

**FACTORS INFLUENCING BOARD OF MANAGEMENT IN  
MANAGING CONSTITUENCY DEVELOPMENT FUND PROJECTS  
IN PUBLIC SECONDARY SCHOOLS IN CENTRAL DIVISION,  
MACHAKOS DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Award of the Degree of Master of Education in Educational  
Administration.**

**University of Nairobi.**

**2013**

## **DECLARATION**

I declare that this research report is my own work and has not been presented for a degree in any other university.

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This research report has been submitted for the examination with our approval as university supervisors.

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## **DEDICATION**

This research work is dedicated to my wife Jane Syombua Kitae, our children Kelvin Mumo, Nixon Mbithi and Peninnah Mwikali who occasionally missed my fatherly love and presence during my course work and research programmes.

## **ACKNOWLEDGEMENT**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

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

## ABSTRACT

The purpose of this study was to investigate the factors influencing secondary schools Board of managements(BOM) in the managing of Constituency Development Fund projects in Central division, Machakos district. The objectives of the study were:- to establish how BOM influence CDF projects identification and costing, the extent to which political interest influence the BOM's managing of constituency development fund projects, to examine how local community involvement influence the BOMs managing of constituency development projects, to examine how availability of funds influence the BOMmanaging of constituency development fund project in public secondary schools. The study findings may be used by the Ministry of Education to formulate financial policies related to CDF funds management. The study was based onthe theory of needs achievement as postulated by David Mcelland. The study adopted descriptive survey design. The respondents were 35 BOM chairpersons, 35 principals, 1 DEO, 3 AEOs and 13 CDF committee members.The researcher used questionnaires, interview guide and observation checklist to collect data.Validity of the instrument was established through sharing the information in the questionnaires with the lecturers and colleagues students to establish whether the questions were relevant.Reliability of the instrument was established through test retest method. Quantitative data was analyzed through descriptive statistics using SPSS programme and presented using percentages, tables, pie charts and bar graphs. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes. The findings showed that BOM and school principals are usually involved in identifying, costing and implementing constituency fund projects in their schools through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. The recommends are that the CDF committee should disburse the funds in time to schools to enable the implementation process successful and this should also include allocating enough funds to schools to facilitate completion of the intended projects. This will minimize stalled projects in schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

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

The constituency development fund (CDF) was established through the CDF act 2003 as a public funded kitty specifically targeting development projects at the constituency or district level (MOE, 2006) it is one of the devolved funds set up by the government of Kenya in 2003 in order to mitigate poverty and

harmonize development throughout the country. The CDF act compels the government to set aside not less than 2.5 percent of its annual ordinary revenue every financial year to CDF projects where education sector and schools in particular are allocated, 46.1 percent. The constituency development funds are released to school projects at the locational, divisional and district level in the constituency based on work plans and bill of quantities (BQ) as prepared by board of managements and school management committees according to poverty level (GOK, 2003). Each school project has its own Project Management Committee (PMC) within the Board of Managements under constituency development funding.

According to Mburugu (2006) schools whose projects are funded by CDF have inadequate finances due to high poverty level which compels the BOM in such school to requests for funds from constituency development fund. According to a study by Kenya institute for public policy research and analysis (Kippra, 2008) school BOM requests funds from constituency development fund at the constituency level in which Constituency Development Fund committees deliberates the project proposal, ranks the school projects in order of priority and ascertains whether school projects estimates are realistic and that BOMs are able to monitor and implement the school projects. According to Schroeder (2000) other countries have well developed initiatives similar to Kenya's CDF but with different names like social poverty reduction and development fund (SPRD)

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

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

The school committee requests for grants from the local constituency office with a plan, budget and project proposal which encourages transparency and accountability. The School Based Management Committees (SBMC)

are accountable to the local CDF office which then accounts to the central government of India and they are legally mandated and trained in both financial and general school management. However, the school projects in India are not completed in time due to inefficiency of SBMC, and inadequacy of funds and political interference which forces government intervention to complete school projects. (Sashiyan, 2007)

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

African countries like Zambia, Ghana and Senegal have programmes similar to Kenya, Zambian government have mandated school management committees (SMC) and school governing boards (SGB) to



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

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

(GOG, 2007), Japan Social Development Fund for Poverty reduction (GOJ, 2007) and in India under the Members of Parliament Constituency Development Fund (Frontline, February 2007). It is also found in Solomon Islands under Rural Constituency Development Fund (RCDF) (Kimenyi M. 2005).

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

According to a report at the Machakos district education office (2011) Central division of Machakos district has 68 secondary schools in which 35 of the schools are constituency development funded projects which are complete or

ongoing. The secondary schools under study have legally constituted BOM by the Minister for Education in accordance with Education Act Cap 211. The report at District Education Office, Machakos (2012) reveals that, the constituency development fund has initiated several projects in 35 secondary schools in central division, in all the five locations. The projects are shown in Appendix XII. The quality of work done is in accordance with Ministry of Public Works specifications and completed CDF projects fully handed over to board of managements for schools use. However, BOMs in central division Machakos district face many challenges while management CDF projects according to a seminar organized for lower Eastern 1<sup>st</sup> March, 2006. It was reported that school projects face numerous challenges in management and implementation of projects such as inadequate project funding, poor financial management skills by the BOM and poor standard workmanship.

Also a report by Government of Kenya (GOK, 1999) states that most BOM members cannot rank needs or quality and quantity and are composed of elites in the society who use their influence to undermine the views of the less educated members in the same BOM (Otunga, 2008). The study sought to establish the factors that influence BOM in the management of CDF projects and hope to generate new knowledge that would widen the horizon of existing knowledge concerning CDF project management by Board of Managements as stipulated in the CDF Act and Education Act (Cap, 2011). Mburugu (2006) states that the novel concept of CDF initiating school funded projects and the BOM management the funds has received insignificant attention from

researchers and their scanty information. Therefore the study sought to fill the gap by researching on factors influencing Board of management on the management of the CDF projects in public secondary schools on Central division, Machakos District.

## **1.2 Statement of the problem**

The forgoing discussion shows that there are several projects initiated in schools in Kenya and other countries funded by the devolved fund however, under different names. In Kenya such projects are funded by CDF which was established by Constituency Development Fund Act 2003 published in Kenya Gazette supplement No., 107 (act No., 11) 9<sup>th</sup> January 2004. The Act compels the central government of Kenya to remit 2.5 percent of its annual ordinary revenue budget every year to constituency development fund, subsequently, the local constituency is compelled by the same act to allocate 46.2 percent to education sector. (GOK, 2003).

Under the CDF kitty several funded projects have been initiated in schools where some of the projects stall along the way and others are fully implemented. Complaints have been raised on BOMs capability on management funds on funded projects by CDF Kitty in Kenya and also in central division, Machakos district (DEO's report 2012). Since the inception of the CDF programme in schools, there are limited studies which have been carried out to establish the factors influencing the BOM on the management of the CDF projects in public secondary. This study sought therefore to establish

the factors influencing the BOM on the management of the CDF projects in schools in central division Machakos district.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the factors influencing Board of management on the management of constituency development fund projects in public secondary schools in Central Division, Machakos District, Kenya

### **1.4 Objectives of the study**

The objectives of the study were to:

1. Establish how BOMs' influence CDF projects identification and costing in public secondary schools in Central division, Machakos district.
2. To establish the extent to which political interests influence the BOMs' management of constituency development fund projects in public secondary schools in Central division, Machakos district.
3. Examine how local community's involvement influences the BOMs management of constituency development fund projects in public secondary schools in central division, Machakos district.
4. Establish how availability of funds influences the Board of management management of constituency development fund projects in public secondary schools in Central division, Machakos district.
5. Assess the effect of project implementation on the management of constituency development fund in public secondary schools in central division in Machakos District.

## **1.5 Research questions**

The study was guided by the following research questions:-

1. To what extent does the project identification and costing influence the BOMs management of CDF project in public secondary schools in central division, Machakos district?
2. In what ways do local political interests affect the BOMs management of constituency development fund projects in public secondary schools in Central division, Machakos district?
3. How does involvement of the local community affect the management by BOMs' of constituency development fund projects in public secondary schools in Central division, Machakos district?
4. To what extent does availability of funds affect the management of constituency development fund projects in public secondary schools in Central division, Machakos district?
5. How does the project implementation influence the management of CDF projects in public secondary school in Central division, Machakos District.

## **1.6 Significance of the study**

It is hoped that the study findings may be used by MOE to formulate policies and financial issues related to CDF funds management by the secondary schools BOM. The MOE would also develop policy interventions that would improve BOM management skills. The findings may provide data for future research on management of CDF projects by Board of Governors.

## **1.7 Limitations of the study**

The researcher is faced with time constraints and reaching out to all respondents in project funded schools would be a challenge. The topic is new and scanty research has been done but the researcher would rely in the fieldwork data and related studies on CDF projects. Unpredictable weather and poor transport systems to reach all schools may hinder data collection, respondents' skepticism in divulging vital information due to suspicion is expected to be an obstacle but the researcher would reassure the respondents the research is purely academic and would be confidential which would mitigate the problem.

