects
-No. of projects completed in time and within the budget and also meet the specified standards

Moderating Variable

Independent Variables   **Dependent Variable**

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2.11 Summary of Chapter and Research Gap

This chapter has reviewed relevant literature by different scholars on the factors that influence completion of secondary schools projects based on the four independent variables of the study. It has also presented both the theoretical and conceptual frameworks on which the study is based. . It also discusses the variables in order to give the study a more detailed understanding of how the variables influence the completion of secondary school development projects. While the influence of these and other factors has been studies in other places, no similar study has been done in Meru; hence the relevance of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter introduces and describes the research design and methodology which was used to carry out the study. It outlines the sampling design techniques that were used to select the sample of study. It also describes the data collection procedures and the tools that were used in obtaining data, the process of data analysis, the study design and the target population.

3.2 Research Design

This study adopted a descriptive survey research design which is concerned with describing the characteristics of a particular individual, or groups (Orodho 2008). This method was suitable since it allowed flexible data collection and the respondents were not manipulated. Descriptive research design is used when the problem is known and well designed as it was evident in this study. Descriptive survey research design also allows the use of questionnaires.

3.3 Target Population

The study targeted the leadership in the 15 public secondary schools in Imenti North Sub County that benefit from CDF. It picked from each school the chief administrators, that is, the Principal and Deputy Principal; and also the chair persons of the Board of Management and of the Parents/Teachers Association (PTA) to a total of 60 leaders on whom the operations of schools are entrusted, including ensuring that the developments projects are completed. Their distribution appears in Table 3.1.

Table 3.1 Target Population

Category	Frequency	Percentage %
Principals	15	25
Deputy Principals	15	25
Board Members	15	25
PTA Members	15	25
Total	**60**	**100%**

Source; County Director of Education, Meru County (January, 2017)

3.4 Sample Design and Sample Size

According to Orodho (2008), sampling is selecting some of the elements in a population from whom the same conclusions can be drawn about the entire population. He also says that, as in our case, where the targeted population is small and manageable and all the respondents are covered, a census design is acceptable. Accordingly, this study adopts a census sample design that allows taking the entire 60 respondents as the sample.

3.5 Research Instruments and Data Collection Procedures

Data was collected through questionnaire with closed ended questions. The questions were simple and logical giving straight forward directions to the respondents so as to make answering of the questions easy. The researcher personally collected the data. This was useful in administering the questionnaires to the sampled population since it ensured that respondents were reached without any external influences.

3.6 Reliability

Reliability explains that the result will be the same even if the research will be carried out by another researcher on a different occasion. Furthermore it should not be subject to bias, observer bias and it should not have any subject error (Kothari, 2008). Test-retest was used to measure reliability where questionnaires were given to respondents to school administrators in Buuri Sub County in Meru County, and after 3 weeks this was repeated. The data was subjected to correlation coefficient in order to ascertain the reliability coefficient. According to Kothari (2010), a correlation coefficient reliability of 0.7 is desirable for newly developed questionnaires.

3.7 Validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended or supposed to measure (Mbwesa, (2006), Ranjit and Kumar (2005) further define validity as the quality of measurement procedure that provides respectability and accuracy. In this study, the meaning of terms used in the study and also the questionnaires were discussed and agreed to with my University Supervisor.

3.8 Methods of Data Analysis

Data analysis process included data sorting, editing, coding, or variable generation, data entry, cleaning, processing and interpretation of results. The SPSS tool was used by the researcher to analyze data. Descriptive statistic such as frequencies, percentages, mean, median and mode were used. Quantitative data has been presented using tables while qualitative data is presented in narrative form.

3.9 Ethical Considerations

Participation in the study was free and voluntary. The researcher was open and explained the purpose of the study to the study subjects and assured the respondents of confidentiality and anonymity. Participants were not required to indicate their names on the questionnaire.

