

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Constituency Development Fund was created by the Constituency Development Fund Act, 2003 with the primary objective of addressing poverty at grassroots level by dedicating a minimum of 2.5% of the government ordinary revenue to grassroots development and the reduction of poverty. In January 2013, the CDF Act as amended in 2007 was repealed and replaced with CDF Act, 2013 that is aligned to the constitution of Kenya 2010. 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) 9th January 2004. Subsequently the constituency is compelled by the same Act to allocate 46.2% to education sector (GOK 2003). 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 states 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 Indonesian government expects School Management Committee (SMC) to operate a prudent financial management system by management of school project funds and accounting to 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). 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 Bill of Quantities (BQs), work plans and proposals to local education office under a programme called 'Smart Schools Funding Programme of Indonesia' (SSPI).

In USA schools 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).

Zambian government has mandated school management committees (SMC) and school Governing boards (SGB) to manage funds from the central government (Benell and Sayed, 2002). 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). These funds are meant to disburse financial resources to targeted populations i.e. the generally poor and the disbursement should be in a rapid manner thus avoiding the highly centralized and often overly bureaucratic spending mechanisms of central Government.

In Zimbabwe, the CDF was established in 2010 for the development of constituencies in to alleviate poverty and improve the standards of living for all Zimbabweans through developmental projects. Currently the Ministry of Justice, Legal and Parliamentary Affairs is responsible for administering the Fund. The funds are meant for the

construction of boreholes, the repair of schools and clinics, the purchase of electrical generators and building of market stores as well as development as identified and prioritized by the local citizens. This fund is managed by School Management Committees in order to be put in use according to the schools' development needs.

In Tanzania the Fund was started in 2009-a distinctive mechanism that channels a specific portion of the government budget to the constituencies of Members of Parliament to finance local small scale development projects which are primarily selected by MPs. Among these projects the education sector is also factored especially putting up infrastructure in schools and doing repairs. Once the funds are disbursed from the Central Government, they are managed by the School Management Committees who identify and cost projects for a particular school in order of priority. The fund is disbursed in different phases and sometimes the projects more costly than what has been allocated for the school, the parents will supplement.

Kenyan schools under the constituency development fund, including schools in Bumula Sub-County, 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, Cap211 (GOK, 1987). Several factors influence the BOM while managing CDF projects such as influence of board of managements on project costing, influence of interests on management of CDF projects, community participation and its influence on CDF projects management, how management 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 Bumula Sub-County Education office (2011) Bumula Sub-County has 33 secondary schools in which 15 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; Bumula (2012) reveals that, the Constituency Development Fund has initiated several projects in 15 secondary schools in Bumula Sub-County.

1.2 Statement of the Problem

The foregoing 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 Constituency Development Fund which was established by Constituency Development Fund Act 2003 published in Kenya Gazette Supplement No., 107 (Act No., 11) 9th 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). However, complaints have been raised on BOM's incapability on management of funded projects of the CDF kitty in Kenya and also in Bumula Sub-county (DEO's Report, 2012). This is because 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. Since the inception of the CDF programme in schools, there are limited studies which have been carried out by earlier researchers to establish the influence of the BOM on completion of the CDF funded projects in public secondary schools. This study sought therefore to establish the influence of the BOM on the completion of the CDF projects in public secondary schools in Bumula Sub-County in Kenya

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of Board of Managements on completion of Constituency Development Fund – funded projects in public secondary schools in Bumula Sub-County in Kenya.

1.4 Objectives of the Study

The objectives of the study were:

1. To establish how interests of Board of Management influence completion of Constituency Development Funded projects in public secondary schools in Bumula

Sub-County in Kenya.

2. To determine how project identification by Board of Management influences the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya.
3. To examine how community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya.
4. To determine how management of funds by the Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya.

1.5 Research Questions

The study was guided by the following research questions:-

- 1) How do interests of Board of Management influence the completion of Constituency Development Funded projects in Bumula Sub-County in Kenya?
- 2) How does project identification by Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya?
- 3) How does community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya?
- 4) How does management of funds by Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya?

1.6 Significance of the Study

It is hoped that the study findings may be used by the Ministry of Education (MOE) to formulate policies on financial issues related to CDF project implementation and 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 completion of CDF projects by

Board of Management. The findings will also help schools to equip the Board of Management with relevant managerial skills through capacity building as well as educating the community on the importance of Constituency Development Funded projects.

1.7 Basic Assumptions of the Study

Assumptions are conditions or events that the researcher takes for granted although they might affect the outcome of the research. These could be beliefs or ideas that one holds to be true without any evidence. Therefore the study assumed that:

There was a homogeneous structure of Board of Management in public Secondary schools with CDF projects having functional, legally constituted and mandated Board of Managements (BOM) who understand their roles as managers. The respondents were conversant with MOE and CDF policy guidelines on financial management and that most schools target the Constituency Development Fund as one of the operational sources in Bumula Sub County.

1.8 Limitations of the Study

Limitations are functions that might impact on the outcome of the study but which not been taken into account. The researcher experienced a challenge of getting all respondents as some would be out on their own businesses in project funded schools. The topic was new and scanty research has been done according to literature review available in public libraries but the researcher relied on the fieldwork data and related studies on CDF projects. Unpredictable weather and poor transport systems to reach all schools hindered data collection process. Respondents' skepticism divulging vital information due to suspicion was expected to be an obstacle but the researcher reassured the respondents that the research was purely academic and was confidential which mitigated the problem.

1.9 Delimitations of the Study

The Research was conducted in Bumula Sub-County within Bungoma County. The study involved Public Secondary Schools in Bumula Sub-County and the

researcher concentrated on influence of BOM on completion of the C.D.F projects. Different schools were picked for the study. The study was delimited to 15 out of possible 33 public secondary schools in Bumula Sub-County with Constituency Development Funded projects and the respondents were BOM chairpersons, secondary schools principals, 123 BOM members out of the possible 180 sampled, the Sub-County Education Officer, AEO and CDFC members were also interviewed due to enormous knowledge they had on funded projects.

1.10 Definition of Significant Terms

Influence of Board of Management: refers to the power to change or effect change in an 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 by School Managers

Completion of CDF funded projects: refers to successful implementation of the CDF projects carried out by Board of Management in schools

Interests of Board of Management: refers to affiliations by members of the Board concerning a CDF project started in a school which may slow down project implementation thus affecting schools performance.

Management of Funds refers to proper utilization of funds within a given time frame for a particular project.

CDF funded Project: refers to a piece of work involving many people whose capital funding is by Constituency Devolved Fund

Project Identification: refers to marking a project and doing the estimates for its completion

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

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

1.11 Organization of the Study

The study was organized into three 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 had literature review which comprise of introduction, Concept of Board of Management, the theory of change, interests of Board of Management and completion of CDF funded projects; project identification by BOM and completion of CDF funded projects, management of funds by BOM on completion of CDF funded projects, summary of literature review, knowledge gap and conceptual framework. Chapter three has introduction, methodology, research design, target population, sampling size and sample procedure, research instruments, (interview schedule, questionnaire), pilot testing, validity and reliability, data collection method and data analysis technique.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides review of literature based on the following concepts: what is a Constituency Development Funded project, how does Board of Management interests influence completion on Constituency Development Funded projects, Board of Management's project identification of Constituency Development Funded projects, the role of community participation in Constituency Development Funded projects and how management of funds influence Board of Management on the completion of Constituency Development Funded projects, summary of literature review and conceptual framework.

2.2 The Concept of the Board of Management

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 states 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 role of the BOM is to manage the funds economically, efficiently and effectively for the purposes of the school in accordance with the financial memorandum by the Directorate of Education or by the Education Licensing Board. The BOM must have a three year financial plan approved by the DE or the ELB for the school; containing expenditure within the annual budget approved for the school and ensures that expenditure is monitored and controlled during the financial year.

As such, the BOM must agree to a three year financial plan for its school and submit to the funding authority (the CDF kitty) for approval in such form and within such time scale as that authority may require. The plan must align with education

priorities in the school's development plan and cover the incoming financial year in detail and the following two years at a level prescribed by the funding authority. The plan must be based on realistic assumptions of student numbers.

2.3 Interests of Board of Management and influence on Completion of Constituency Development Funded Projects

There is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and successful completion of CDF projects in public secondary schools in Kenya (Orodho, 2014; UNESCO, 1999; United Nations, 2013; Waweru & Orodho, 2014). The results reveal rather spurious relationship (Waweru & Orodho, 2014). It has been observed that managers of organizations affect how an organization works or operates. They affect the way objectives are implemented and achieved. The way an organization is managed has an impact on how successful it may work and operate to achieve its goals. The boards of Management were mandated to manage public secondary schools in Kenya on behalf of the minister for education. Thus, the varying interests of the boards of governors may affect the school development projects of a school either positively or negatively. Members of the Board of Management may have varied interests in the school, that is, we have those that have the interests of the school at heart while others appear in those meetings just for the purposes of their own selfish gains. The latter group may not have anything serious to offer as advice as pertaining to developmental projects of the school in order of priority. On the contrary, they may contradict serious programs or keep quiet altogether. This will seriously hamper the completion of existing projects if they are there or they may never kick off. The Board of managements nomination process is a political activity since education Act, cap 211 Section 4 (2) (c) (d)states that six Board of Management 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.

Wamae (2009) in his study on contribution of CDF in employment creation recommended that there should be constant awareness creation for the community members and community participation should be increased as well as stronger links with line government ministries. There is therefore concern about the organizational and management structure of the CDF funded projects since the BOM's interests control the project formulation and employment of staff working on CDF funded projects. Besides they control the school principals as they are secretaries to the BOM. The latter title does not even exist in the Act, Ongoya and Lumalla, (2005). This essentially means they are likely to influence what aspects of a project to planning, recruitment procedures of staff and what information to be shared with other stakeholders in order to suit their personal gains. Technical officers have a positive impact on the Constituency Development Funded projects performance through their roles in project identification, planning, implementation and monitoring and evaluation of such projects (Adan, 2012). The CDF Act (2013) provides that PMCs will implement projects with support from the CDF and technical advice from relevant government department. For successful implementation of CDF projects, democratic values and ethos should be entrenched at the local level. These can be realized through creation of efficient channels of participation and information.