## **1.8 Delimitations of the study**

The study was delimited to 35 out of possible 68 secondary schools in central division, Machakos district with constituency development fund projects and the respondents were BOM chairpersons, secondary schools principal, BOM members out of the possible in which out of 13 BOM members were sampled, the DEO, AEO and CDFC members would also be interviewed due to enormous knowledge they have on funded projects.

## **1.9 Basic assumptions of the study**

The study assumed that

1. Secondary schools with CDF projects have functional, legally constituted and mandated Board of Managements(BOM) who understand their roles as managers.
2. The respondents are conversant with MOE and CDF policy guidelines on financial management.

## **1.10 Definition of significant terms**

This sub-section defines significant terms as used in the study such as:-

**Board of managements** refers to a legally mandated committee appointed by the Minister for Education and charged with responsibility of management secondary schools resources and funds.

**BOM participation** refers to the right inferred in Board of Managementsto participate in decision making process in a school.

**Challenge** refers to that planned projects which is managed with allocated resources and results are achieved.

**Constituency development funds** refer to an established fund by a parliamentary Act, 2003 to devolve funds to the local levels.

**Community involvement** refers to grass root stakeholders like students, parents, and local community leader's involvement in the CDF projects in one way or another.

**Efficiency** refers to a given result from funds allocated despite amount allocated.



**Influence** refers to the power to change or effect change in a person or institution, the power to determine needs to approve budgets to projects to a process that involves planning, budgeting, implementing and management funds in a school.

**Political interest** refers to vested interests politicians may have on a CDF project started on a school which may slow down project implementation thus affecting schools performance.

**Project** refers to a piece of work involving many people such as CDFC, BOM, parents, government agents that is planned and organized carefully by the experts.

**Physical facilities** refer to a tangible infrastructure with funds allocated by constituency development fund.

### **1.11 Organization of the study**

The study is organized into five chapters, chapter one, as background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumption of the study, definition of significant terms,, organization of the study. Chapter two has literature review which has introduction. BOM involvement in identifying costingand monitoringCDF projects, local political interests andCDF projects,local community involvement and project managementfunds, adequacy of CDF funds and project implementation on school management. Summary of literature review, theoretical and conceptual framework. Chapter three has

introduction, methodology, research design, target population, population sampling and sample technique, research instruments, interview schedule, questionnaire, instruments validity and reliability, data collection and data analysis techniques chapter four has data analysis, interpretation and presentations chapter five is a summary of the study findings, conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review provided an overview of the factors that accredited scholars and researchers have found to influence Board of managements(BOM) in the managementof constituency development fund projects which include: what is a project, project life cycle, Board of managementsinvolvement in identifying and costing of CDF projects, how political interference affect constituency development projects, the role of local community involvement on CDF project managementand how availability of funds influence the managementof constituency development CDF projects and the role of Board of managementson implementation of constituency development fund projects, summary of literature review, theoretical and conceptual framework.

#### **2.2 What is a project?**

A project is a complex, non-routine, one-time effort limited by time, budget, resources, and performance specifications to meet customer needs (Gray and Larson, 2008). 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. (Field and Keller, 1998).

According to the Constituencies Development Fund (Amendment) Act 2007, a project means an eligible development as described by the Act. The projects

which are funded by the constituencies development fund (CDF) are identified and formulated by the community representatives and they should have a lasting and significant social economic impact on the community (GOK, 2003).

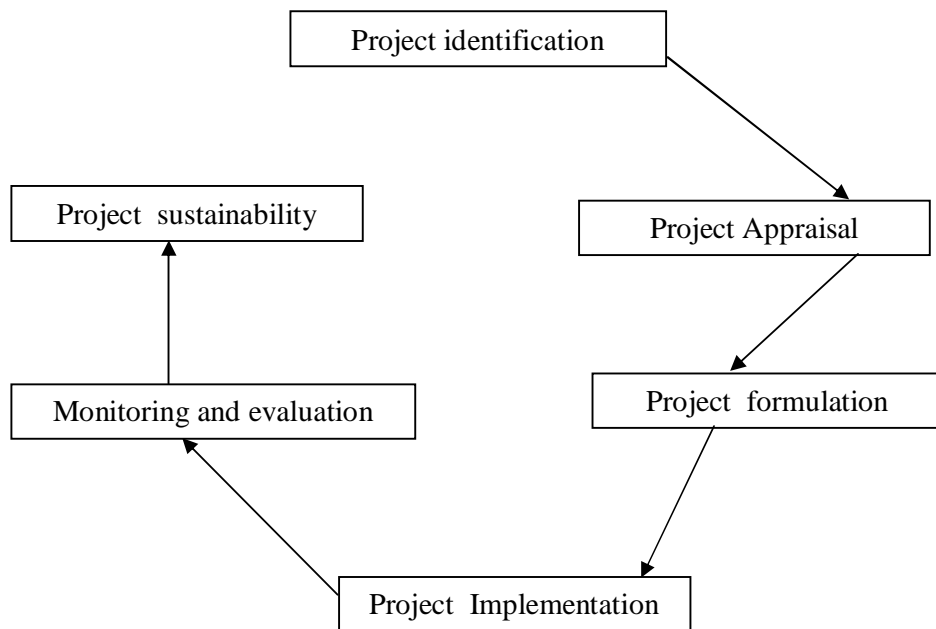
### **2.3 Project life cycle**

The project life cycle goes through four stages such as defining the project, project planning, implementation stage and handing over/ delivering the project to the intended stakeholders. According to Field and Keller (1998) there is no life cycle that applies to all the projects and in school funded projects, the project are identified by the school management and build up to the peak.

Gray and Larson (2008) identified four phased mode stages that a project goes through such as defining stage, during this stage, the project specification are defined, project objective are established, implementation teams are formed. The second stage is planning which entails developing a structure to determine project achievement, the project schedule and the intended beneficiaries. During the third stage major project work implementation takes place and products such as classrooms, toilets, dinning halls, administration blocks among others are produced. The fourth and final stage is about handing over or delivering the project to the stakeholders such as BOM, PTA, students and local community leaders for the intended use. During the handing over of the project stakeholders may be trained on project on project management,

handing over documents are handed over to board for safe keeping and future reference hence CDF projects undergo a project life cycle like other projects such as depicted in figure 2.1.

**Figure 2.1 CDF project cycle**



**Source CDF implementation guide (GOK, 2006)**

Once a project has been handed over to the school management the focus switches to the school project management team (SPMT) that sets the stage for project monitoring. Safety measures and provision of security by school management and local community leaders is developed early in the project life cycle and any project crises after handing over may be averted by pre-planning and setting project funds by the organization for future renovation which should be included in the initial budget (Meredith and Mental, 2003).

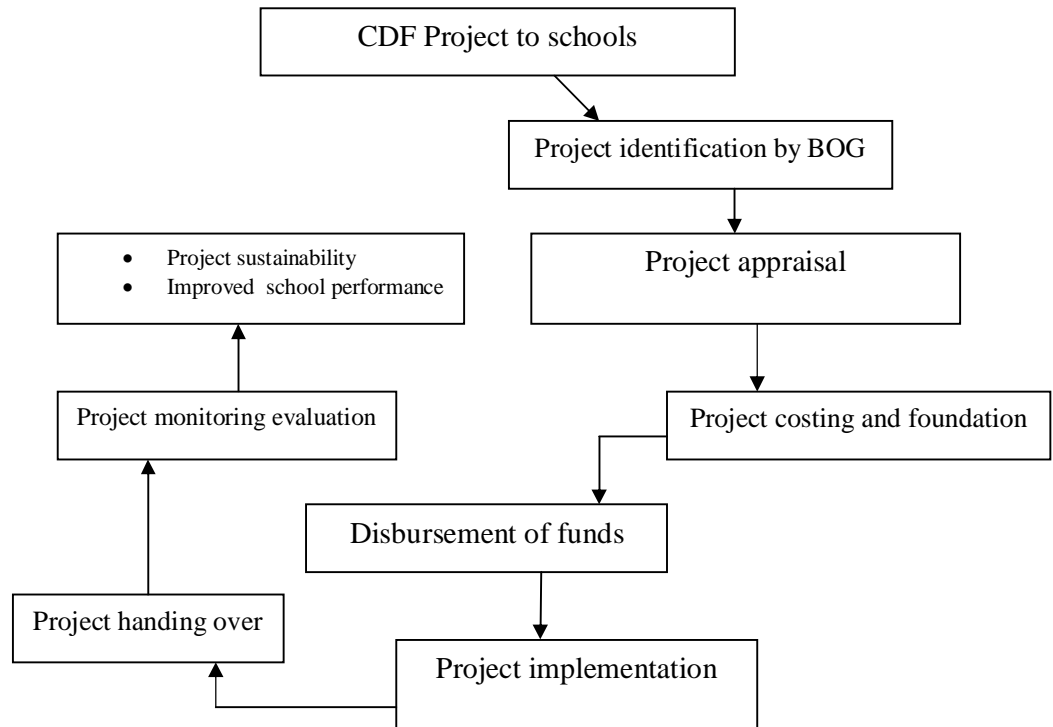
#### **2.4. Influence of project identification and costing on school management**