3.10 Operationalization of Variables

Table 3.2 Operationalization of variables

Research Objectives	Type of Variable	Indicator	Measure	Tool of Analysis	Level of scale	Approach of analysis	Statistical analysis
To determine the extent to which financing resources influence completion of CDF funded development projects in secondary schools in Imenti North sub county.	Independent: Financing resources	Reliable funds	Timely arrival of Funds in schools	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
		Amount of funds	Adequate CDF funds for specified school project	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
		Funding Approvals	Time taken to complete the approval procedures	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
To establish the influence of organization politics on completion of CDF funded development projects in secondary schools in Imenti North sub county.	Independent: Organization Politics	Board Members Conflict	Level of interaction among School Principals, Board members and the political leaders	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive

		Political Support	No of school projects directly supported by political leaders	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
		Level of teamwork	No of meetings/visits between political leaders, the school Principal & BOM members	Questionnaire	Interval Ordinal	Quantitative and Qualitative	Descriptive
To determine the influence of school leadership on completion of CDF funded development projects in secondary schools in Imenti North sub county	Independent: School leadership	Skilled leaders in project	Leaders' experience in project management	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
		Level of Delegation	No. and nature of tasks allocated to project team members	Questionnaire	Interval Ordinal		
		Accountability and Financial management	Records of account	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive

To assess the influence of stakeholder support on completion of CDF funded development projects in secondary schools in Imenti North sub county.	Independent: Stakeholder Support	Stakeholders' involvement in project monitoring and evaluation	No of meetings between stakeholders and school Principals	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
		No. of Stakeholders	No of stakeholders directly involved in project implementation	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive
		Stakeholders Conflict with management	No of meetings between stakeholders and school management.	Questionnaire	Interval ordinal	Qualitative and Quantitative	Descriptive
Completion of CDF funded Development projects in secondary schools	Dependent	No. of Development Projects completed	No of projects not completed in/on time No of projects completed and meet the specified standards	Questionnaire	Interval Ordinal	Qualitative and Quantitative	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is dedicated to the analysis, presentation and interpretation of the findings as per the data collected using the questionnaires, which were administered to respondents. The findings answer the research questions. Data collected is analyzed and reports produced in form of tables and statistics.

4. 2 Response rate

The researcher issued 60 questionnaires to the respondents and 51 of these, equal to a response rate of 85%, were returned. This response rate was far above the 70% rate that Mugenda and Mugenda (2003) consider as excellent for this kind of study.

4.3 Demographic Information

This section sought to gather information on the background of the respondents targeted in the study.

4.3.1. Respondents Age

Respondents were asked to indicate their age. Their responses were as indicated in Table 4.1.

Table 4.1 Respondents Age

Ages	Frequency	Percent
Below 30 Years	7	13.7
31-40 years	23	45.1
41-50 years	21	41.2
Total	**51**	**100.0**

As Table 4.1 reveals majority of the respondents, equal to 86.3% of management teams in schools, are over 30 years old. This implies that management teams are constituted of people whose age bracket allows them to execute the demands of project management and implementation.

4.3.2 Respondents level of Education

The respondents were asked to indicate their level of education. This was to help establish the management team's capacity to manage projects until completion. Their responses are presented in Table 4.2.

Table 4.2 Respondents level of Education

Level of Education	Frequency	Percent
Diploma	3	7.9
Degree	36	68.6
Above	12	23.5
Total	**51**	**100.0**

As revealed in Table 4.2 over 82% of respondents had at least a university degree. The other 8% had a Diploma. This shows that most of the management teams have the required education level in making suitable decisions on completion of CDF funded development projects in schools.

4.3.3 Years worked by Respondents

Respondents were asked to indicate the number of years worked in the schools sector. Their responses are in the Table 4.3.

Table 4.3 Years worked by Respondents

Years worked	Frequency	Percent
Below 5 Years	4	7.8
5-10 years	19	37.3
11-15 Years	17	33.3
Above 15 Years	11	21.6
Total	**51**	**100.0**

Table 4.3 reveals that majority of the respondents at 95% had more than five (5) years in management of school programmes and hence they should have the needed skills to ensure completion of these school projects.

4.4 Financial Resources

This section sought to gather the responses of the respondents in regard to the reliability of CDF fund to finance development projects in secondary schools. This was important to the study since CDF funds are allocated quarterly.

4.4.1 Reliability of CDF fund to complete development projects

Respondents were asked to indicate whether the CDF fund meant for Development Projects in secondary schools is reliable. Their responses are presented in Table 4.4.