Budgetary utilization to projects CDF Act (2013) requires the Chairman BOM in every school to forward a list of between five (5) and twenty five (25) project proposals in every financial year to the board for approval. In addition it states that funding priority should be in completing on-going projects. This has not been the case in most of the schools in constituencies given the discretionary nature of capital spending and the intrinsic value attached to political symbolism in launching CDF projects, more often, new projects are undertaken, while the existing ones are either left to deteriorate or are inadequately funded (Tanzi & Davoodi, 2008).

In a study done in Zambia, it was found out that in 88 per cent of projects sampled, community members raised concerns about some inappropriate projects,

the misuse of funds or insufficient adherence to CDF guidelines; nine per cent of completed projects were left lying idle (Micah, 2012) Several studies have been done on the CDF projects, as stated but none of these studies have looked at how budgetary utilization combined with other factors such as level of education of the BOM committee, Involvement of Technical officers employed influencing implementation of CDF funded projects in public secondary schools. Some research studies shows the level of budget utilization of the CDF fund in the constituency is still low as this could be attributed by the fact that despite the area politicians playing a key role in the CDF projects process they do not prioritize the projects that are needed by the area residents, the study also found out that most of the projects started were never completed according to the stipulated time, others were abandoned or others were over financed, while other projects were not in existence despite funds being allocated to those projects.

Key Performance Indicators are quantifiable measurements that reflect the critical success on management of projects of an organization (PMBOK, 2006). Based on beforehand agreed measures, they reveal a high-level snapshot of the organization. They vary depending on the kind of organization they characterize; for instance a business may have a KPI as the annual sales volume, while KPIs of a social service organization may have to do more with the number of people helped out. Moreover, colleges may have number of students graduating per year, as one of their KPIs. Thus before any Key Performance Indicators are selected, it is vital to identify what the organization's goal is, which are in turn dependent upon the its mission and its stakeholders. Consequently, KPIs act as a measure of progress towards these goals. Whatever they may be, they must be critical to the success of the organization.

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, (Board man, 2001). 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 and 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 (Wilson, 2007). The application of Key Performance Indicators provides project managers-such as CDF-with a high-level, real-time view of the progress of projects (Hareld, 2003). They may consist of any combination of reports, spreadsheets and charts. They may be sales figures (global or regional), trends over time, supply chain information or any other long-term consideration which may be essential in gauging the health of the organization. However, it should be noted that Key Performance Indicators should not only reflect the organizational goals but should also be quantifiable. For a Key Performance Indicator to be of any value there must be a way to accurately define and measure it. This is so because a KPI may meet the criteria of reflecting the organizational goal, which may for instance pertain to being the most popular company.

However, since a company’s popularity cannot be measured or compared to others, therefore the KPI would be useless (Larson, 2002). Considerations regarding how a KPI is to be measured should also be established in advance. Definitions as to exactly how the indicator is to be calculated and whether it is to be measured in dollar amounts or units should also be specified. Moreover, it is imperative that the organization then sticks to these definitions from year to year in order to allow for annual comparisons. Key performance indicators can be used for all types and in all areas of project management: IT (information technology), construction, engineering, risk management, supply chain, safety, quality, manufacturing, financial management, sales and so on. After the Key Performance Indicator has been defined and a way to measure it has also been determined, a clear target has to be demarcated which should be understandable by everyone. The target should also be specific so that every individual can take actions towards accomplishing it. For

CDF it is needless to say that to achieve a particular target level of Key Performance Indicator for it, every PMC and the CDFC by extension has to work in synergy towards it. For this purpose, all the PMCs of CDF need to define their respective KPIs which should in turn work towards accomplishing the overall KPIs of CDF. It is important that after Key Performance Indicators and their relative components have been identified, they should be used as completion management tool. Best ways to represent variance (from the target levels) should be defined, eventually making sure that everyone in the organization is focused towards meeting target levels of the Key Performance Indicators. In the same vein, Project Management Body of Knowledge (PMBOK 2007), a project can be classified as being behind schedule (if it is lagging behind the planned time), on schedule (if it is in line with the planned time) or ahead of schedule (if it is way ahead of the planned time). The scheduling of a project is determined by a method adopted by the PMC but all the same, there is always a critical path which is the longest time a project can take (Maylor, 2003). It therefore implies that those CDF projects behind schedule are even beyond that time a project manager has assumed that the project has been faced with the worst case scenario of resources constraints.

Time is just one of the resources in project management, the other resources are human, finance as well as stakeholder. At such procurement oversees the management of the resource finance, implying that its management (procurement) oversees the utilization of the finance resource. Directly, this has an impact on the performance of any project, by reflection, CDF projects. Shiundu (2010) reports that 60 % of projects in Kasarani Constituency were behind schedule, a further 30% have been reported as being on schedule while 10 % have been reported as being completed although we are not told about the methodology used in coming up with these statistics. The report goes further to state that those projects behind schedule, the procurement processes were behind the delay as well as misappropriation of funds meant for development.

2.4 Project identification by Board of Management and influence on Completion of Constituency Development Funded Projects

Mwangi (2005) and Ravallion (2005) expressed that, a community development project starts with the identification of a need or the realization that there is a need. This concurs with the CDF policy on project identification, as section 23 (2, 3 &4) of the CDF Act, 2003 revised 2007 provide guidelines on how to identify a project. The Act requires that location meetings be held and the forum used to select projects to be submitted to the CDFC before onward transmission for funding. This allows sharing of the vision through need assessment, followed by group discussion analysis. Kerote (2007) stated that this will not only confirm the need for change, but also clarify the scope of the problem at hand and the resource-based available. Project identification and costing lays squarely with the BOMs and PMCs and the beneficiaries after identifying the project then the PMCs cost the project by preparing Bill of Quantities (BQ) and forward the same to CDFC in accordance with CDF Act (2007). The PMCs then forward minutes of certified documents for approval and ratification to local CDF office (MOE, 2007). This ascertains that the proposed project is a viable and also that there are adequate funds for the same.

According to CDF Act, 2003, it 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. Therefore the success of a certain project will depend on the BOM in charge of that project that is an insightful and visionary BOM is likely to yield better results for projects than a carefree and indifferent one. Among the duties a BOM is charged it with from the perspective of projects is to do site identification, that is, where is the likely location for the projects to be put up. A good advice concerning this by the BOMs will ensure the continuity of the project even for the generations to come in that school.

Wrong siting may lead to more costs in future in the sense that if the physical planning of the school is poor, the project may require being demolished and relocated for better plan and to accommodate expansion. Take for instance

putting up a dormitory without good consideration in a place which is likely to be occupied by tuition blocks in future, should the school expand. 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 Management Committee (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 management of education in Kenya with the Minister for education who delegates the BOMs in all public schools to manage school resources including funds. Otherwise incase organization is well designed and management principles are followed well without manipulation from the CDFC members, project identification will be well done and need assessment will also be administered as per the CDF Act 2003 revised 2007. Locational committees are very vital in the identification as it gives the project the ownership. Once the projects are well identified, there will be high possibility of equity. Poverty will be reduced to a certain extent. Also with well developed strategic plan and proper prioritization. The list of proposed constituency based projects to be covered in public schools shall be submitted by the chairman of the Board of Management to the Constituency Development Fund Committee for and there shall be attached a Project Description Form set out and Bill of Quantities enlisting the costing of the project to be implemented in the school

Apart from siting the BOMs value the project in terms of labour, resources required for its completion as well as the equipment to be installed in. therefore, value of the project starts from the procurement procedures as in who is being tendered the project, what he requires in terms of materials in order to hand over a complete project at the end of the contract. Not forgetting that the BOMs also do the number of projects initiated. This depends on the CDF funds if they can allow for one project to be started or more to run concurrently. Looking at all these points discussed, a visionary BOM will do a lot of service for the completion of a project in

a school while a carefree one may even help run the school down in terms of development.

It is also true to say that many infrastructural developments in the school correlate with good results. By guidance of procurement rules and regulations that are internationally taken as benchmarks well adopted and customized from the World Bank procurement guidelines, procurement needs to be competitive so as to attract a wide range of bidders so as to get the best from the bidders in the supply market (WB, 2006). The most appreciated way to get bidders responding is by way of advertising for procurement opportunities; the rule of the thumb is that it can be done in any way (within law) so long as it reaches as many intended bidders as possible, notably, it may be done in daily press widely read, online or such other form.

Our very own Public Procurement and disposal Act 2005 (and Regulations 2006 and 2009) have also borrowed this standardized process of tender opening (PPDA 2005) and indeed clearly states how the tender or quotations opening process needs to be done. The PPDA 2005 (section 60) states that the accounting officer shall appoint a tender opening committee specifically for the procurement which; shall have at least three members and at least one of the members shall not be directly involved in the evaluation process. Immediately on the deadline for submitting the bids, the tender opening committee shall open all tender received before the deadline; those submitting the bids or their representatives may choose to attend. The Act also points out that the tender opening committee member shall assign an identification number to each bidder. As directed from the best practice evaluation procedure from the World Bank (WB, 2010) the beneficiary shall ascertain whether the bids (a) meet the eligibility requirements specified in the Guidelines, (b) have been properly signed, (c) are accompanied by the required securities or required declaration signed as specified in the Guidelines, (d) are substantially responsive to the bidding documents, and (v) are otherwise generally in order. If a bid is not substantially responsive, that is, it contains material deviations from or reservations to the terms, conditions, and specifications in the bidding documents, it shall not be considered further. The bidder shall not be permitted to

correct or withdraw material deviations or reservations once bids have been opened. The purpose of bid evaluation is to determine the cost to the Borrower of each bid in a manner that permits a comparison on the basis of their evaluated cost (WB 2010). Subject to the Guidelines, the bid with the lowest evaluated cost, but not necessarily the lowest submitted price, shall be selected for award. The bid price read out at the bid opening shall be adjusted to correct any arithmetical errors. The public procurement and disposal act 2005 also recommends (and therefore it is lawful) that all PPE's to follow the standardized evaluation procedure/process; likewise we expect CDF, being class C PPE to follow the much laid down process in all her bids.