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

The BOM is the legitimate manager of a public secondary school and exercises this authority through the principal who is the BOM secretary. The CDF Act of 2003, sections, 23 (3) provides for community to come up with a list of projects to be funded by CDF. Section 38 of act provides for the community representation in any project undertaken to be under a manager in the school. Project identification and costing lays squarely with the Board and after identifying the project then the BOM cost the project by preparing Bill of Quantities (BQ) and forward the same to CDFC in accordance with CDF Act, (2007) The BOM then forwards minutes of certified documents for approval and ratification to local CDF office. (MOE, 2007)

According to Kamau (1990) BOM face many challenges while management projects funds from CDF which is due to composition of BOMs, shortage of CDF funds and long bureaucratic process and disbursement as depicted in figure 2.2

**Figure 2.2 : CDF School Project Cycle**



**Source: CDF project guide (GOK, 2006)**

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

## **2.5 Influence of politics on management of CDF projects**

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

Politics either limit or benefit school project implementation and the BOM is influenced by local politics in its project implementation (Robinson, 2003) school project management under BOM with CDF funds face major problems from politicians hence, with the BOM been influenced by political forces from project identification upto implementation it is evident that majority of problems facing school projects using CDF lays squarely with politicians which can make CDF projects either progress or derail school projects management of public schools in central division Machakos district success mostly depends on political interest.



## **2.6 Influence of local community involvement in the management of CDF projects**

A community is a group of people residing in a locality who exercises local autonomy and the locality satisfies their daily needs including education (Mulwa, 2004).

According to Okumbe (2001) local community and the school funds managers. The Board of managements(BOM) should integrate and co-exist in a peaceful atmosphere so that schools can integrate their programmes with those of the community.

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

## **2.7 Influence of availability of funds on management CDF projects**

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

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

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

## **2.8 Influence of project implementation on school management**

According to field and Ketter (1998) project implementation is a very important part of the life cycle of a project. It's the actual execution of the project design which involves what is required to successfully complete the project along the dimensions of time, budget / cost and quality and all school project implementation is handled by the Board of management with the principal as the secretary monitoring day-to-day project implementation. Project implementation influences the BOM to stick to time frame allocated to the CDF project in the school in order to achieve predetermined managerial goals.

The Board of management proposes projects to CDFC according to resources allocated; the BOM selects a single school project from many project proposals that can contribute significantly to the school objectives which the BOM can implement.

## **2.9 Summary of Literature Review**

The literature review focused on factors influencing secondary schools Board of managements on the management of constituency department funds projects in Central Division, Machakos Division which include, the Board of managements involvement in identifying costing and monitoring school projects, how local political interests influence project management and how local community involvement affect projects, the influence of funds adequacy in school management also how Board of managements influence implementation of CDF projects in Central Division, Machakos district. This chapter relates the above issues on the management of Constituency Developments Funds Projects by Board of Governors.

## **2.10 Theoretical Framework**

The study employed the theory of needs achievement as postulated by David Mclelland who had build on an earlier work by Henry Murray (1938) According to Mclelland (1961) an individuals motivation can result from three dominant needs namely , the need for achievement (n-achi) , the need for affiliation (n-aff) and the need for power (n-p) on the need for achievement , the Board of Managements can perform its duties by management constituency development fund project when provided with right financial

managementtools such as , planning, programming and budgeting systems ( SPSS ) in the SPSS process the BOM while using needs achievement can be provided with rational information on programmes related to CDF management. The BOM would need power and authority as advocated by Mclelland (1961) to be able to manage CDF projects as budgeted, planned and approved . The theory of needs would compel the BOM to have a single mind preoccupation in management CDF projects. The BOM would feel affiliated when the school environment is conducive after project implementation and would be able to operate and manage CDF projects effectively. In this study, the BOM would feel frustrated and perform poorly in management CDF projects if an enabling environment is not provided for them as CDF project managers.

## 2.11 Conceptual framework

**Figure: 2.2.:** A conceptual framework of the factors influencing BOMs management of CDF projects.

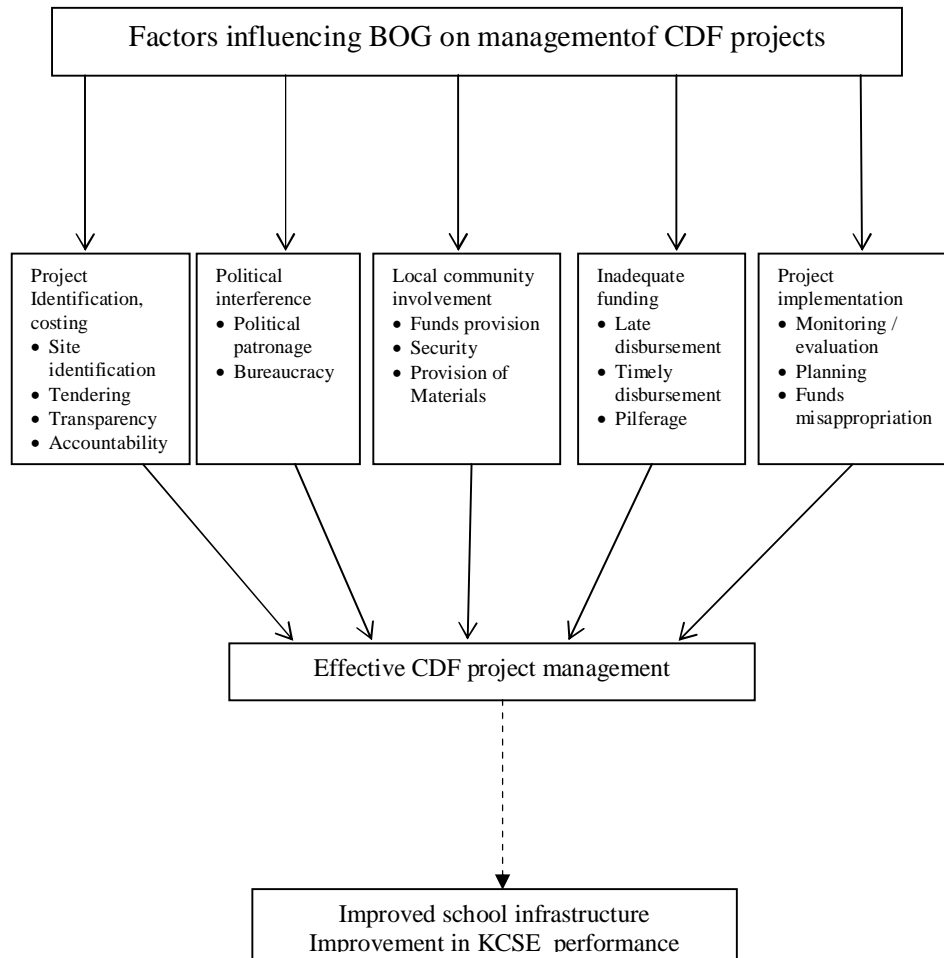


Figure 2.2 of conceptual framework shows relationships between variables. It is evident that effective CDF funds project management is depended on independent variable like BOM's role in project identification, political interference and how local community involvement affect CDF projects coupled with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

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

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter has described the methodology that was used in the study. The chapter highlighted the research design, target population, sample size and sampling techniques, research instruments such as questionnaire, interview guide and observation checklist. Validity of instrument, instrument reliability, data collection procedures and data analysis techniques have also been described.

#### **3.2. Research Design**

The study employed descriptive survey design. According to Gay (1981) descriptive survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Gay (1981) further states that descriptive survey determines and reports the way things are and commonly involves assess attitudes opinions towards individuals and organizations. Descriptive survey was chosen because research design was based on the researcher interest on the state of affairs already existing on the field and also would ensure a collection of large amount of data.

### **3.3. Target population**

The study targeted 35 secondary schools of central division, Machakos District with constituency development fund projects, 35 BOM chairpersons, 35 principals, 4 BOM members in each school were interviewed that is, the BOM chairperson and three bank signatories, the D.E.O, one A.E.O., 13 members of constituency development fund committee (CDFC). The categories of respondents targeted are due to information they may have which is needed for the study.

### **3.4 Sample Size and Sampling Procedures**

According to Chandran(2004) sampling is the selection of a portion of population such that the selected portion represents the population adequately. The study would use a sample size derived from table development by Krejcie and Morgan (1970) appendix viii. According to the table, 210 BOM members will be the sample size. Four BOM members that is, the chair person and three other BOM signatories will be used due to purposeful sampling. Purposeful sampling enabled the researcher to use the respondent as required based on the objective of the study and the respondents were clearly predetermined and their inclusion justified. In total the number of respondents were 195.