Table 4.4 Reliability of CDF fund to complete development projects

Reliable Funds	Frequency	Percent
Strongly Disagree	5	9.8
Disagree	15	39.4
Neutral	8	15.7
Agree	20	29.2
Strongly agree	3	5.9
Total	**51**	**100.0**

Majority of respondents at 49.2% disagreed that CDF fund is reliable to complete CDF funded development projects. It is of significance to note that 15.7% of the respondents were neutral on contribution of reliability of source of funds to complete CDF funded development projects.

4.4.2 Response on Adequacy of fund issued

The respondents were asked to indicate the adequacy of CDF money in completion of CDF funded development projects in secondary schools. Their responses are shown in Table 4.5.

Table 4.5 Response on adequacy of fund issued

Adequate Fund	Frequency	Percent
Strongly Disagree	28	54.9
Disagree	16	31.4
Neutral	1	2.0
Agree	6	11.8
Total	**51**	**100.0**

Table 4.5 shows that majority of respondents at 86.3% disagreed that CDF fund is adequate to complete development projects in secondary schools. This shows that CDF fund alone is not enough to complete school projects thus schools should seek other sources.

4.4.3 Response on Frequency of Funding

The respondents were asked to indicate the frequency with which their schools benefited from CDF fund. Their responses are presented in Table 4.6.

Table 4.6 Response on Frequency in Financing

Response	Frequency	Percent
Every year	10	19.6
More than two years	12	23.5
More than five years	29	56.9
Total	**51**	**100.0**

Table 4.6 reveals that majority of the respondents at 80.4% agreed that the CDF fund is not submitted to schools on a regular basis. This implies that there could be some factors influencing the interval at which schools' development projects are funded by CDF.

4.4.4 Response on frequency of submission of fund

The respondents were asked to indicate the frequency of submission of fund to complete CDF funded development projects in secondary schools. Their responses are presented in Table 4.7.

Table: 4.7 Response on frequency of submission of funds

Long Approval	Frequency	Percent
Very often	8	15.7
Often	6	11.8
Neutral	1	2.0
Not often	36	70.6
Total	**51**	**100.0**

Table 4.7 shows that 70.6% of the respondents agreed that frequency of submission of fund was often. This implies that maybe approval procedures take too long thus delaying submission of the fund which in turn hinders timely procurement of materials for construction.

4.4.5 Satisfaction Levels with Source of Fund

The study wanted to establish the level of respondents' satisfaction with CDF as the main source of fund to complete CDF funded development projects in secondary schools. Their responses were as shown in Table 4.8.

Table 4.8 Satisfaction Levels with Source of Fund

Levels of Satisfaction	Frequency	Percent
Highly Satisfied	4	8.5
Satisfied	15	29.8
Dissatisfied	29	56.4
Highly Dissatisfied	3	5.3
Total	**51**	**100.0**

Table 4.8 reveals that majority of the respondents at 61.7% are dissatisfied with CDF as the only source of fund to complete development projects in secondary schools. This implies that having CDF as the sole financier is not enough to complete development projects in secondary schools.

4.5 Organization Politics

The study wanted to establish the influence of school politics on the completion of CDF funded development projects in secondary schools. This was significant since organization politics if not well managed can derail project completion due to personal interests.

4.5.1 Responses on conflict among the school stakeholders

Respondents were asked to indicate whether there is political conflict between schools board members, school leadership, parents and other education projects stakeholders which affect completion of CDF funded development projects in secondary schools. Their responses are in Table 4.9.

Table 4.9 Responses on conflict among school stakeholders

Conflict among school stakeholders	Frequency	Percent
Strongly Disagree	10	19.6
Disagree	7	13.7
Agree	15	29.4
Strongly agree	19	37.3
Total	**51**	**100.0**

Table 4.9 shows that 66.7% of the respondents agreed that there is conflict between schools board members, school leadership, parents and other education projects stakeholders. This implies that politics are present in school projects and they do affect project implementation and subsequently the success or failure of its completion.

4.5.2 Responses on political support to certain schools

The study wanted to establish the level of political support to certain schools which influences completion of CDF funded development projects in secondary schools.

Table 4.10 Responses on political support to certain schools

Political Support for some schools	Frequency	Percent
Strongly Disagree	10	4.1
Disagree	7	3.7
Agree	15	6.9
Strongly agree	19	85.3
Total	**51**	**100.0**

Table 4.10 shows that 92.2% of the respondents agreed that there is political support to certain schools which influences completion of CDF funded development projects in secondary schools. This implies that schools which are favored by certain politicians receive more and adequate CDF money to complete their projects than those that lack a politician's interest.