2.5 Involvement of Community Participation in Board of Management's decision making and its influence on Completion of Constituency Development Funded 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) community of the school provides funds for 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. Every school has a surrounding community which can benefit from a CDF project directly or indirectly; therefore, where possible to take part in a project development and manage it to completion. Community participation contributes to increased project effectiveness when the involvement of beneficiaries contributes to a better project design and implementation and leads to a better match of project services with beneficiary needs and constraints (Paul, 1987).

Community participation is described as a social process in which groups with shared needs living in a "certain geographical area" actively identify needs, make decisions, and set up mechanisms to achieve solutions/goals (Adesina, 2010). However, heterogeneous groups and individuals can become a community and collectively take action to attain shared and specific goals. According to Paul (1987), community participation can be divided into three stages: planning, implementation and follow-up. At the planning stage, four levels of intensity in

community planning may be distinguished: information sharing where beneficiaries may share information with BOMs in order to facilitate collective or individual action. Consultation which occurs when beneficiaries are not only informed but also consulted on key issues at some or all stages in a project cycle. Here beneficiaries interact and provide feedback to the projects agency (BOMs) which they later can take into account in the design and implementation stages. Decision making that occurs when beneficiaries have a decision-making role in matters of project design and implementation. Decisions may be made exclusively by the beneficiaries or jointly with others on specific issues relating to a project. Initiating actions which occur when the beneficiaries are able to take the initiative in terms of actions pertaining to a project

A community is a group of people residing in a locality who exercises local autonomy (Mulwa, 2004) and the locality satisfies their daily needs including health, education, social, cultural and historical heritage among others (Okumbe, 2011). According to the CDF Act (2013) Projects under this Act shall be Community based in order to ensure that the prospective benefits are available to a widespread cross section of the inhabitants of a particular area, (ROK, 2013). A research by International Budget Partnership (IBS, 2010), the Kenyan CDF cites low/non-involvement of local communities in project identification and selection as one of the key challenges of the CDF. This is evidenced by data from the NACCSC (National Anti-Corruption Campaign Steering Committee) report that showed low levels of public participation: nearly 60 percent of Kenyans are not given the opportunity to be involved in project selection or prioritization (NACCSC, 2008).

According to Bray (1996) communities and governments contribute materials, labour, expertise and land to support education. Since these inputs would have to be purchased if they were not provided, they are considered substitutes for cash. However, this is not applied across the board. Several rural development programmes have failed to achieve their desired objectives due to poor organization and implementation strategies. Kerote, (2007). Revealed that relevant field methodologies that call for effective management of funds have been inadequate in allowing maximum utilization of local resources. He also noted that vital

components of project implementation (organization design), project identification. Monitoring and evaluation and equity etc have not fully been managed by the committees in the constituencies. Several concepts about community development have emerged over the years especially in issues related to effectiveness, challenges and policy. Owuor (2008) sees the main goal of the community development process as being that of human growth; he revealed that pure community development model is strongly focused on human growth. It entails planning, action and reflection (evaluation) and what goes along with the result (goal).

Okumus (2001) pointed out that factors that can be identified as common for strategy implementation are strategy development, environmental uncertainty, organizational structure, culture, leadership, operational planning, resource allocation, people, communication and control. These are the factors that influence strategy implementation. Although formulating a consistent strategy is a difficult task for any management team, making that strategy work, that is, implementing it is even more difficult (Hrebiniak, 2006). Dess et al (2005) assert that strategic management includes multiple stakeholders or community participation in decision making. This means that managers must incorporate the demands of many stakeholders when making decisions. The concept of strategic management has become popular in the public sector and is now being used as a standard tool for the public manager to create value and to shape the organization. All managers in the public sector must now maintain a strategic management perspective and assess how their actions impact the overall attainment of organizational objectives. To enhance community participation in tendering and supplies, several measures are put in place to facilitate smooth and transparent implementation of projects. These measures include: registration of contractors/suppliers and artisans, provision of information on tendering and supplies guidelines, and formation of a subcommittee for vetting and recommending suppliers (Achoka, 2013). This is also to ensure that the CDF money remains in the constituency. Communities may be engaged to use and coordinate their resources of personnel, time, money, goods, and services in a broad range of structures and strategies. Additionally, people- and community-based organizations often participate at different levels. They may have less access to

resources than do government institutions and agencies and may view themselves as tokens that make the health-promotion effort look more credible (Annual Review Public Health-arjournals.annualreviews.org). The CDF Act 2003 expressly directs that unless where the locals do not have the capacity to supply, all resources to be utilized in her projects shall be procured within the local market; by reflection it embraces an ideology of promoting trade within the very constituency. This implies that in the CDF projects procurement for instance, advertisement shall be localized via churches, mosques, public notice boards and/or public barazas. The attracted vendors shall therefore be the local Small and Medium size Enterprises (SMEs) to participate in supply of materials, goods and services for implementation of the said CDF funded projects. Research by Omanga (Omanga, 2010) indicates that 70 % of the local SMEs are not registered and therefore do not pay taxes. If SMEs do not pay taxes, then, as a legibility criterion, these none registered, none tax paying SMEs are therefore prohibited from trading with the CDF since the Public Procurement and Disposal Act 2005 and Regulations 2007 and 2009 (PPDA, 2005) requires that bidders, be they SMEs or large companies, must be registered and have current tax compliance certificates.

DAC (2001) agree but add that project monitoring and evaluation involves measuring, assessing recording and analyzing the project information on a continuous basis and communication the same to those concerned. Crawford and Bryce (2003) argue that monitoring is an ongoing process of data capture and analysis's for primarily project control with an internally driven emphasis on efficiency of project. The authors define efficiency of project. The authors define efficiency in this context as doing the right thing that is efficient conversion of inputs to outputs within budget and schedule and wise use of human, financial and natural capital. This definition emphasizes the fact that monitoring is geared mainly to project control. Evaluations are systematic and independent. They are an assessment of an ongoing or completed project including its design, implementation and results. Evaluation assess the relevance, efficiency of implementation, effectiveness, impact and suitability of the project, Uitto, (2003); OECD, (2002) should be credible and objective, IFAD, (2004).

Rogers, as cited by Uitto (2000) identifies advantages of the theory based framework to monitoring and evaluation to include being able to attribute projects outcomes to specific projects or activities and identify unanticipated and undesired programme or project consequences. Theory based evaluations enable the evaluator to tell why and how the programme is working, Weiss, (2003): and Birkmayer and Weiss, (2000). Monitoring and evaluation are intimately linked to project management functions and as a result there is a lot of confusion in trying to make them work on projects Crawford and Bryce, (2003) Monitoring and Evaluation are distinct but complementary, Passia, (2004). Casley and Kumar (1986) as quoted by Crawford and Bryce (2003) disapprove the use the acronym M&E (Monitoring and evaluation) as it suggest that we are looking at a single function without making a clear distinction between the two. Monitoring ensures that implementation is moving according to plans and if not, the project manager takes corrective action.

Monitoring enhances project management decision making during the implementation thereby increasing the chances of good project performance Crawford and Bryce, (2003): and Gyorkos, (2003). It also facilitates transparency and accountability of the resources to the stakeholders including donors, project beneficiaries and the wider community in which the project is implemented. Monitoring tracks and documents resources use throughout the implementation of the project, Passia (2004): Uitto, (2004).

Evaluation assesses project effectiveness in achieving its goals in determining the relevance and sustainability of an ongoing project, McCoy, (2005). It compares the project impact with what was set to be achieved in the project plan, Qhapiro (2000). Evaluations are mainly of two types depending on when they take place. These are formative and summative evaluations. Formative Evaluation is concerned more with efficient use of resources to produce outputs and focuses on strengths, weakness, and challenges of the project and whether the continued project will be able to deliver the project objectives or it needs redesigning, Passia, (2004).

Formative evaluations are sometimes called interim or midterm evaluations. Summative evaluations are carried out at the end of the project and aims at determining how the project progressed, what went right and wrong and capture any

lessons learned, Shapiro, (2004). Welling and MacDowell, (2000) identify two types of summative evaluation is geared towards guiding future projects by facilitating organizational learning by documenting good practices and mistakes. Outcome evaluation is concerned with extent to which the set objectives were achieved and how we can attribute the role of project to the outcomes. In order to carry out monitoring and evaluation effectively; there are some critical factors that must be taken into account. These include use of relevant skills, sound methods, adequate resources and transparency, in order to be a quality project, Jones et al, (2009). The resources here include skilled personnel and financial resources. Rogers (2008) suggests the use of multi-stakeholders' dialogs in data collection, hypothesis testing and in the intervention, in order to allow greater participation and recognize the differences that may arise. All these must be done within a supportive institutional framework while being cognizant of BOM's influence. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on site support to the outfield staff, Ramesh,(2002):and Reijer et al, (.2002)

Evaluation must also be independent and relevant. Independence is achieved when it is carried out by entities and persons free of the control of those responsible for the design and implementation of the development intervention; OECD, (2002) and Gaarder and Briceno, (2010). Research shows that it is vital to determine what methods are appropriate to the users 'needs the given context and issues of data, baseline and indicators, Hulme, (2000). Despite the fact that the Constituencies Development Fund disbursement is growing at higher rate, the Fund commits 2% of its budget for capacity building into which Monitoring and Evaluation of CDF Projects is included. What is demanded of the Board and by extension, the community level organs together with which it operates, cannot be met by the current capacity both in terms of human resources as well as available skills, CDF Board, Strategic Plan, (2011).

In 2005, the Ministry of Planning and National Development commissioned work on the design of an appropriate framework for Monitoring and Evaluation (M and E) in the National Development Programme. This was a collective effort by the

government, Private Sector and Civil Societies, Republic of Kenya implementation of M and E (2005). This proposed M & E framework has not been fully operational. Otherwise, there is a strong case that BOM should come up with participatory M and E component in its management. This view is supported by Wanjiru (2008) who indicated in her Social Audit of CDF that monitoring and reporting should be strengthened and deepened in all CDF projects. It is a fact that CDF Act, 2003 emphasizes on the Monitoring and Evaluation just like DFRD did. The mode of doing it is not well specified. The Act gives technical department, DDO and CDFC authority to monitor the project. The Act further allocates 2% of CDFC fund to be used for monitoring and evaluation exercise but this money is only spent after the CDFC recommendation through minutes CDF Act, (2003 revised 2007). This makes M & E to be somehow difficult and sometimes cosmetic as it is the CDFC to decide which project to be monitored, which one to be evaluated, how much funds to remove and who to do the exercise. The Act gives room for CDFC to determine themselves instead of getting a different body to manage M & E within the CDFC projects. It also allows the unfaithful CDFC not to institute monitoring and evaluation to some projects they either have interest in or have interest of hiding something.