**Table 1.1 Sampling Frame**

<b>Respondent</b>	<b>Population</b>	<b>Number to be interviewed sampled</b>
BOM Chairpersons	35	35
Principals	35	35
BOM Members	455	210
DEO	1	1
AEO	3	3
CDF Members	13	13
Total	542	297

For this study the sampling frame were the BOM members, Principals, Ministry of Education Officers and CDFC members.

### **3.5 Research instruments**

The researcher used questionnaires, interview guide and observation checklists to collect data and the instruments were developed by the researcher.

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

principals, education officers and constituency development fund committee members on information such as age, gender, education level and administrative experiences.

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

#### **Observation checklist**

According to Mcmillan and Schumacher (2001) observation checklist is used to describe data that are collected regardless of the techniques employed, the study employed observation checklist because the researcher had ascertained and observed CDF project existence such as classrooms, toilets, work quality and implementation processes.

### **3.6 Validity of instruments**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to

measure. To ensure validity of the instrument the researcher shared the information in the questionnaires with the lecturers and colleague students to establish whether the questions are relevant. The ambiguous questions were discarded and harmonized to ensure that the questionnaire is valid.

### 3.7 Instrument Reliability

Mulusa( 1990) defines reliability as an instrument that produce consistent results when used more than once to collect data from the sample randomly drawn from the sample. The instrument was determined by test and re-test method and also by ensuring thorough accuracy in data collection, recording and discussion of the instruments with the supervisors. The researcher administered the same instruments twice to the same group of respondents from the two selected schools at separate times and the exercise was repeated on the same subjects after one weeks interval. The scores of the first and second trials was computed using Pearson's product moment correlation coefficient.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{N\sum x^2 - (\sum x)^2}\sqrt{N\sum y^2 - (\sum y)^2}}$$

Where

r = Pearson product moment correlation coefficient

$\sum x$  = Sum of the X scores

$\sum y$  = Sum of the Y scores

$\sum x^2$  = Sum of the squared X scores.

$\sum y^2$  = Sum of the squared Y scores.

$\sum xy$  = Sum of the product of paired X and Y scores.

N = Total number of items.

A Pearson product moment correlation coefficient (PPMCC) of 0.81 for the Board of Management questionnaire and 0.83 for principal's questionnaire were obtained indicating that the two sets of scores were correlated, hence the instrument had a high degree of reliability.

To check the reliability of the interview schedules, test and re-test formula was applied by administering the instruments on one identified respondent and repeating it on the same respondent after week's interval. A correlation coefficient of 0.82 was obtained. Hence, according to Mugenda and Mugenda, (2003) a coefficient of 0.80 or more implies that there is high degree of reliability of the data. Therefore, both instruments were deemed to be highly reliable.

### **3.8 Data Collection Procedures**

The researcher obtained a letter of introduction from University of Nairobi and sought permission from District education officer Machakos to visit schools, appointments were booked with principals in schools with CDF projects, the questionnaire were administered personally as agreed with the principal, the researcher would interview DEO, AEO, CDF committee members on agreed dates, names of the respondents would not be discussed and assurance to the respondents would be guaranteed and held in confidence.

### **3.9 Data analysis Techniques**

According to Bryman and Crammer (2007) data analysis seeks to fulfill research objectives and provide answers to research questions. This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data was gathered and coded for analysis. This was done after editing and checking out whether all questions were filled in correctly.

Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This is deemed to be easy in interpretation and is convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter discusses presentation and interpretation of the findings on factors influencing board of managements in managementconstituency development fund projects in public secondary schools. The findings are presented as follows; response rate, demographic information which captured

gender of BOM members, age, academic qualification, work experience and training of BOM members in fund management. The chapter also presents and interprets project identification and costing, principals' participation in planning and budgeting of CDF funds projects, political interference, local community involvement, availability of funds, adequacy of CDF project funds and project implementation.

#### **4.2. Response Rate**

A total of 297 questionnaires were given out to principals, BOM members, DEO officers and CDFC members of the selected schools out of which 279 were returned giving a response rate of 93.9%. The table 4.1 shows the response rate.

**Table 4.1  
Response Rate**

	Issued questionnaires	Returned	Response Rate
BOM Chairman	35	30	85.7%
Principals	35	35	100%
BOM Members	210	200	95.2%
AEO	1	1	100%
DEO	3	3	100%
CDF members	13	10	76.9%

Total	297	279	93.9%
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According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very good. Based on this assertion the response rate for this study can be said to be very good at 93.9%.

Although the results may be interpreted to indicate a good response rate, a failure of 7% to report may be explained by lack of knowledge in CDF fund projects and time constraints due to detailed returns of the data collection tools.

### **4.3. Demographic information**

This section deals with demographic information of the respondents who constitute BOM members and Principals. The demographic information captured data on age, gender, level of education and academic qualification of the respondent.

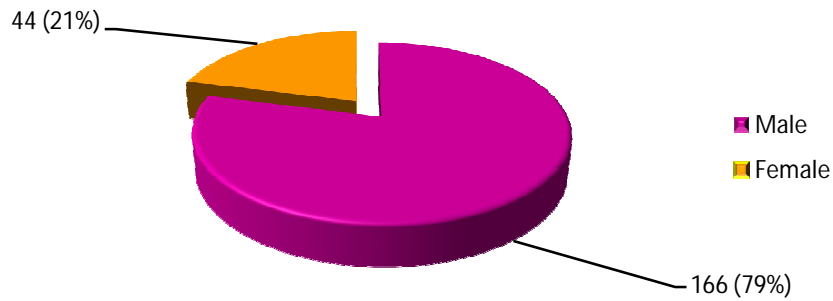
#### **4.3.1 Gender of BOM members**

The respondents were asked to indicate their gender. This aimed at establishing whether the study was gender sensitive while seeking the views of BOM members, principals, DEOs and CDFC members.

The study sought to determine the gender distribution of the BOM members in order to establish if there is gender balance in the Board of Governors' membership.

Gender distribution of BOM members was as indicated in figure 4.1.

**Figure 4.1**  
**BOM members gender distribution**



From the findings as indicated in Figure 4.1, majority 166 (79%) were male BOM members with 44 (21%) being females BOM members. This implies there were more males than female respondents. The dominance of males may mean that most of the duties and responsibilities in school management through Board of management attract more males than females.

#### **4.3.2 Age of BOM members**

The study sought to establish the age of BOM members and the results are as in table 4.2

**Table 4.2:**  
**Age of the BOM members**

	Frequency	Percent
Under 30	1	0.05
30-35	20	10.64



35-45	72	27.66
45-60	115	61.17
Total	210	100

Table 4.2 shows that majority 115(61.17%) of the BOM members ranged between 45-60 years, 72(27.66) ranged between 35-45 years with only few of the respondents 20(10.64%) and 1(0.05%) ranging between 30-35 years and under 30 years respectively. This implies that majority of the BOM members are in their maturity age and well experienced with the school project management established under Constituency Development Projects.

#### **4.3.3. Academic qualification of the BOM members**

The study sought to establish the level of education of the BOM members. The results are indicated in the table 4.3.

**Table 4.3:**  
**Academic qualification of the BOM members**

	Frequency	Percent
O' level	114	54.28
Degree	79	37.60
Masters	15	7.14
PHD	2	0.095
Total	210	100

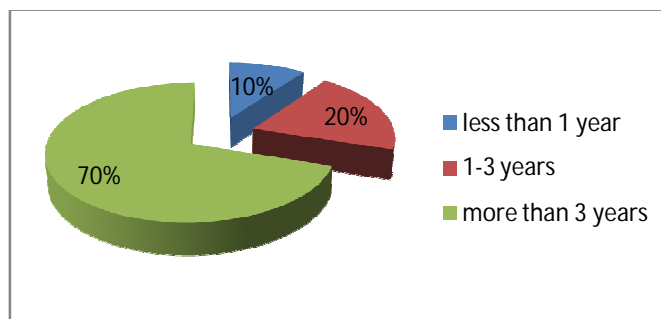
Academic qualification of the BOM members was important in this study. According to the findings, 54.28% (114) had attained O Level qualification, 37.60% (79) had attained degree qualification and 7.14% (15) had attained masters with only few 0.095% (2) having attained PHD qualification. This means that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

#### 4.3.4. Work experience of BOM members

The study sought to establish the number of years one has served as a BOM member. The results are as indicated in figure 4.2.