4.5.3 Responses on Teamwork among School leaders, BOM and Politicians

The study wanted to establish the level of teamwork among the school Principals, BOM members and the area politicians during implementation of CDF funded development projects. Their responses are presented in Table 4.11.

Table 4.11 Responses on Teamwork among school leaders, BOM and Politicians

Teamwork in Secondary Schools	Frequency	Percent
Very high level	5	9.5
High level	4	7.6
Low level	15	10.1
Very low level	37	72.8
Total	**51**	**100.0**

Table 4.11 shows that 82.9% agreed that there is low level of teamwork among school Principals, BOM members and area politicians. This implies that the school stakeholders rarely engage in teamwork and this makes it difficult for these parties to work together hence affecting the success of a project.

4.6 School Leadership

The respondents were asked to indicate the extent to which school leadership influences completion of CDF funded development projects in secondary schools.

4.6.1 Highly Skilled School Leaders

The respondents were asked to indicate their agreement on the level of the extent to which leadership skills influence completion development projects in secondary schools. Their responses are presented in Table 4.12.

Table 4.12 Highly Skilled School Leaders

Skilled School Leaders	Frequency	Percent
Greater Extent	29	56.9
Great Extent	13	25.5
Less Extent	9	17.6
Total	**51**	**100.0**

Table 4.12 reveals that 82.4% of the respondents indicated that skills of school leadership influence the completion of projects at a great extent. This implies that it is necessary for school leaders to be well equipped with proper leadership skills so as to manage projects effectively.

4.6.2 Response on Financial management and accountability

The respondents were asked to indicate the extent to which financial management and accountability influenced completion of school projects. Their responses are presented in Table 4.13.

Table 4.13 Response on Financial management and accountability

Delegation of task	Frequency	Percent
Greater extent	32	62.8
Great extent	18	35.2
Less Extent	1	2
Total	**51**	**100.0**

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Table 4.13 reveals that 98% of the respondents agreed that financial management and accountability greatly influenced completion of development projects. This implies that it is necessary for school leaders to have skills in financial management as well as integrity.

4.6.3 Responses on Task Delegation by School Leadership

The respondents were asked to indicate the extent to which school leadership delegates tasks to enhance completion of CDF funded development projects in secondary schools. Their responses are indicated in Table 4.14.

Table 4.14 Responses on Task Delegation by School Leadership

Delegation of task	Frequency	Percent
Greater extent	31	60.8
Great extent	3	5.9
Less Extent	17	33.3
Total	**51**	**100.0**

Table 4.14 reveals that 60.8% of the respondents indicated that school leadership delegates tasks to project team in order to enhance completion of CDF funded development projects in secondary schools. This implies that school leadership has confidence in project team members to deliver on tasks delegated to them.

4.6.4 Satisfaction Levels on financial management by school leaders

The study wanted to establish respondents' level of satisfaction on financial management by the school leaders. Their responses are shown in Table 4.15.

Table 4.15 Satisfaction Levels on financial management school leadership

Satisfaction Levels	Frequency	Percent
Highly Satisfied	3	6.1
Satisfied	13	27.7
Neutral	0	0.0
Dissatisfied	26	56.8
Highly Dissatisfied	4	9.4
Total	**51**	**100.0**

Majority of respondents at 66.2% are dissatisfied with financial management by the school leaders in development projects. This implies that there is no transparency in use of funds allocated for the school projects.

4.7. Stakeholder Support

The respondents were asked to indicate the level of influence the school stakeholders have on school projects.

4.7.1 Communication between the School Leadership and stakeholders

The study wanted to establish the level of communication between the school leadership, parents and other education project stakeholders. Their responses are presented in Table 4.16.

Table 4.16 Communication between the School Leadership and stakeholders

Responses	Frequency	Percent
Low	5	9.8
Moderate	19	37.3
Very high	27	52.9
Total	**51**	**100.0**

It is clear from the data that 90.2% strongly agree that there is high level of communication between the school leadership, parents and other education project stakeholders. This implies that stakeholders are interested in the running of the school.

4.7.2 Response on Conflict between School Leadership and Stakeholders

The respondents were asked to indicate the influence of conflict between school leadership, parents and other education projects stakeholders on completion of development projects in secondary schools. Their responses are presented in Table 4.17.