Mulwa (2007) stated clearly that any judgment that emanates from evaluation would largely depend on the value system from which evaluating party originates. Conventionally, evaluating party is usually part of evaluation missions contracted and dispatched from the donor world. In the case of CDF Act (2003) revised (2007) the CDF identifies projects, implement, then monitors and evaluate or call technical person at their own peril. This can be a weakness that needs to be addressed. CDRA, (2001) reported that “Not everything that counts can be counted and not everything that can be counted counts”. He insisted that for monitoring and evaluation to be undertaken, indicators have to be put in place i.e. Which the outcome of a project can be understood and measured, gauged or standardized, against which change is measured. Feversten (1986) even went further and came up with nine types of indicators cited as follows: indicators of availability, indicator of relevance, indicators of accessibility, indicators of utilization, indicators of coverage, indicator

of quality, indicator of effort, indicator of efficiency and indicator of impact. These indicators can be very instrumental in managing monitoring and evaluation of CDF projects, indicators of quality, utilization, availability and even effort are very important in assessing project development. Other indicators stated by Feverstein (1986) are equally important since they can assist detect related shortcomings. Odhiambo (2007) while referring to Feverstein, (1986) explained that locally managed and controlled funds have great potential to bring about positive development outcome at the local level especially if community participation is sufficiently enhanced and political interference reduced.

It is true that there is no proper system put in place to monitor and evaluate the effectiveness of the use of these funds this is so because the appointing authority is not restricted to nominating people with such knowledge. Grossman (2005) on his part argued that a program's effectiveness can be measured accurately only if one knows what would have happened without it. Ochieng (2007) concurred with the assertion and states that measuring the effectiveness or impact of a policy or program hinges on asking the fundamental questions. What would the solution have been if the intervention had not taken place? Although one obviously cannot observe such a situation it is possible to approximate it by constructing an appropriate counterfactual which is hypothetical situation that tries to depict the welfare level, of individuals in the absence of a policy or program. To measure the effectiveness, a Core Welfare Indicator Questionnaire which focuses on the three simple leading indicators of access, usage and satisfaction with different services provided. For instance in the education sector, access indicators include primary and secondary schools enrolment rates and satisfactory indicators are based on opinion questions to indicate household, ratings of the quality of services during the current year compared with the previous year (World Bank, 1997). This research tends to find out whether CDF is using or can adopt CWIQ standard.

Ajayi (2006) supported World Bank that CWIQ is an effective and quicker way of measuring the effectiveness of funds or programs since it answers questions on availability, accessibility and satisfaction of service provided by the program. CDF can equally achieve if this policy are well utilized noting that M AND E funds

are available, only CDF Act to be amended to allow for the CWIQ survey technology that remove the problems of un timeliness of date, poor data quality and lack of statistics at the lowest administrative level as an effective tool for program in M and E. FAO (2009) reports that while no conflict exists between performance and results indicators; and while effective monitoring and evaluation (M and E) systems necessarily track both – no unifying principles apply to ensure their synchronicity either. A project that is diligently monitored and evaluated for financial oversight and compliance with sound management and performance principles may very well achieve no impacts. The emphasis on aid effectiveness and results-based development obliges practitioners to empirically demonstrate the impacts of their projects and programs. This has shifted the focus of M and E from a concentration on inputs and outputs to a concentration on outcomes and impacts.

2.6 Management of funds by Board of Management and influence on Completion of Constituency Development Funded Projects

Successful implementation of CDF projects strictly depends on the process of funding if funds are disbursed in a timely manner or late. Late disbursements will delay projects making them more expensive in the long run. This can even compromise the general performance of the school as students may exit to other established places with excuses that the facilities are wanting in their current school. The BOMs in this case will have nothing to do other than wait for the next phase when the funds will be disbursed. Timely disbursements if harnessed properly by the BOMs will enhance improvement of physical facilities hence making the school a conducive place to be in by the students. The two timings are factors of which the BOMs can do nothing about rather than wait on the decision of the Government and CDF officials. According to (Bennel and Sayid2002) 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 boards (SSEB) although the funds are inadequate and don't reach schools in time (Clarkson et, al 2004). This is the same case with Kenyan schools, Bumula ones being inclusive. As such, they always run behind development schedules as

compared to their Western counterparts. Kenya being a third world country can do better than this if it hopes for the Fund to really help the constituencies by borrowing a leaf from its Western counterparts. This is so because it is only education which can empower a country economically, politically, socially and culturally. For us to achieve Vision 2030, more resources from the Government revenue should be channeled towards education.

Organizational structure is another challenger that influences completion of CDF funded projects. According to Thompson et al (2007), structure is the means by which the organization seeks to achieve its project objectives and implement strategies and strategic changes. Thus it refers to the basic way the organization's different activities are organized. Successful project implementation depends largely on the primary organizational structure that identifies key activities within the firm and the manner in which they will be coordinated to achieve the school's strategic purpose. A primary organizational structure portrays how key tasks and activities have been divided to achieve efficiency and effectiveness (Pearce & Robinson, 1997). Heide, Gronhaug, and Johannessen, (2002) point out that factors relating to the organizational structure are the second most important implementation barrier and Obara (2006) asserts that project implementation can be frustrated by the structure of the organization. Thus Poor organization structure poses a serious challenge in separation of duties and may result in overlapping roles and conflict of interest. Schaap (2006) also points out that adjusting organizational structure can ensure successful project completion and different strategy types have different requirements of organizational structure.

Although organizational structure provides the overall framework for project implementation, it is not on its own sufficient to ensure successful implementation; effective leadership is required. Several researchers have emphasized the effect or influence of top management on project implementation and point out the important figurehead role of top management in the process of project implementation. Schaap (2006) carried out an empirical study on whether effective senior-level leadership behaviors are directly related to successful project implementation and argues that those senior-level leaders who have been trained in or studied project planning and

implementation and their level of education are more likely to meet the completion of the projects. According to Pearce & Robinson (1997), the role of the Board of Management (BOM) and the assignment of key managers are fundamentally important to successful completion of projects. The BOM's Chair person actions and perceived commitment to the project significantly influence the commitment of the subordinate managers to implementation. The CEO or Chair person therefore represents an important source of clarification, guidance and adjustment during implementation.

Resource allocation is complicated and it can get in the way of the execution of great strategy ideas. Hitt et al (2005) describe resources in terms of physical, human and organizational capital which includes capital equipment, the skills of individual employees, patents, finances and talented managers. An organization's unique resources and capabilities provide the basis for strategy implementation (Hitt et al, 2005) and to win managers have to commit enough resources. In most organizations senior managers regularly decide which projects to fund, and which ones to kill. However, what is clear is that educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESCO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Since independence, the Kenyan government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, (Republic of Kenya, 2012a.2012b). These decisions, occurring at all levels of the organization every day, comprise its resource allocation process. If the criteria that guide prioritization decisions in this process are not carefully tied to the company's intended strategy, significant disparities can develop between an organization's intended project and its actual strategy. Understanding and controlling the criteria by which day-to-day resource allocation decisions are made at all levels of the organization, therefore, can be a key challenge in managing the process of defining and implementing projects.

According to Obara (2006), policies and rules are a challenge to strategy

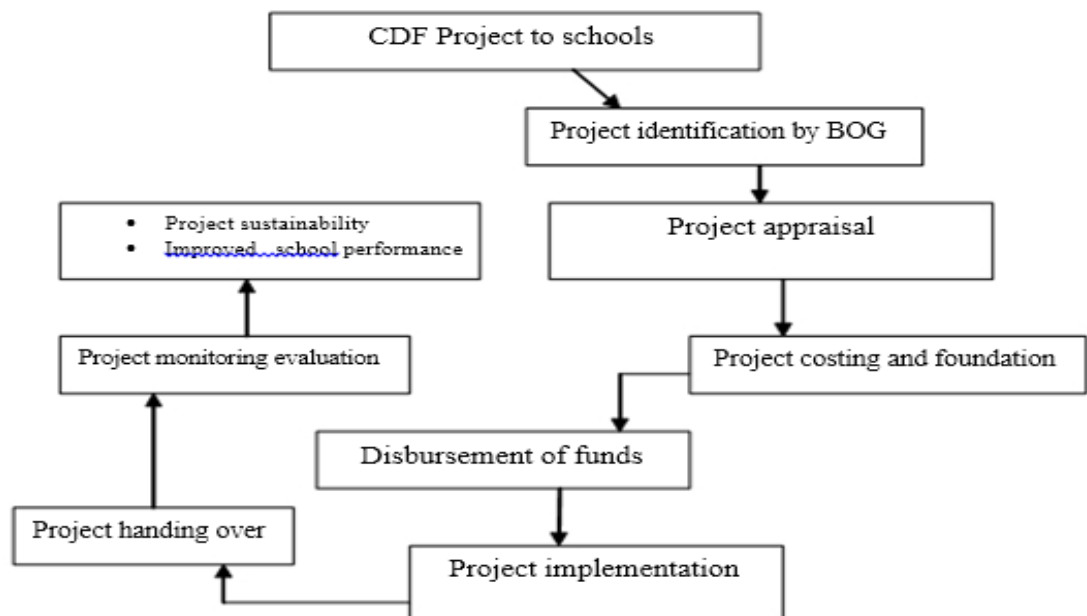
implementation. He argues that an organization without clear policies and rules governing management of development plans brings about conflict in roles and can hinder implementation of decisions resulting in non achievement of desired results. A properly instituted code of conduct that includes organizational policies and rules with specific guidelines on implementation is essential for project implementation. The context in which the policy operates is important. Formulating a policy requires a good understanding of local needs, opportunities and constraints, taking all stakeholders into account. There should be convincing attitude from the government with specific measures to empower the society and complementary measures from within the organization to foster quality and accountability (regulation, incentives and norms).