**Figure 4.2**

#### **Work experience of BOM members**



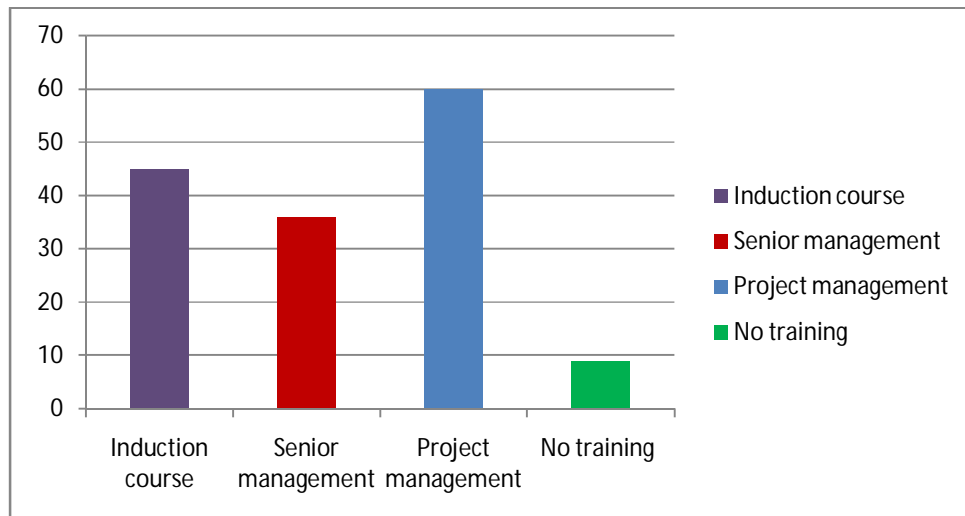
From figure 4.2 above shows that majority of the BOM members had served more than 3 years. This is an indication that they have experience and are able to handle management matters including CDF projects implementation.

#### **4.3.5. Training of BOM members in project fund management**

The study sought to establish whether BOM members had received training in project funds management. The results are shown in figure 4.3.

#### **Figure 4.3**

#### **Training of BOM members in project fund management**



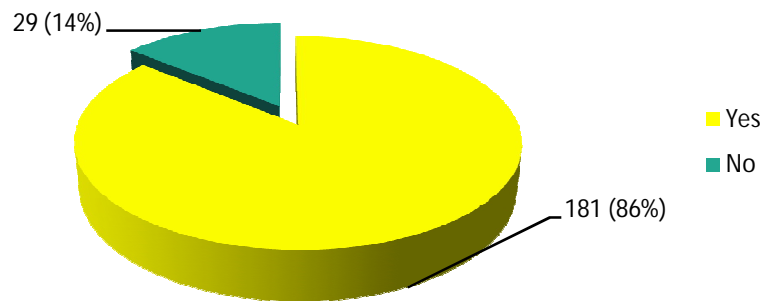
From figure 4.3 above majority of the BOM members had undergone training in project management. A big number of the BOM members had also received training on induction course and senior management. Only a very small number had not undergone any management training. This implies that the BOM members were qualified to handle matters of CDF projects in schools.

#### **4.4 Project identification and costing**

Board of managements were asked to indicate if they ever involve in identifying, costing and implementing constituency fund project in their school. The findings were as indicated in Figure 4.4

**Figure 4.4**

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



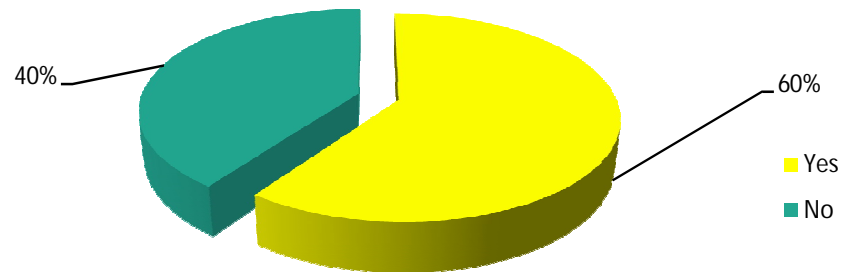
From the study findings in Figure 4.4 majority 181 (86%) of the BOM who indicated that they have ever been involved in identifying, costing and implementing constituency fund projects in their schools with only few 29 (14%) disagreeing with the statement. This implies that BOM members are mandated with the role of identification, costing and implementation of the CDF projects in schools. Those who indicated that they have been involved in identification, costing and implementation of the CDF projects indicated that they do that through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of commitment in monitoring and implementation by the implementing bodies.

#### **4.5 Principals participation in planning and budgeting of CDF funds projects**

The principals were asked if they play any role in planning and budgeting of CDF projects. The findings were as indicated in Figure 4.5

**Figure 4.5**

**Principals participation in planning and budgeting of CDF funds projects**



From the findings in Figure 4.5 majority 60% of the principals agreed that they play a role in planning and budgeting of funds projects with only few 40% indicating that they do not take part in planning and budgeting of funds with majority indicating budget implementation of CDF projects and CDF project with few indicating CDF project budget preparation and approval and also auditing of CDF projects records. When further asked if they had received any training on CDF projects financial training, majority agreed that they had not received any training since the introduction of the programme citing reasons such as failure by the CDFC to organize trainings and lack of cooperation between BOM and CDFC on the importance of the training. The findings of the study concurs with a study done by Kimathi K. C. on the challenges

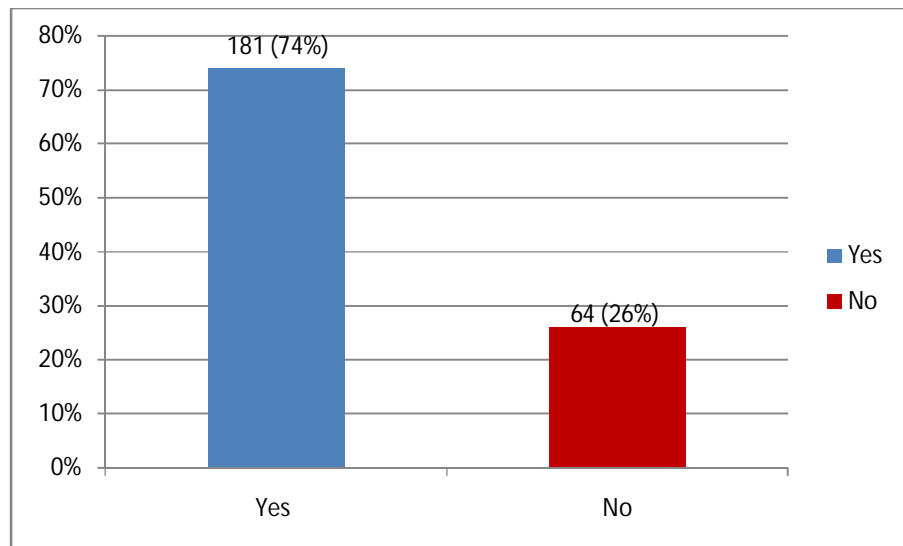
influencing implementation of CDF projects in Imenti Constituency. However the researcher did not indicate how the challenges are addressed and whether they affect project implementation.

#### 4.6 Political interference

The study sought to determine if there is political interference in CDF projects in schools. Political interference manifest itself inform of political patronage, politician interfering with tendering procedures and appointments of CDF committee members. The findings were as indicated in Figure 4.6

**Figure 4.6**

#### Political interference



From the study findings as indicated in Figure 4.6 majority 181 (74%) indicated that there are politicians who interfere with CDF projects in schools with only 64 (26%) indicating that there are no politicians interfering with

CDF projects in schools. They indicated that politicians interfere with CDF projects through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. On further interview respondents disagreed that politicians attend BOM meetings and that they invoke government policy on financial management of secondary schools by allowing BOM only in funds management. The study findings concurs with the research findings of a study by Lumiti on the impact of constituency development fund on development in a Amagoro Constituency in Teso District which says that political factors may either limit or benefit organizations, although the researcher did not indicate the implications of political interference on CDF projects in Amagoro.

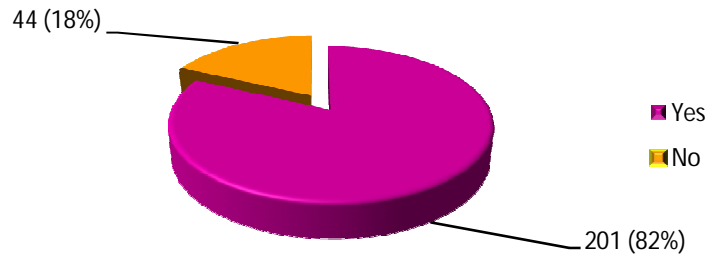
#### **4.7 Local community involvement**

The study further sought to determine the influence of involving local community in CDF projects management in secondary schools. Local community may get involved through providing funds, security and support to projects. Local community involvement can either bring positive or negative effects on the management of the constituency development fund projects. The findings were as indicated in Figure 4.7.