Table 4.17 Response on Conflict between School Leadership and Stakeholders

Responses	Frequency	Percent
No influence	12	23.5
Highly influences	39	76.5
Total	**51**	**100.0**

Table 4.17 reveals that majority of the respondents at 76.5% agreed that conflict between school leadership, parents and other education projects stakeholders highly influences completion of development projects in schools. This implies that the success of school projects is depended upon the nature of the conflict existing between school leadership, parents and other education projects stakeholders.

4.7.3 Stakeholders with Different Interests on school's CDF Projects

The respondents were asked to indicate whether there are many stakeholders with different interests on the school projects funded by CDF. Their responses are presented in Table 4.18.

Table 4.18 Stakeholders with Different Interests on School's CDF projects

Responses	Frequency	Percent
Disagree	7	13.7
Agree	18	35.3
Strongly Agree	26	51.0
Total	**51**	**98.0**

Data in Table 4.18 reveals that 86.3% of the respondents agreed that there are many school stakeholders with different interests on schools' CDF funded development projects thus a clear indication that achievement of projects objectives is influenced by stakeholders different interests in the projects.

4.7.4 Stakeholder's support in project monitoring and evaluation

The study wanted to establish the level of respondents' satisfaction on stakeholder's support in regard to project monitoring and evaluation to enhance completion of CDF funded development projects in secondary schools. Their responses are shown in Table 4.19.

Table 4.19 Response on stakeholder's support in project monitoring and evaluation

Level of Satisfaction	Frequency	Percent
Highly Satisfied	6	11.7
Satisfied	10	19.6
Dissatisfied	33	64.7
Highly Dissatisfied	2	4.0
Total	**51**	**100.0**

Table 4.19 shows that majority of the respondents 68.7% were dissatisfied with the stakeholder's support in regard to project monitoring and evaluation. This shows that few stakeholders participate in the actual implementation of the project.

4.8 Response on Completion of CDF funded Development Projects in Secondary Schools

Respondents were asked to state the number of secondary school CDF funded development projects started in the past five years and the estimate the number of project that have been completed in time, within the budget and meet the specified standards. Their responses are shown in Table 4.20.

Table 4.20 Responses on Completion of CDF funded Projects in Secondary Schools

CDF Projects in Schools	Frequency	Percent
Projects Started	33	100
Projects Completed	14	43

Table 4.20 shows that 33 projects were initiated through CDF. Only 14 of these projects have been fully implemented and completed using the CDF funds which accounts to 43 % of CDF funded projects completed in the last 5 years while 57% are still incomplete. This implies that there is a big percentage of CDF projects in secondary schools not completed.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, discusses these findings against literature, makes a study conclusion and offers policy recommendations and finally offers suggestions for further research on the study area.

5.2 Summary of Findings

The study sought to identify the factors influencing completion of public funded development project in Kenya: a case of CDF projects in secondary schools in Imenti North sub-county. The findings are summarized based on the four objectives of the study.

5.2.1 Financing Resources

The study has established that the funds from CDF were not adequate for the development projects in schools. Also, perhaps due to differing interests and lengthy procedures on release of these funds, completion of the assigned development projects was often negatively influenced.

5.2.2 Organization Politics

The study also established that school politics has created conflict between the school Principals, BOM members and other Stakeholders a situation which has resulted in some schools getting CDF money every year while others take two to three years

before getting CDF money. This disparity negatively influences completion of development projects in secondary schools.

5.2.3 School Leadership

The study has established that school leaders had skilled and accountable leadership that was even prepared to delegate responsibility to other competent staff members. This positive action contributed positively toward completion of development projects in secondary schools with adequate and timely resources.

5.2.4 Stakeholders Support

The study established that despite there being communication between school leaders and the Stakeholders, conflict continued to exist between them mainly due to different interests. This conflict has hindered the stakeholders from actively taking part in project monitoring and evaluation thus negatively influencing the completion of development projects in secondary schools.

5.3 Discussion of the Findings

This section discusses the study's key findings against results of similar studies as found in the literature.