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. This can be done through the qualities of accountability and transparency and good management of school resources have been noted as some ways of effective resource allocation. These can be achieved through proper book keeping and auditing processes acquired by the Board of Management via channels like training channels in the areas of accounts and finance management. Formulation of financial management criteria and procedures (e.g. procedures for handling income and expenditure, procurement and quotation as well as rules on acceptance of advantages etc.) according to the relevant laws and regulations to avoid conflict of interest and the misuse of government resources and putting in place adequate budgetary controls and a good accounting and reporting system to monitor the financial situation; and if necessary, reprioritizing development projects after assessing their actual expenditure.

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).

A number of research studies have been undertaken in the area of project implementation. For instance Obara (2006) undertook a study on the challenges in project implementation at the Electoral Commission of Kenya (ECK). His findings were that poor organization structure, leadership, culture and traditions combined with lack of effective systems and procedures were the major challenges in project implementation at ECK. Another study was carried out by Kimeli (2008) on the challenges of project implementation at the Kenya Revenue Authority (KRA). He found out that an incompatible organization structure, poor communication, inconsistent policies, lack of employee involvement and lack of sufficient funding hindered the success of project implementation at KRA. According to Kamau (1990) BOM face many challenges while managing 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 2.1



Source: CDF project guide (GOK, 2006)

Following the bureaucracy of the BOMs, schools will have projects then the BOM do project identification and later appraise them. This then gets to a level of costing the projects and submitting the proposal. Funds are then disbursed from the CDF Committee towards the project hence resulting into project implementation. This has to do with putting up the real project so that it seen physically. Proper management of funds can also be achieved through timely disbursement of the same and working within time frames for a certain project. Delay in disbursements may lead to alteration of the original costing due to inflation and other environmental factors.

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. As a result, insufficient funding may lead to the stalling of the project and subsequent vandalism of the same by citizens who may not mean good. Besides, if the parents cannot supplement the funding at that given time, the lifespan of the project will definitely reduce and further working in future may be on a poor and more expensive base. This therefore, tells that with delayed disbursement or insufficient funding, the Board of Management hands are tied. It is worse when they mismanage the funds released in their hands because no one will make up for the short fall.

Questions have been raised with regard to financial management of schools in developing countries (Lockheed & Verspoor, 1991), with reports indicating that education systems in many developing countries are unable to meet their objectives due to problems associated with costs. Since the early years of their independence, challenges facing education systems in developing countries included high levels of expenditure already reached (Hallack, 1972) and the constant rise in unit cost. A comparative examination of education expenditure in countries of the world is worth considering. For instance, the UNDP for 2012 indicated that public spending on education was 5.3% of GDP in the UK, and 3.6% of GDP in East Asia (UNDP, 2013). Kenya spent over 6.57% of GDP on education over the financial year period

2011/12. However the UK and Kenya had 108% and 24% of the relevant age groups respectively, participating in secondary school education. Fuller (1990) reported the case of Asian Journal of Educational Research Vol. 2, No. 1, 2014

2.7 Successful Completion of CDF Projects

The earlier studies indicated that the boards of Management have a direct role and influence on the successful completion of CDF projects in public secondary schools. This they achieve by planning, setting targets, controlling allocations in the budgets made by Board of Management. Strategic planning, development of work plans and setting targets to achieve help boards of Management to be focused in their roles. It was found that schools that had strategic plans (58%) performed better than those without. Understanding the limitations and financial flexibility of the school; setting goals and formulating appropriate financial management strategies after considering factors such as school resources, background and needs of their students and approving school budgets, management of funds. Reviewing school income and expenditure regularly to ensure that resource deployment is in line with the school development plan and caters for the needs of the students. The number of projects and facilities completed such as classrooms, libraries; laboratories are indicators of successful completion of CDF funded projects.

2.8 The Theory of Change

A Theory of Change is essential to planning good advocacy grant making. It plays an equally important role in evaluating the effectiveness of your foreign policy advocacy efforts. The proponent is Priscilla Lewis, U.S. in the World formerly with Rockefeller Brothers Fund. (Tony Proscio Grantcraft, 2005). A theory of change is just that: a theory at how change will occur. In this case, we are presumably seeking a change in policy, attitude or public will. You may have heard other terms of logic model, blue print or theory of action; like a theory of change all these are tools for mapping how you will reach your ultimate policy goal. As a grant maker the theory includes the funding decisions you need to make, the action your grantees will take

with your support and even non-funding efforts your organization may undertake. That means you and your grantees should agree on that ultimate goal, their portion of the theory of change and the overall division of responsibility between each of you. That is why we put such a premium on good consultation between grant makers and advocates at every stage of the process. It targeted younger Americans with information and e-advocacy tools will put pressure on Congress to increase foreign aid. This can be linked to funding of school projects by the CDF in which the quotation is made to the relevant authorities as well as the time the project will hopefully be complete.

Borrowing from the theory, the funding authority will explain how does community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects and how management of funds by Board of Management influence the completion of Constituency Development Funded projects in Public secondary schools in Kenya. Projects are meant to bring changes and people being fearful of changes can easily be persuaded to reject the change despite its potential positive impact on their lives. Engaging local people in action planning is vital rural development tool as this will solve so many problems. However most projects collapse or become moribund and very little has been done to find out their inherent problem. The problem has been lack of involvement of the community beneficiary right from its initiation. Constituency Development Fund with its objective to decentralize funds with a belief that local level has a better understanding of community need. CDF Act (2007 revised) if adhered to by the stake holder will help solve this problem of effective management.

2.9 Conceptual Framework

Indicators are shown by the main variables under the study to ensure that they are measurable.

Independent Variable

Determinants

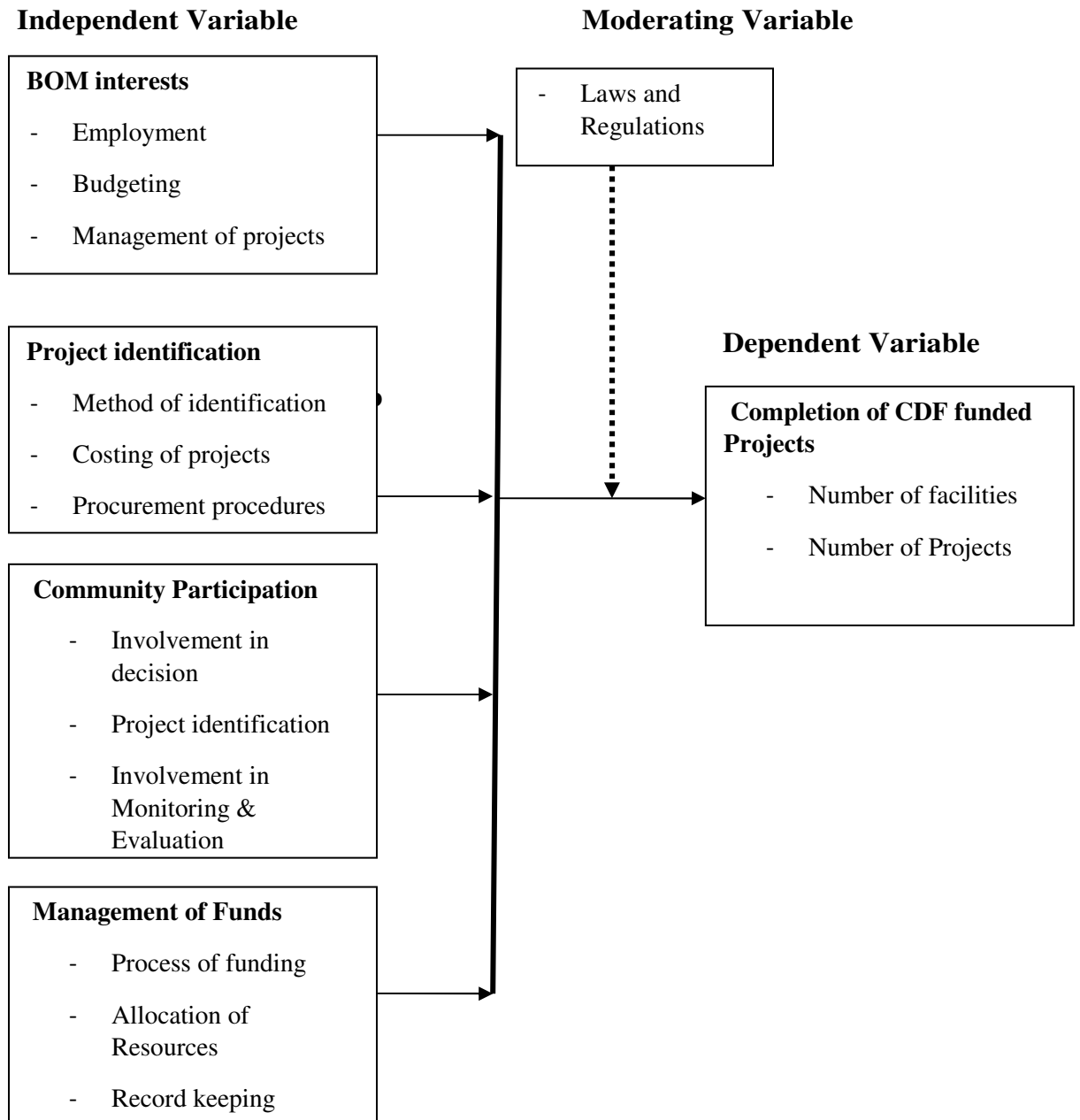


Figure 2.2 of conceptual framework shows relationships between variables.

It is evident that successful completion of CDF funded projects is dependent on independent variables like BOM's role in project identification, interests of Board of Management and how community participation in Board of Management's decision making and management of funds on completion of CDF funded projects in public secondary schools in Kenya. 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 management of funds may influence the same owing to the amount of money allocated. Moreover, moderating variables which include laws and regulations form the government policy may impact either positively or negatively.

2.10 Knowledge Gap

In the recent past years, there have been concerns over the issues of disagreement between secondary school head teachers and Board of Governors on management issues such as qualifications of BOG, staff recruitment, decision making, and the general performances of schools. Sometimes the disagreements have been so acute such that school operations have been brought to a complete halt to the detriment of the students and the whole school community. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income generating activities; and uncoordinated guidance and counseling programmes.