**Figure 4.7**

**Local community involvement**



From the study findings majority 201 (82%) of the respondents indicated that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and involving the local community in schools. On further interview they indicated that their involvement affect CDF project through local leaders fighting the new project for lack of involvement by BOM/CDFC and local community leaders failure to attend meetings scheduled for project identification and failure to attend planned follow-up meetings. This implies that local community are very important in identifying projects in schools and they influence their implementation to high extent. Further respondents indicated that local leaders are committed to support CDF projects through attending meetings called to discuss how to provide locally available materials to the school projects and participation in project identification. The findings of the study concurs with a study by Kimathi on the challenges facing implementation of CDF projects in Kenya. He says one of the major challenges facing implementation of CDF project is lack of community

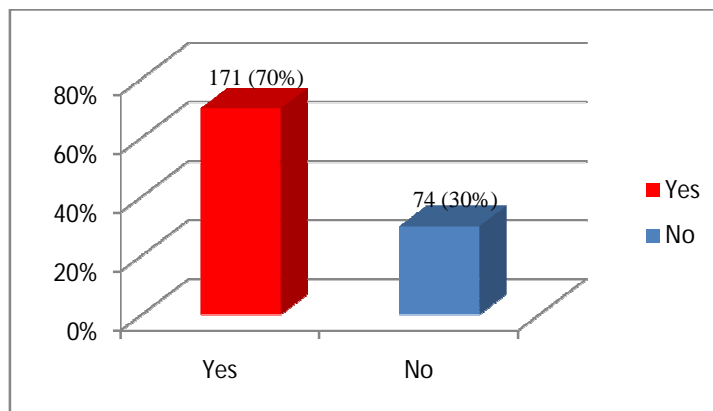
support but he did not propose ways and means of winning the community to support CDF projects.

#### 4.8 Availability of funds

The study also sought to determine if availability of funds affect CDF projects in schools. First it sought to determine if schools receive CDF funds on time.

The results were as indicated in Figure 4.8.

**Figure 4.8**  
**Availability of funds**



From the study findings majority 171 (70%) of the principals indicated that secondary schools do not receive CDF funds on time and that the funds they receive are not adequate. From the documents analysed it was found out that the amounts disbursed by CDF for school projects was less than the amount requested by the BOMs in their project proposals to CDF. The principals further indicated that BOM gets the balance through organizing local community to support and complete the project through harambees, topping up with PTA funds and sometimes abandoning the project till the next CDF budget allocation. This implies that CDF funds are not disbursed on time to

schools and furthermore not enough therefore affecting the project implementation process.

#### **4.9 Adequacy of CDF project funds**

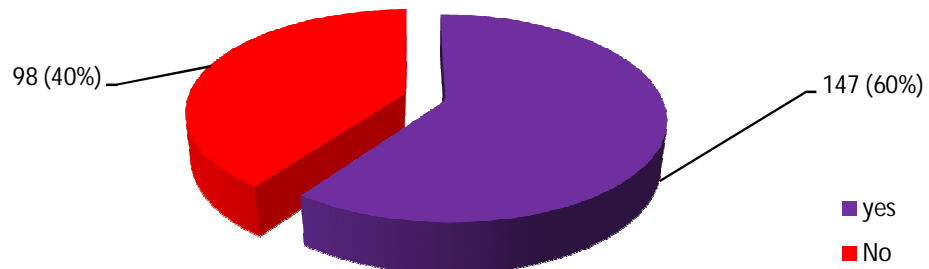
The constituency development fund committee members were asked whether the funds allocated for CDF projects were sufficient and disbursed in good time. The CDF committee members indicated that the funds allocated for projects were not sufficient and the disbursement in most cases was late due to delays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

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

#### **4.10 Project implementation**

The study also sought to determine the influence of project implementation in CDF project management in secondary schools by first determining if schools take CDF project implementation. The findings were as indicated in Figure 4.9

**Figure 4.9**  
**Project implementation**



The study findings indicated that majority 147(60%) agreed that schools undertake CDF project implementation through carrying out monitoring and evaluation of projects regularly and checking project expenditure regularly and physical progress. For those who indicated otherwise gave reasons such as failure by school management to provide regular feedback to the stakeholders and failure to involve all the stakeholders in the implementation process. Further majority of the respondents indicated that they try their level best to ensure CDF projects are implemented in time through appointing an implementation committee within BOM, involving local community, following government procurement regulations and following project time frame in the school. Respondents also indicated that in addressing the challenges facing implementation of CDF projects there must be release of funds in time and fully funding of the CDF projects. From the observation schedule it was observed that most of the CDF projects in schools were at uncompleted state and even those which were complete lacked basic facilities like furniture.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter focuses on the summary of the study, findings of the study, conclusions and recommendations for further research.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the factors influencing secondary schools Board of managements(BOM) in the management of Constituency Development Fund projects in Central division, Machakos district. The study was guided by the following research objectives:-

The extent to which project identification and costing influence the management of CDF project in public secondary schools in central division, Machakos district, and the ways in which local political interests affect the management of constituency development fund projects in public secondary schools in Central division, Machakos district. Also the level of involvement of the local community in the management of constituency development fund projects in public secondary schools in Central division, Machakos district was considered, The study also sought to find how availability of funds affect the management of constituency development fund projects in public secondary schools in Central division, Machakos district and to what extent does the project implementation influence the management of CDF projects in public secondary schools in Central division, Machakos District.

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

The study targeted 35 public secondary schools of central division, Machakos District with constituency development fund projects, 35 BOM chairpersons, 35 principals, 4 BOM members out of the possible 13 in each school were interviewed that is, the BOM chairperson and three bank signatories, one D.E.O, one A.E.O., 13 members of constituency development fund committee (CDFC). The categories of respondents were targeted due to information they has which was needed for the study. The researcher used questionnaires, interview guide and observation checklist to collect data. The instruments were developed by the researcher.

### **5.3 The findings of the study**

BOMs were asked to indicate if they ever involve in identifying, costing and implementing constituency fund project in their schools. From the study findings in majority 181 (86%)of the respondents indicated that they have ever been involved in identifying, costing and implementing constituency fund

projects in their schools with only few disagreeing with the statement. This implies that BOM members are mandated with the role of identification, costing and implementation of the CDF projects in schools. Those who indicated that they have been involved in identification, costing and implementation of the CDF projects indicated that they do that through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of commitment in monitoring and implementation by the implementing bodies.

The study sought to determine if there is political interference in CDF projects in schools. From the study findings majority 181 (74%) indicated that there are politicians who interfere with CDF projects in schools with only few indicating that there are no politicians interfering with CDF projects in schools. They indicated that politicians interfere with CDF projects through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. On further interview respondents disagreed that politicians attend BOM meetings and that they invoke government policy on financial management of secondary schools by allowing BOM only in funds management.

The study further sought to determine the influence of involving local community in CDF projects management in secondary schools. From the study findings majority 201 (82%) of the respondents indicated that local

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

The study also sought to determine if availability of funds affect CDF projects in schools. First it sought to determine if schools receive CDF funds on time. From the study findings majority 201 (82%) of the respondents indicated that secondary schools do not receive CDF funds on time and that the funds they receive are not adequate. The respondents further indicated that BOM gets the balance through organizing local community to support and complete the project through harambes, topping up with PTA funds and sometimes abandoning the project till the next CDF budget allocation. This implies that CDF funds are not disbursed on time to schools and furthermore not enough therefore affecting the implementation process.



The study also sought to determine the influence of project implementation in CDF project management in secondary schools by first determining if schools take CDF project implementation. The study findings indicated that majority 147 (60%) agreed that schools undertake CDF project implementation through carrying out monitoring and evaluation of projects regularly and checking project expenditure regularly and physical progress. For those who indicated otherwise gave reasons such as failure by school management to provide regular feedback to the stakeholders and failure to involve all the stakeholders in the implementation process. Further majority of the respondents indicated that they try their level best to ensure CDF projects implemented in time through appointing an implementation committee within BOM, involving local community, following government procurement regulations and following project time frame in the school. Respondents also indicated that in addressing the challenges facing implementation of CDF projects there must be release of funds in time and fully funding of the CDF projects.

#### **5.4 Conclusion**

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

who disagreed indicated the reason being lack of commitment in monitoring and implementation by the implementing bodies.

The study also concluded that there are no politicians interfering with CDF projects in schools through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. The study also interprets that BOM usually invoke government policy on financial management of secondary schools by allowing BOM only in funds management.

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

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

## **5.5 Recommendations**

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

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

The government should also monitor and evaluate the utilization of CDF funds allocated to schools to ensure that they meet guidelines put in place to govern the CDF utilization.

The study recommends that politicians such as area member of national assembly and member of county assembly should not interfere with CDF projects in schools and that tendering process for the supply of project materials should be done according laid down government procurement procedures.

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

## **5.6 Recommendation for further studies**

The researcher recommends that studies on factors influencing Board of Managements on management of constituency development fund projects in public secondary schools should be done in other districts in Kenya in order to generalize the results.