5.3.1 Financial Resources

The study has established that the funds from CDF are not adequate for the development projects in schools and also that differing interests among stakeholders and lengthy procedures on release of funds negatively influenced completion of the assigned development project. This finding agrees with the study of Charles (2009) on

project completion done in Kenya where he found that inadequate funds on their own are a major factor hindering the completion of development projects. This finding is also in line with that of Konya (2011) done in Nigeria where it was revealed that seven out of ten classroom projects surveyed suffered delays in their execution mainly due to insufficient funds allocated to the projects.

5.3.2 Organization Politics

As it concerns organization politics the study established that school politics create conflict between the school Principals, BOM members and other Stakeholders. When this happens, it results in disparities in allocation CDF money to various schools which in turn affect how projects in different schools are managed and completed. These findings are in line with the study done by Bozzo (2010) which notes that the process through which public secondary schools acquire funds to implement and complete their projects is political through lobbying from government and other stakeholders in order to mobilize resources.

5.3.3 School Leadership

The study established that schools had skilled and accountable leadership that was even prepared to delegate responsibility to other competent staff members. This positive action contributed positively towards completion of development projects in secondary schools with adequate and timely resources. These findings support the study done by Mulory (2013), which notes that effective principals, through their physical presence in the community as well as a consistent track record of service accountability, create an environment that fosters developmental project success from which community benefits. It also supports the study conducted by Green (2005) in

Singapore learning institutions which found that leadership helps to remove barriers so that projects can be started and completed efficiently.

5.3.4 Stakeholders Support

The study has established that despite there being communication between school leaders and the Stakeholders, conflict continued to exist between them mainly due to different interests. Such a conflict inevitably hinders the stakeholders from actively taking part in project monitoring and evaluation; and thus negatively influencing the completion of development projects in secondary schools. These findings are in line with those of Mulwa (2013) done in South Africa, Zimbabwe and Kenya. He notes that the success of a school project completion will be measured by support accorded by the stakeholders whose duty is to oversee, guide and direct the schools in terms of human resource.

5.4 Conclusion

This study concludes that funds for completion of projects from CDF in secondary schools were insufficient and unreliable. Completion of the projects is also compromised by the poor relations between various stakeholders due to personal interests and allowing negative politics to interfere with equitable distribution of available resources among schools. However, the study establishes that the schools have skilled, competent and hands-on leadership that, despite the negative factors recorded in this paragraph, has ensured that all projects have been stated and a fair number of them completed.

5.5 Recommendations

The following recommendations are made based on the findings of the study

i.   The government should encourage the school management to aim at diversifying their sources of funds by engaging in income generating activities. This will minimize the schools' dependency on government funds alone thus ensuring successful completion of school projects.

ii.   The school management and the government should discourage the stakeholders from politicizing education matters in order to ensure that school projects are implemented without any political interference.

iii. The Ministry of Education should ensure that school leadership, through relevant tailor-made courses, is constantly equipped with the necessary knowledge on financial management and accountability, and also conflict resolution, to enable it cope with situations in development and completion of projects as they arise.

iv.   The education stakeholders should ensure that they work as a team with the school community by embracing a participatory approach so that they are aware of the daily running of the school as well as understanding the objectives of the school Project.

5.6 Suggestions for Further Research

This study focused on the secondary schools project funded by CDF. The study proposes that a similar study be done on:

i.   Completion of development projects in primary schools and technical colleges.

ii.   Sustainability of CDF projects in the education sector.

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APPENDIX I

INTRODUCTORY   LETTER

WAKHAYA SUSAN
P.O BOX 28, 60605
MERU

Dear Sir / Madam.

RE: DATA COLLECTION INSTRUMENT

I am a student from the University of Nairobi undertaking a Master's Degree in Project Planning and Management. I am therefore, kindly requesting you to provide me with information by filling the questionnaires concerning my research work. The respondent will be treated with utmost privacy and confidentiality and data collected will be used for nothing else but education purpose only.

Thank you.

Yours Faithfully,
 Susan Wakhaya

APPENDIX II
QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: GENERAL INFORMATION :

By means of a tick (√) kindly indicate an option that best describes:

1. Your age:-

      Below 25 years   ( )

      a. 25-30 years   ( )

      b. 31-35 years   ( )

      c. 36-40 years   ( )

      d. 41-45 years   ( )

      e. 46-50 years   ( )

      f. Over 51   ( )

2. Your level of education:-

      a. Diploma   ( )

      b. Degree   ( )

      c. Masters &Above   ( )

3. Period you have worked with the Secondary Schools

      a) Below 5 Year   ( )

      b) 5-10 Years   ( )

      c) 11-15 Years   ( )

      d) Over 15 Years   ( )

SECTION B: SOURCES OF FUNDS

4. In each word/phrase given below circle the number that best describes your response in relation to CDF as a source of fund for completion development projects in secondary schools.