Despite these efforts, the expected successful completion of CDF projects was not realized due to the fact that most school managers have not undergone management skill training and a misconception that school principals misappropriate funds meant for development projects levies of CDF. Hence, since managers who are conversant with management practices would be more worthwhile partners of the Government of Kenya in the implementation of policy, it will be recommended that school managers should undergo intensive leadership training on all aspects of

school management for enhanced CDF funded projects in public secondary schools in Kenya.

2.11 Summary of Literature Review

The literature review will focus on factors influencing secondary schools Board of Managements on the completion of constituency development funds projects in Bumula Sub-County which include how interests of Board of Managements influence project completion; whose parameters are employment, management of projects as well as budgeting. Next is the Board of Management in project identification whose parameters are method of identification, procurement procedure and costing of projects. Then, community participation in BOM decision making whose parameters are involvement in decision making, project identification and monitoring and evaluation and lastly management of funds by Board of Management and how it influences completion Constituency Development Funded projects in public schools through allocation, record keeping and process of funding have a bearing on successful completion of CDF funded projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

The study employed a descriptive research design. This is because a descriptive research determines and reports the way things are (Mugenda and Mugenda, 1999) and also attempts to describe such things as possible behavior, values and characteristics (Best, 1970). According to Best and Khan (2009), descriptive survey design is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. According to Gay (1981), descriptive survey was chosen because it employs both qualitative and quantitative approach. It 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 research determines and reports the way things are and commonly involves assessment of attitudes and opinions towards individuals and organizations.

Descriptive research was chosen because the research design was based on the researcher's interest on the state of affairs already existing on the field and also ensures a collection of large amount of data. The descriptive survey design enabled collection of data without manipulating the research variables. Descriptive research is concerned with how, what is or what exists is related to some preceding event that has influenced or affected a present condition or event (Best, 1970). This is in line with the study purpose as it sought to establish the influence of Board of Managements on completion of Constituency Development Funded projects in public Secondary Schools

in Kenya. Also this design gave this study the advantage of collecting original data for the purpose of describing a population which is too large to observe directly hence good for the purpose of generalization (Cohen, Manion and Morrison, 2000). Descriptive survey gathers data on a one-shot basis and hence is economical and efficient (Morrison, (1993). Descriptive survey is also compatible with questionnaire and interview schedule which the research used in collecting data (Mugenda and Mugenda, 1999). Research design is important because it's a conceptual structure within which research is conducted. It informs the arrangement of the conditions for the collection and analysis of the data in a manner that aims to combine relevance to the research purpose (Kothari, 2003). It is the adhesive that is used to join the whole study to come up with a beautiful pattern (meaningful and coherent study).

3.3 Target Population

The study targeted a total number of 266 respondents that is 15 secondary schools of Bumula Sub-County; 15 Board of Management chairpersons, 15 principals, 180 BOM members of 123 was sampled out, and 45 signatories of who 40 were sampled out, 1 SCEO, 1 AEO and 9 members of Constituency Development Fund Committee. The categories of respondents targeted were due to information they had which was needed for the study.

3.4 Sampling Size and Procedure

This is the entire group of people that the researcher wished to investigate during the research. The procedure for choice of schools was done randomly while the sample size was done purposively with 202 respondents out of the target population of 266.

3.4.1 Sample Size

A sample is finite part of a statistical population where properties are studied to gain information about the whole (Webster, 1985). Subjects included in this research study were selected to meet specific criteria. Elaborate formulae have been developed to help the researchers estimate the most realistic sample sizes for their studies (Cochran, 1977; Fink, 2002). The study used a sample size of 202 respondents; 14

principals, 14 BOM chairpersons, 123 BOM members, 40 bank signatories, 1, SCEO, 1 AEO and 9 CDF members derived from Verification table development by Krejcie and Morgan (1970). According to Chandran (2004) sampling is the selection of a portion of population such that the selected portion represents the population adequately. This sample size was deemed appropriate for the study because of its ability to establish facts which resulted in formulation of important principles of knowledge about populations that are too large to be observed directly (Mugenda & Mugenda, 1999; Kathuri & Pals, 1993; Lomax & Li, undated).

3.4.2 Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. This involves how respondents were chosen. The researcher used random sampling for the 15 schools in Bumula Sub-county and purposive sampling for the SCEO and AEO as well as CDF members because they were the only one that possessed information in those areas that they represent or work in. Purposive sampling enables the researcher to seek information from 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 was 202.

3.5 Research Instruments

The researcher employed two data collecting instruments in the study. These were: Research questionnaires and Interview schedule to collect data. In researching human beings, no single source of information can be trusted to provide a comprehensive perspective in any study program. As a result it was imperative to use several methods of data collection to improve on the reliability and validity of the data collected (Smith, 1975; Kitainge, 2005). Schofield and Anderson (1984) reports that using a combination of data sources and collection methods are a validating aspect which cross-checks the data. This use of combined data collection methods and sources such as interviews and questionnaires increases the validity and reliability of the information since the strength of one approach compensates for the weakness of another approach (Cohen, Manion and

Morrison, 2000). The researcher used questionnaires and interview guide to collect data and the instruments were developed by the researcher.

Questionnaire technique is preferred because it covers a wide range of area and also it reaches many respondents at a cheaper cost. Questionnaires can be statements or questions and in all the cases the respondent were responding to something written for specific purposes. It also saves a lot of time (Kothari, 2004). The questionnaires developed for this study comprised a combination of both closed and open-ended questions. It was divided into four sections namely; objectives of Board of Management's interests, project identification by Board of Management, community participation in Board of Management's decision making, and finally management of funds by Board of Management on completion of Constituency Development Funded projects in public secondary schools in Kenya. Crocker and Algina (1986) advise that careful thought be given to the process of selecting an item or tool formats while maintaining the clarity of items is critical to eliciting accurate responses from the subjects. 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. The questionnaires were developed based on the research objectives and related literature. Section A contained items that sought respondent's personal and demographic data and section B: How do interests of Board of Management influence the completion of Constituency Development Funded projects in Kenya? Section C: How does project identification by Board of Management influence completion of Constituency Development Funded projects in Kenya? Section D: How does community participation in Board of Management's decision making influence completion of Constituency Development Funded projects in public secondary schools in Kenya? And Section E: How does management of funds by Board of Management influence completion of Constituency Development Funded projects in public secondary schools in Kenya?

According to Mcmillan and Schumacher (2001) an interview guide is flexible and adaptable as it involves direct interaction between individuals. The study interviews were 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. The researcher used structured interview to interview the BOM members, bank signatories and selected Chairpersons. Structured interviews are easier to analyze, are economical and provide a basis for generalization (Kothari, 2004).

3.5.1 Pilot Testing

Piloting is trying out of research instruments on the respondents who will not be used in the main study. Groll (1986) notes that a pilot study is necessary because " a researcher embarking on classroom research for the first time and found it valuable to spend some time in one public secondary school to establish systems and looking at the kind of issues which arose in turning her own research questions into a set of criteria and definition for use in the public secondary schools." It is important for a pilot study to be carried out before any research is done as stated by Peter (1994). He states" even the most carefully constructed instrument cannot guarantee to obtain a hundred percent reliable data". Therefore it was necessary to pretest the instruments of the research on a small sample of respondents in a preparatory exercise to find out if there is any weakness so that it can be corrected in this study, a few school boards of Management in public secondary schools from Kabuchai Sub-County were selected for piloting purposes with a sample size of 20 respondents and tested if they were 0.8 significance level, then it meant they were 80% right and the questionnaires were then used. They were computed using the Karl Pearson's coefficient of correlation – r.

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

3.5.2 Validity of Research the Instruments

Validity is the extent to which an instrument measures what it is supposed to measure or asking the right question framed accordingly. For the instrument to be valid, the content selected and included in the questionnaires must also be relevant to the variables being investigated. For this study, validity refers to the content validity. In this

study, it was done by expert opinion (content validity) and the researchers' supervisors were asked to assess the relevance of the content in research tools in relation to objectives of the study. It addressed the match between the test questions and the content or subject area they were intended to assess. This concept of match is sometimes referred to as alignment while the content or subject area of the test may be referred to as performance domain. A test has content validity if it measures knowledge of the content domain of which it was designed to measure. It concerns primarily the adequacy with which the test items adequately and representatively sample the content area to be measured. Expert judgment was the primary method used to determine whether a test has content validity. Nevertheless, the test should have a high correlation with other tests that purport to sample the same content domain. 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. To ensure validity of the instrument, the researcher shared the information in the questionnaires with the supervisor and colleague students to establish whether the questions were relevant. The ambiguous questions were discarded and harmonized to ensure that the questionnaire was valid.

3.5.3 Reliability of Research the Instruments

Reliability of a measure refers to consistency (Koul, 1993, Bryman and Cramer, 1997). The concept of reliability has two aspects to it; internal and external reliability. Internal reliability is the ability of a scale to measure a single idea and whether it is internally consistent; its reliability can be computed.

External reliability refers to consistency of measure over time. To ensure reliability of the research instruments, the researcher conducted a pilot study; it involved administering the same questionnaires to BOM of a few schools in Kabuchai Sub-County. 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 supervisor. Mulusa (1990) defines reliability as an instrument that produces consistent results when used more than once to collect data from the sample randomly

drawn from the population. 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 week interval. The scores of the first and second trials were computed using Pearson's product moment correlation co-efficient.

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

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.

3.6 Data Collection Method

The researcher used questionnaires, and interview guides to collect data on the basis of the expertise of the researcher, time span of the study and the degree of accuracy required.

3.7 Data Collection Procedure

The researcher obtained a letter of introduction from University of Nairobi and seeks permission from County Education Officer, Bungoma and visited schools. Appointments was booked with principals in various schools with CDF funded projects,

the questionnaires were then administered personally as agreed with the principals, the researcher interviewed the SCEO, AEO, CDF committee members on agreed dates, names of the respondents were not discussed and assurance to the respondents was guaranteed and held in confidence.