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**APPENDIX 1**

**LETTER OF INTRODUCTION**

University of Nairobi  
Department of Educational  
Administration and Planning  
P.O Box 30197  
**NAIROBI**

The Headteacher / BOM Member  
..... Secondary School  
Central Division, Machakos District.

Dear Sir / Madam,

I am a Post graduate student at University of Nairobi undertaking a research on factors influencing Board of Managementsin the managementof CDF projects in Central Division, MachakosDistrict in Kenya. Your school has been selected to participate in the study.

I am humbly requesting and seeking your support in filling the questionnaire attached. The information that you would provide would assist in my academic research only and your name would not appear anywhere in the questionnaire and highest degree of confidentiality would be upheld. Thanks a lot.

Yours faithfully,

**WILSON WAMBUA**

## APPENDIX II

### BOARD OF MANagements' QUESTIONNAIRE

The researcher is a post graduate student in the University of Nairobi pursuing a masters degree in education administration on factors influencing BOM on management of Constituency development fund project in central division Machakos District.

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

#### Part 1: Personal Information

1. What is your gender ? Male ( ) Female ( )
2. What is your age ? below 30 years ( ) between 30 -35 years ( )  
Between 35 -45 years ( ) between 45- 60 years ( )
3. What is your highest level of education ? 'O' level ( )  
PHD ( ) Professor ( )
4. How long have you served as a BOM member in the position of project manager in your school? 3 years ( ) 6 years ( ) 9 years ( ) 12 years ( )
5. Have you as a BOM member received any training as a funds project manager? Yes ( ) No ( )
6. Do you have any influence on cd fund project management in your school?  
Yes ( ) No ( )
7. Have you ever been involved in identifying, costing and implementing constituency fund project in your school? Yes ( ) No ( )

8. If yes! how?
- a). Participating in ground identification on where to install a project.
  - b). Approving the cost of the project.
  - c). Preparation in budget monitoring and implementation.
  - d). Other (Specify).....
9. If No, why?
- a).Non participation in identifying project costing and implementation of CDF
  - b).Lack of co-operation between the principal and BOM on costing for the project.
  - c). Lack of commitment in monitoring and implementation.
  - d).Other (specify).....
10. Do you have politicians interfering with CDF projects in the school?
- Yes ( ) No ( )
11. If yes, how?
- a).Dictating when the project would start in the school
  - b).Influencing the tendering process for the supply of project materials.
  - c).CDFC influencing those to be awarded tender materials.
  - d).Other (specify).....
12. Are there politicians in BOM meetings who participate in deliberation of costing of CDF projects in your school with vested interests?
- Yes ( ) No ( )
13. If yes, how?

- a). Influencing pricing of building for projects.
  - b). Over pricing building materials.
  - c). Non – scrutiny of expected materials and prices.
14. If the response to question 12 is yes, what measures have been taken by BOM to deal with this CDF project indiscipline?
- a). Auditing books of accounts with CDF projects.
  - b). Non – involvement of politicians in costing of CDF projects.
  - c). Invoking government policy on financial management of secondary schools by allowing BOM only in funds management.
15. Does the local community involvement affect CDF project management in your school?      Yes (   )      No (   )
16. If yes, indicate how?
- a).Failing to provide security to the projects.
  - b)Local leaders fighting the new project for lack of involvement by BOM /CDFC.
  - c). Local community leaders failure to attend meeting for project identification and failure to attend planed meetings.
  - d).Others (specify).....
17. Do you think the local community leaders are committed to support CDF projects in your school?      Yes (   )      No (   )
18. If no, state why?
- a).Lack of co-operation between the school administration and the local community leaders.

b).Failure by the school administration to involve the local community leaders.

c).Local community leaders feeling detached from the school and its project.

d). Others (Specify).....

20. If yes, state how

a).Participating in project identification.

b).Local community leaders attending meetings called to discuss how to provide locally available materials to the school projects.

c).Others (specify).....

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

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

If yes, indicate the adequacy?

a).Adequate as per the BOM planned and approved budget

b).Adequate enough to complete the proposed approved budget.

c).Adequate enough to avoid virement

d).Others (specify).....

If no, indicate how the BOM gets the balance.

a).By virement from other school votehead to complete the project.

b).Abandoning the project till the next CDF budget and allocation .

c).Organising local community to support and complete the project through harambees

d).Others (specify).....

### APPENDIX III

#### PRINCIPALS' QUESTIONNAIRE

The researcher is a post graduate student at University of Nairobi and pursuing a Masters Degree in Educational Administration. The researcher is conducting a study on the factors influencing BOM in the Management of Constituency Development Fund projects in Central Division, Machakos District. Please tick the appropriate answer and give your opinion where necessary in the question.

##### Part 1 Personal Information

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

##### Section A Project Identification and costing

5. Name the project in your school  
Class ( ) dormitory ( ) Library ( ) Computer lab ( )  
Others (specify).....
6. To what extent were you involved in the identification of project?  
Great Extent ( ) Some extent ( ) Never involved ( )

7. To what extent were you involved in the costing of the project?  
 Great extent ( )                      Some extent ( )                      Never involved ( )
8. Do you play any role in planning and budgeting of CDF funds projects?  
 Yes ( ) No ( ). If yes, state;  
 a).CDF project budget preparation and approval.  
 b).Auditing of CDF projects records.  
 c).Budget implementation of CDF projects.  
 d).Others (specify).....
9. Have you ever received any CDF projects financial training? Yes ( )  
 No ( )
10. If yes, state which?  
 a).Financial training management  
 b).Basic book-keeping  
 c).Project monitoring and evaluation training  
 d).Others (specify).....
11. If No, indicate.  
 a).Lack of commitment by the BOM  
 b).Failure by the CDFC to organize the training.  
 c).Lack of co-operation between BGO and CDFC on the importance of the training.  
 d).Others (specify).....
12. Indicate the measures that can be taken to improve BOM on management of cd funds projects in schools.



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

**Section B: Political Interference**

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

**Section C: Local Community involvement**

- 17. Does the local community associate itself with CDF projects in your school?  
Yes ( ) No ( )
- 18. To what extent does the local community get involved in CDF projects in your school.

Great extent ( )                      Some extent ( )                      Never involved ( )

19. How does the community get involved in CDF projects?
- (a).Participating in project identification.
  - b).Providing locally available materials.
  - c).Involving the local community in the school.
  - d).Others (specify).....
20. If no, state the reasons.
- a).The school management failure to involve the local community in CDF projects identification programme.
  - b).Local community sense of detachment from the school administration in CDF projects management.
  - c). Local community negative attitude towards the school management in the management of CDFC projects.
  - d).Others (specify).....
21. Do you think the local community is committed in the CDF projects success for the school?                      Yes ( )                      No ( )
22. If no! state why.
- a).Lack of commitment by community leaders in school CDF projects
  - b).Local community leaders influenced by local politicians to shy away from the CDF projects due to incitement.
  - c). Local community leaders assumption that the CDF project belongs to BOM and CDFC.
  - d).Others (specify).....

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

.....

**Section D: Availability of funds**

24. Do you receive funds as applied and budgeted by BOM for CDF projects in your school? Yes ( ) No ( ) If yes. Is it adequate?

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

(Specify).....

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

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

(specify).....

26. Do you have within the BOM / CDFC /local community leaders CDF project implementation team? Yes ( ) No ( )

27. Do you have within the BOM /CDFC / community leaders CDF project implementation team ?Yes ( ) No. ( )

28. If yes, what role do they play?
- a). Monitoring / evaluating CDF project process.
  - b). Inspecting CDF project regularly.
  - c). Checking auditing accounts and reports.
  - d). Others (specify).

## APPENDIX IV

### INTERVIEW SCHEDULE FOR DEO'S OFFICERS

The researcher is a post graduate student at University of Nairobi and pursuing a Masters Degree in Educational Administration. The researcher is conducting a study on the factors influencing BOM in the Management of Constituency Development Fund projects in Central Division, Machakos District. Please tick the appropriate answer and give your opinion where necessary in the question.

#### Part 1: Personal Information

1. Which is your age bracket ? Between 30 -40 years ( )  
between 40-50 years ( )                      Below 60 years ( )
2. What is your gender? Male ( )      Female ( )
3. What is your academic qualifications? 'O' Level ( ) Degree ( )  
PHD ( )  
Others (specify).....
4. What is your work experience as an education officer ? 3 years ( )  
5 years ( ) 10 years ( ) 15 years and above ( )
5. Have you ever been trained or any of your officer in the district for monitoring CDF projects ? Yes ( )      No ( )
6. Are you directly involved in identifying and costing CDF projects in your district ? Yes ( ) No ( )
7. Which challenges do you face as an education officer in monitoring CDF projects in your district?.....

8. Suggest ways of solving implementation problems of CDF projects in your district .....

## APPENDIX V

### INTERVIEW SCHEDULE FOR CDFC

The researcher is a post graduate student at University of Nairobi and pursuing a Masters Degree in Educational Administration. The researcher is conducting a study on the factors influencing BOM in the Management of Constituency Development Fund projects in Central Division, Machakos District. Please tick the appropriate answer and give your opinion where necessary in the question.