Circle:

i. Strongly agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly Disagree

a.	Reliable funds to complete CDF development projects in secondary schools.	1	2	3	4	5
b	Adequate amount of funds are issued by CDF to complete development projects in secondary schools.	1	2	3	4	5
c	Long approval procedures before funding to complete CDF development projects in secondary schools.	1	2	3	4	5

Tick appropriately

i. Every year

ii. More than two years

iii. More than five years

a	How often does your school receive money from CDF to complete development projects?	1	2	3

5. How would you rate your satisfaction with CDF as the main source of funds in completion of CDF funded development projects in secondary schools?

        a.   Highly satisfied.   ( )

        b.   Slightly satisfied.   ( )

        c.   Neutral.   ( )

        d.   Slightly dissatisfied.   ( )

SECTION C: SCHOOL POLITICS

6. In each phrase given below tick the number that best describes your responses in relation to school politics and completion of CDF funded development projects in secondary schools.

Tick:

        1.   Agree

        2.   Neutral

        3.   Disagree

There is political conflict between schools board members, school leadership, parents and other education projects stakeholders which affects completion of CDF development projects in secondary schools	1	2	3
There is political support to certain schools which influences completion of CDF development projects in secondary schools	1	2	3
The level of teamwork among Principals, BOM member and area Politicians affect completion of CDF development projects in secondary schools	1	2	3

7. How would you rate the influence of school politics on the completion level of CDF funded development projects in secondary schools?

a) Highly Influences   ( )

b) No Influence   ( )

c) Slightly Influences   ( )

SECTION D: SCHOOL LEADERSHIP

8. Describe the school leadership on the influence of completing CDF funded development projects in secondary schools.

Tick in table appropriately

    i.   Greater extent

   ii.   Great extent

  iii.   Less extent

a	To what extent do school leaders' skills influence completion of CDF development projects in secondary schools	1	2	3
b	To what extent do financial management and accountability influence completion of CDF funded development projects	1	2	3
c	To what extent do school leadership delegates to enhance completion of CDF development projects in secondary schools	1	2	3

9. **How would you rate your satisfaction with school leadership in terms of completion of CDF funded development projects in secondary schools?**

    a.   Highly satisfied.   ( )

    e.   Slightly satisfied.   ( )

    f.   Neutral.   ( )

    g.   Slightly dissatisfied.   ( )

SECTION E: STAKEHOLDER SUPPORT

10. In each of the phrases given below tick the number that best describes your responses in relation to the completion of CDF funded development projects in secondary schools.

Tick:

    1. Very high   ( )

    2. Moderate   ( )

    3. Low   ( )

  a)

Indicate the level of communication between the school leadership, parents and other education projects stakeholders	1	2	3

11. In relation to influence of conflict between school leadership, parents and other education projects stakeholders on completion of CDF funded development projects in secondary schools tick appropriately the number that best describes your response.

    1. No influence

    2. Highly influences

Indicate the level of influence that conflict between school leadership, parents and other education projects stakeholders has on project completion	1	2	3

12. In each of the phrases given below tick the number that best describes your responses in relation to the completion of CDF funded development projects in secondary schools.

    1. Agree   ( )

    2. Neutral   ( )

    3. Disagree   ( )

There are many education projects stakeholders with different interests on schools development projects	1	2	3
There is stakeholders involvement in project monitoring and evaluation	1	2	3

13. How are you satisfied with the current stakeholder's support to facilitate completion of CDF funded development projects in secondary schools?

    a. Highly satisfied   ( )

    b. Satisfied   ( )

    c. Neutral   ( )

    d. Dissatisfied   ( )

    e. Highly dissatisfied ( )

SECTION F: COMPLETION OF DEVELOPMENT PROJECTS IN SECONDARY SCHOOLS

14. Kindly fill in the table below in order to indicate the estimate of CDF funded development projects started in your school and those completed.

construct	2011	2012	2013	2014	2015
Estimate number of secondary school CDF development projects started					
Estimate number of secondary school CDF development projects completed					