3.8 Data Analysis Techniques and Presentation

In scientific inquiry, data is transformed into knowledge when it is properly analyzed, interpreted and the interpretations given meaning. However, the types of statistical techniques used to analyze data in the study are largely determined by the researcher's hypotheses, research questions and the level of measurement of the variables under study. Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables and percentages to make meaningful conclusions. This was deemed to be easy in interpretation and was convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was organized into themes, patterns and sub-topics.

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. The data was presented either by tables or percentages to show the response of respondents in the category of principals, Board of Management chairpersons; and members of the CDF Committee.

3.9 Ethical Consideration

Ethics was an integral part of this research study right from planning stage to the actual conducting study. The respondent's information was not passed to the third party. The researcher strived to keep confidentiality of the information by safeguarding the respondents' names. During the research, she strived as much as possible not to

intrude in the respondents' privacy as well as maintain high levels of integrity in order to stick to the core objective of collecting information. In case of a respondent desiring to be bribed before divulging information, the researcher tried to explain the reason for research and strived to remain incorruptible. She obtained permission from the County Education Office before collecting data, respecting and valuing and people's culture, keeping time, respecting respondent's decision as well using a method that was friendly to the respondents.

3.10 Operational Definition of Variables

Objective	Type of variable	Indicators	Source	Scale of measurement	Statistical Test	Significance Level
To establish how interests of BOM influence completion of CDF funded projects in public secondary schools in Kenya	Independent: BOM interests	Employment Budgeting Management of projects	Public secondary schools	Nominal	Frequencies, cross tabulation	0.05
	Dependent: Completion of CDF projects	No .of facilities No. of projects	School Board of Management	Ordinal Nominal		
To determine how project identification by BOM influences completion of CDF Funded projects in public secondary schools in Kenya	Independent: Project identification	Method of identification Costing of projects Procurement Procedure	School Board of Management	Ordinal Nominal	Frequencies, cross tabulation	0.05
	Dependent: Completion of CDF projects	No .of facilities No. of projects	School Board of Management	Ordinal Nominal		
To examine how community participation in Board of Management decision making influence completion of CDF projects in public secondary schools in Kenya	Independent: Community participation	Involvement in decision Project identification Involvement in M & E	School Board of Management	Ordinal	Frequencies, cross tabulation	0.05
	Dependent: Completion of CDF projects	No .of facilities No. of projects	School Board of Management			
To determine how management of funds by the Board of Management and its influence on completion of CDF projects in public secondary schools in Kenya	Independent: Management of funds	Allocation of Resources Process of funding Record keeping	School Board of Management CDF Committee	Ordinal	Frequencies, cross tabulation	0.05
	Dependent: Completion of CDF projects	No .of facilities No. of projects	School Board of Management			

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter dealt with data analysis, presentation and interpretation of the research findings. In the first section, descriptive statistics were used to provide background information of the respondents who participated in this study. The second section presented the analysis of the responses to the specific objectives of the study as provided by the respondents in the questionnaires and interview schedule. The purpose of the study was to investigate the influence of Board of Managements on the completion of Constituency Development Fund – funded projects in public secondary schools in Bumula Sub-County in Kenya.

The findings are presented as follows; response return 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 data analysis on interest of Board of Management, project identification, community participation in Board of Management's decision making and management of funds by Board of Management on completion of CDF funded projects in public secondary schools in Bumula-Sub-County in Kenya.

4.2 Response return rate

A total of 202 questionnaires were dispatched to BOM Chairpersons, principals, BOM members, DEO officers and CDFC members, bank signatories, AEO's of the selected schools out of which 195 were duly filled and returned giving a response return rate of 95.4%. Table 4.1 shows the response return rate.

Table 4.1 Response return rate

	Issued questionnaires	Returned	Response return Rate (%)
BOM Chairpersons	14	12	85.7
Principals	14	14	100.0
BOM members	123	121	98.4
BOM signatories	40	38	95.0
SCEO	1	1	100.0
AEO	1	1	100.0
CDF members	9	8	88.9
Total	202	195	95.4

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 95.4%. Although the results may be interpreted to indicate a good response rate, a failure of 4.6% to report may be explained by lack of knowledge in CDF fund projects and time constraints due to delayed return of the data collection tools.

4.3 Demographic data of the respondents

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

4.3.1 Gender of the Respondents

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.

Therefore, the respondents were asked to indicate their gender in order to establish whether the study was gender sensitive while seeking the views of BOM members, principals, SCEO and CDFC members in performance of their duties concerning the completion of CDF funded projects in Public secondary schools in Bumula Sub-County and the results shows that 145 (74.4%) were male BOM members with 50 (25.6%) being females BOM members. The responses are stated in table 4.2

Table 4.2 Gender of the Respondents

Response	Frequency	Percentage (%)
Male	145	74.4
Female	50	25.6
Total	195	100.0

From the findings as indicated in Table 4.2, majority 145 (74.4%) were male BOM members. This implies there were more males than female respondents who participated in the study. The dominance of males may mean that most of the duties and responsibilities in school management through Board of managements attract more males than females.

4.3.2 Age of the Respondents

The respondents were asked to indicate their age in order to establish whether gender correlated with the Management's and performance of duties in completion of CDF funded projects in Public secondary schools in Bumula Sub-County and the findings shows that 105 (53.8%) of the BOM members ranged between 45-60 years, 72 (36.9%) ranged between 35-45 years with only few of the respondents 17 (8.7%) and 1 (0.5%) ranging between 30-35 years and under 30 years respectively. Table 4.3 shows the study findings.

Table 4.3 Ages of the Respondents

Age	Frequency	Percentage (%)
<30 Yrs	1	0.5
30-35 Yrs	17	8.7
35-45 Yrs	72	36.9
45-60 Yrs	105	53.8
Total	195	100.0

As portrayed from Table 4.3, majority 105 (53.8%) of the BOM members ranged between 45-60 years, 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 Level of education and Academic qualification

The respondents were asked to state their level of education as academic qualification in order to establish whether it had a significant correlation on completion of CDF funded projects in Public secondary schools in Bumula Sub-County and the findings shows that 99 (50.8%) of the respondents had attained O level qualification, 79 (40.5%) had attained degree qualification and 15 (7.7%) had attained masters with only few 2 (1.0%) having attained PhD qualification. Table 4.4 shows the study findings.

Table 4.4 Level of education of the respondents

Level	Frequency	Percentage (%)
O-Level	99	50.8
Degree	79	40.5
Masters	15	7.7
PhD	2	1.0
Total	195	100.0

From Table 4.4, the study found out that the level of education of the BOM members was 99 (50.8%) as their highest level academic qualification. This means that the BOM members required more training on Project management that has a greater bearing on completion of CDF funded projects in Public secondary schools.

4.3.4 Work experience of the respondents

The respondents were asked to state their work experience of the respondents and how it inclined towards the completion of CDF funded projects in Public secondary schools in Bumula Sub-County and the findings shows that 40 (10.5%) of the respondents had worked for less than one year, 35 (17.5%) had worked between 1-2 years, 95 (40.7%) had a working experience between 3-5 years while 25 (12.8%) having worked between 5-7 years. Table 4.5 shows the study findings.

Table 4.5 Work experience of the respondents

Work experience	Frequency	Percentage (%)
<1 Year	40	20.5
1-3 Years	35	17.9
3-5 Years	95	40.7
5-7 Years	25	12.8
Total	195	100.0

As from Table 4.5, most of the BOM members had served more than 3 years by 95 (40.7%) responses. This is an indication that they have experience and are able to handle management matters including CDF projects' implementation to the latter.

4.4 Interests of Board of Management and its influence on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The study sought to establish the interests of Board of Management on completion of CDF funded projects in public secondary schools in Bumula Sub-County in Kenya. On a scale of strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and strongly disagree (SD), the respondents were asked to state their opinion that best described their responses.

4.4.1 Influence of Employment of Project staff on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of employment of project staff on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 13 (6.7%) of the respondents strongly agreed that BOM had clearly defined criteria and procedures for staff deployment through which employment was to be enhanced in the school, 39 (20.0%) agreed, 65 (33.3%) were neutral, 26 (13.3%) disagreed while 52 (26.7%)

strongly disagreed with the statement. On whether the recruitment of project staff was biased towards friends and relatives, 13 (6.7%) of the respondents strongly agreed, 130 (66.7%) agreed, 6.7% (13) were neutral, 26 (13.3%) disagreed while 13 (6.7%) strongly disagreed with the statement. This could be due to personal interests and differences of the Board of Management members of their schools. Table 4.6 illustrates the results.

Table 4.6 Influence of employment of project staff on Completion of CDF Funded Projects

Influence of Employment	SA	A		N		D		SD		TOTAL		
		F	%	F	%	F	%	F	%	F	%	
Policy on staff deployment procedures	13	6.7	39	20.0	65	33.3	26	13.3	52	26.7	195	100
Recruitment of friends and relatives	13	6.7	130	66.7	13	6.7	26	13.3	13	6.7	195	100

From Table 4.6 it can be deduced that majority 65 (33.3%) of respondents had no idea if BOM had clearly defined criteria and procedures for staff deployment through which employment was enhanced in the school. They further asserted that recruitment of project staff was biased towards friends and relatives by 130 (66.7%) responses. The study findings concur with earlier findings by Wamae (2009) in his study on contribution of CDF in employment creation recommended that there should be constant awareness creation for the community members and community participation should be increased as well as stronger links in line with government ministries. There is therefore concern about the organizational and management structure of the CDF funded projects since the BOM's interests control the project formulation and employment of staff working on CDF funded projects. Besides they control the school principals as they are secretaries to the BOM. The latter title does not even exist in the Act, Ongoya and Lumalla, (2005). This essentially means they are likely to influence what aspects of a project to planning,

recruitment procedures of staff and what information to be shared with other stakeholders in order to suit their personal gains.

4.4.2 Influence of Budgeting of CDF funded resources on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of budgeting of CDF funded resources on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 117 (60.0%) of the BOM asserted that they prepared timely & adequate resource allocation in CDF budgets, 20 (10.3%) were neutral, 38 (19.4%) disagreed and 20 (10.3%) strongly disagreed with the statement. On whether budgeted resources prioritized for projects were many to be implemented using CDF funds, 26 (13.3%) of the respondents strongly agreed, 13 (6.7%) equally agreed and undecided, 46.7% (91) disagreed while 52 (26.7%) strongly disagreed with the statement. Table 4.7 illustrates the study findings.