#### Part 1: Personal Information

1. What is your gender? Male ( ) Female ( )
2. What is your age? Under 30 years ( ) 30 -39 years ( )  
40-49 years ( ) above 50 years ( )
3. What is your highest academic qualification? Diploma ( )  
Degree ( ) PHD ( )
4. Who appointed you to be a member of CDFC? MP ( ) NMC ( )  
Local councilor ( ) No sure ( )
5. Have you ever been trained on CDF project management since your appointment? Yes ( ) No( )
6. If Yes, what type of type of training?
  - a). Funds management
  - b). Project monitoring
  - c). Project implementation
  - d). Others(Specify) .....
7. Do you train school BOM's on CDF project management? Yes ( )  
No ( )

8. To what extent do you involve BOM members in CDF project implementation?
9. Do you monitor the use of the amount of money allocated to schools for CDF projects?
10. Do you involve the community in project identification?
11. In what ways do you involve the community in CDF projects?
12. How are the funds allocated for CDF projects?
13. Are the funds you allocate for CDF projects adequate?
14. What measures do you take to make sure that the funds are utilized properly?
15. What criteria do you use to allocate funds for CDF projects?
16. How do you make sure the projects are completed?
17. State the challenges you face in CDF project implementation .....
  - a). Political Patronages
  - b). Pilferage
  - c). Misappropriation CDF projects money
  - d). Selfish interests.
16. Please list possible remedies to the problem you face in CDF projects management in relation to funds disbursement, monitoring and implementation .....



**APPENDIX VI**  
**OBSERVATIONAL SCHEDULE**

<b>Facilities</b>	<b>Comment / Observations by researcher</b>
Classroom	Completed classrooms
Library	Equipped library
Toilets	Inadequate toilets
Dining Hall	Small dining hall
Staffroom	Lacking adequate furniture
Playing ground	Inadequate playing ground
Desks	Inadequate desks
Projects	Completed projects
Dormitories	Inadequate dormitory
Playing grounds	Inadequate grounds

**APPENDIX VII**

**CHECKLIST OF DOCUMENTS TO BE ANALYSED**

		Available	Well used	Not used
1.	Receipt book with CDF receipt.			
2.	Payment vouchers.			
3.	Bank documents/withdrawals/BOM minutes.			
4.	Procurement documents			
5.	Contract Agreement.			

**APPENDIX VIII**

**TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN  
POPULATION**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	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	1,000	278	50,000	382
210	136	1,000	285	100,00	384

N is Population size, S is Sample size..

Source: Krejcie. R.V. and Morgan, D. (1970)

## APPENDIX IX

### Constituency Development Fund Projects allocation in Central Division, Machakos District for the year 2010-2013

	CDFCode/file No/Project No.	CDF projects in Sec. school	Project	Budgeted costing	Allocated funds (Kshs)	Project status
1	4-440-07-311020-104-074-130	Kyanda Sec. School CDF Project	2 Staff – houses Painting, plastering, flooring	Kshs. 850,000/=	400,000/=	Ongoing CDF project
2	4-440-070-3110202-104-074-530	Mua Farm Sec. School CDF project	Administration block and staffroom	900,000/=	500,000/=	Not complete.
3	4-440-70-3110202-104-074-105	Kyasila Sec. School CDF project	Construction of two classrooms	800,000/=	800,000/=	Complete
4	4-440-70-310202-104-074-011	Mikuini Sec. School CDF project	Installation of electricity	1,500,000/=	1,200,000/=	Complete project with input
5	4-440-70-3110202-104-074-106	Keaa Sec. School CDF support	Construction of three classrooms	800,000/=	800,000/=	Complete
6	4-440-70-3110202-104-074-108	Metuma Sec. School CDF support	Purchase of land 2 hectares	900,000/=	300,000/=	Stalled project
7	4-440-70-3110202-104-074-109	Kamweleni Sec. School CDF support	Construction of laboratory	1,000,000/=	500,000/=	Stalled project
8	4-440-70-3110202-104-074-	MuindiMbin gu Sec. School CDF	Construction of HOD offices	1,800,000/=	1,000,000/=	Complete project with community

	010	support				support
9	4-440-70-3110202-104-074-104	Kaseve Sec. School CDF support	Construction of 4 classrooms	800,000/=	200,000/=	Project never took off
10	4-440-70-3110202-104-074-109	Kiteini Sec. School CDF support	Construction of 4 classrooms	800,000/=	500,000/=	Stalled project
11	4-440-070-3110202-104-074-140	Kitulu Sec. School	3 teachers houses	700,000/=	700,000/=	Complete
12	4-440-070-3110202-104-074-141	Mung'ala Sec. Schol	2 hectares of land	600,000/=	600,000/=	Complete
13	4-440-070-3110202-104-074-142	Kiseveni Sec. School	Administration block	500,000/=	Nil	Not started
14	4-440-070-3110202-104-074-144	Kaseve Sec. School	Administration block	600,000/=	Nil	Not started
15	4-440-070-3110202-104-074-145	Muvuti Sec. School	Computer Lab.	1,000,000/=	400,000/=	Not complete
16	4-440-070-3110202-104-074-146	Katheka-kai Sec. School	Computer Lab	9,000,000/=	500,000/=	Not complete
17	4-440-070-3110202-104-074-146	Center of Excellence Sec.	Dormitory	1,500,000/=	1,000,000/=	Complete
18	4-440-070-3110202-104-074-147	Mumbuni Girls	6 Toilets	600,000/=	600,000/=	Complete

19	4-440-070-3110202-104-074-139	NgomeniSec. School	3 classrooms	700,000/=	700,000/=	Complete
20	4-440-070-3110202-104-074-147	Kalama Sec. School	Laboratory	1,000,000/=	500,000/=	Not complete
21	4-440-070-3110202-104-074-145	Kyeni Baptist Sec. School	Laboratory	1,000,000/=	700,000/=	Not complete
22	4-440-070-3110202-104-074-146	Kinoi Sec. School	Dining Hall	2,000,000/=	1,000,000/=	Not complete
23	4-440-070-3110202-104-074-148	Iiyuni Sec. School	Administration block	1,000,000/=	1,000,000/=	Complete
24	4-440-070-3110202-104-074-149	Kikumbo Sec. School	6 Toilets	600,000/=	Nil	Not started
25	4-440-070-3110202-104-074-150	Masaani Girls	4 classrooms	1,200,000/=	1,000,000/=	Complete
26	4-440-070-3110202-104-074-151	Mangauni Sec. School	School electrification	150,000/=	150,000/=	Complete
27	4-440-070-3110202-104-074-152	Katoloni Sec. School	Electrification	200,000/=	200,000/=	Complete
28	4-440-070-3110202-104-074-153	Iluvya Sec. School	2 hectares land buying	400,000/=	400,000/=	Complete
	4-440-070-	Iluvya Sec.	2 classrooms	500,000/=	400,000/=	Not

	3110202-104-074-153	School				complete
	4-440-070-3110202-104-074-154	Mbukuni Sec. School	Girls Dormitory	1,200,000/=	1,000,000/=	Complete
	4-440-070-3110202-104-074-155	Kasinga Sec. School	4 classrooms	1,000,000/=	700,000/=	Funds misappropriated 1 class complete, 3 classroom not started.

Source: Machakos Town CDF – 070.

Hhp.[www.go.ke/projects](http://www.go.ke/projects) 2012

**APPENDIX X**  
**LETTER OF AUTHORIZATION**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/646**

Date: **16<sup>th</sup> May, 2013**

Wilson Wambua Kitae  
University of Nairobi  
P.O Box 30197-00100  
Nairobi

**RE: RESEARCH AUTHORIZATION**

Following your application dated **29<sup>th</sup> April, 2013** for authority to carry out research on "*Factors influencing Board of Governors on management of constituency development fund projects in public secondary schools in central division, Machakos District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Machakos District** for a period ending **30<sup>th</sup> June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Machakos District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
The District Education Officer  
Machakos District



APPENDIX XI

RESEARCH PERMIT

PAGE 2 PAGE 3

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Wilson Wambua Kitae**  
**of (Address) University of Nairobi**  
**P.O Box 30197-00100, Nairobi**  
**has been permitted to conduct research in**  
**Machakos District**  
**Eastern Province**  
**on the topic: Factors influencing Board**  
**of Governors on management of constituency**  
**development fund projects in public secondary**  
**schools in central division, Machakos**  
**District, Kenya.**  
**for a period ending: 30<sup>th</sup> June, 2013.**

**Date of issue** 16<sup>th</sup> May, 2013  
**Fee received** KSH. 1,000



**Applicant's Signature** *Wilson Wambua Kitae*  
**For: Secretary** *[Signature]*  
**National Council for**  
**Science & Technology**