Table 4.7 Influence of Budgeting of CDF Funded resources on Completion of CDF Funded Projects

Influence of Budgeting of CDF Funded resources	SA	A		N		D		SD		TOTAL		
		F	%	F	%	F	%	F	%	F	%	
Adequate CDF resource allocated	0	0.0	117	60.0	20	10.3	38	19.4	20	10.3	195	100
Numerous projects prioritized	26	13.3	13	6.7	13	6.7	91	46.7	52	26.7	195	100

Concerning budgeting of CDF funded resources as portrayed from Table 4.7, more than half of the Board of Management members by 117 (60.0%) agreed that they prepared timely and adequate resource allocation in CDF budgets but 91 (46.7%) of the respondents disagreed on whether budgeted resources prioritized for projects were many

to be implemented using CDF funds. In a study done in Zambia by Micah, (2012), it was found out that in 88 per cent of projects sampled, community members raised concerns about some inappropriate projects, the misuse of funds or insufficient adherence to CDF guidelines; nine per cent of completed projects were left lying idle. Several studies have been done on the CDF projects, as stated but none of these studies have looked at how budgetary utilization combined with other factors such as level of education of the BOM committee, Involvement of Technical officers employed influencing implementation of CDF funded projects in public secondary schools. Some research studies shows the level of budget utilization of the CDF fund in the constituency is still low as this could be attributed to the fact that despite the area politicians playing a key role in the CDF projects process they do not prioritize the projects that are needed by the area residents, the study also found out that most of the projects started were never completed according to the stipulated time, others were abandoned or others were over financed, while other projects were not in existence despite funds being allocated to those projects.

4.4.3 Influence of Management of CDF Funded Projects on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of Management of CDF funded projects on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 25 (12.8%) of the respondents strongly agreed that most of CDF projects were completed within time frame projected by BOM in their various schools, 71 (36.4%) agreed, 21 (10.8%) were neutral, 9.2% (18) disagreed while 60 (30.8%) strongly disagreed with the statement. They were also asked whether project supervision was done on daily basis and 18.5% (36) of the respondents strongly agreed, 74 (37.9%) agreed, 11 (5.6%) were undecided, 44 (22.6%) disagreed while 30 (15.4%) strongly disagreed with the statement. Table 4.6 shows the study findings. The results are presented in Table 4.8.

Table 4.8 Influence of Management of CDF Funded Projects on Completion of CDF Funded Projects

Management of CDF Funded Projects	SA	A		N		D		SD		TOTAL		
		F	%	F	%	F	%	F	%	F	%	
Projects completed on time	25	12.8	71	36.4	21	10.8	18	9.2	60	30.8	195	100
Daily supervision of Projects	36	18.5	74	37.9	11	5.6	44	22.6	30	15.4	195	100

On management of CDF funded projects, 71 (36.4%) of the BOM members agreed that most of CDF projects were completed within time frame projected by Board of Management in their various schools and project supervision was done on daily basis by 74 (37.9%) of the respondents who agreed. These findings are in agreement with other findings by Hareld, (2003) that the application of Key Performance Indicators provides project managers-such as CDF-with a high-level, real-time view of the progress of projects. They may consist of any combination of reports, spreadsheets and charts. They may be sales figures (global or regional), trends over time, supply chain information or any other long-term consideration which may be essential in gauging the health of the organization. The Project Management Body of Knowledge (PMBOK 2007), reported that a project can be classified as being behind schedule (if it is lagging behind the planned time), on schedule (if it is in line with the planned time) or ahead of schedule (if it is way ahead of the planned time). The scheduling of a project is determined by a method adopted by the PMC but all the same, there is always a critical path which is the longest time a project can take (Maylor, 2003). It therefore implies that those CDF projects behind schedule are even beyond that time a project manager has assumed that the project has been faced with the worst case scenario of resources constraints. Time is just one of the resources in project management, the other resources are human, finance as well as stakeholder.

4.5 Project identification by Board of Management and its influence on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The study sought to determine how project identification by Board of Management influences the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. On a scale of Great extent (GE), some extent (SE), little extent (LE) and virtually nothing (VN), the respondents were asked to state their opinion that best described their responses.

4.5.1 Influence of Method of identification on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of method of identification on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed were asked to state their opinion concerning the influence of method of project identification that 13.8% (27) of the respondents asserted to great extent that locational meetings and forums were held and used to select CDF projects, 26.2% (51) to some extent, and 49.7% (97) said little extent while 10.3% (20) reported virtually nothing with the statement. On whether the BOM held project analysis in group discussion as a method of project identification, 9.2% (18) of the respondents agreed to great extent, 22.6% (44) to some extent, 46.7% (91) said little extent whereas 21.5% (42) reported virtually nothing to the statement to the statement. The method used in project identification has not been fully exploited. Table 4.9 shows the study findings.

Table 4.9 Influence of Method of identification on Completion of CDF Funded Projects

Method of identification	GE		SE		LE		VN		TOTAL	
	F	%	F	%	F	%	F	%	F	%
Location meetings & forums held and used to select CDF projects	27	13.8	51	26.2	97	49.7	20	10.3	195	100
BOM hold project analysis in group discussion	18	9.2	44	22.6	91	46.7	42	21.5	195	100

As presented in Table 4.9, 97 (49.7%) of the respondents stated that to a little extent, Location meetings and forums were held and used to select CDF projects in various schools and also almost the same proportion of the Board of Management members reported little extent by 91 (46.7%) responses that the BOM held project analysis in group discussion as a method of project identification. This results shows to the extent to the Board of Management members' uses to select the type of project to be established in their various schools before making proposals to the CDFC at the Constituency. However, in earlier studies by Mwangi, (2005) and Ravallion, (2005) expressed that; a community development project starts with the identification of a need or the realization that there is a need. This concurs with the CDF policy on project identification, as section 23 (2, 3 & 4) of the CDF Act, 2003 revised 2007 provide guidelines on how to identify a project. The Act requires that location meetings be held and the forum used to select projects to be submitted to the CDFC before onward transmission for funding. This allows sharing of the vision through need assessment, followed by group discussion analysis. Kerote (2007) stated that this will not only confirm the need for change, but also clarify the scope of the problem at hand and the resource-based available.

Project identification and costing lays squarely with the BOMs and PMCs and the beneficiaries after identifying the project then the PMCs cost the project by preparing Bill of Quantities (BQ) and forward the same to CDFC in accordance with CDF Act (2007). The PMCs then forward minutes of certified documents for approval and ratification to local CDF office (MOE, 2007). Locational committees are very vital in the identification as it gives the project the ownership. Once the projects are well identified, there will be high possibility of equity. Poverty will be reduced to a certain extent. This ascertains that the proposed project is a viable and also that there are adequate funds for the same.

4.5.2 Influence of Costing of Projects on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of costing of projects on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 22.1% (43) of the respondents

indicated to great extent that the Board of Managements usually did costing and evaluation of projects in their schools on continuous basis, 39.0% (76) to some extent, and 21.5% (42) said little extent while 17.4% (34) said virtually nothing to the statement. On whether the BOM prepared Project Description Form set out and Bill of Quantities enlisting the costing of the project; 25.6% (31) of the respondents indicated to great extent, 35.4% (60) to some extent, 23.1% (45) to little extent while 15.9% (31) said virtually nothing to the statement. Table 4.10 shows the study findings.

Table 4.10 Influence of Costing of Projects on Completion of CDF Funded Projects

Costing of CDF funded projects		GE		SE		LE		VN		TOTAL	
		F	%	F	%	F	%	F	%	F	%
Continuous costing and evaluation of projects	and	43	22.1	76	39.0	42	21.5	34	17.4	195	100
BOM prepare Project Description Form set out and BQ		50	25.6	69	35.4	45	23.1	31	15.9	195	100

Concerning costing and evaluation of CDF projects by the Board of Management, majority 76 (39.0%) stated that to some extent the Board of Managements usually did costing and evaluation of projects in their schools on continuous basis. There were 60 (35.4%) of the respondents who stated to some extent that the BOM prepared Project Description Form set out and Bill of Quantities enlisting the costing of the project. According to CDF Act, 2003, it 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. Therefore the success of a certain project will depend on the BOM in charge of that project that is an insightful and visionary BOM is likely to yield better results for projects than a carefree and indifferent one. Among the duties a BOM is charged with from the perspective of projects is to do site identification,

that is, where is the likely location for the projects to be put up. A good advice concerning this by the BOMs will ensure the continuity of the project even for the generations to come in that school. 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 Management Committee (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 management of education in Kenya with the Minister for education who delegates the BOMs in all public schools to manage school resources including funds. The list of proposed constituency based projects to be covered in public schools shall be submitted by the chairman of the Board of Management to the Constituency Development Fund Committee for and there shall be attached a Project Description Form set out and Bill of Quantities enlisting the costing of the project to be implemented in the school

4.5.3 Influence of Procurement Procedures on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of procurement procedures on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 13.3% (26) of the respondents asserted to great extent there is adequate financial management procedures in their schools i.e. procurement and quotations in line with laws and regulations of the procurement, 25.1% (49) of the respondents indicated to some extent, 51.3% (100) said little extent while 10.3% (20) said virtually nothing to the statement. They were also asked if the Board of Management segregated duties among staff involved in procurement process and the findings shows that 18.5% (36) agreed to great extent, 46.2% (90) of the respondents indicated to some extent, 20.0% (39) indicated little extent while 15.3% (30) reported virtually nothing to the statement. There are loopholes created in the public

institutions that lead to mismanagement of funds hence cases of fraud and corruption. Table 4.11 illustrates the study findings.

Table 4.11 Influence of Procurement Procedures on Completion of CDF Funded Projects

Procurement procedures	GE		SE		LE		VN		TOTAL	
	F	%	F	%	F	%	F	%	F	%
Adequate financial management procedures	26	13.3	49	25.1	100	51.3	20	10.3	195	100
Segregation of staff involved in procurement process	36	18.5	90	46.2	39	20.0	30	15.3	195	100

The study also reveals that 100 (51.3%) stated that to a little extent there is there is adequate financial management procedures in their schools i.e. procurement and quotations in line with laws and regulations of the procurement. It is worth to note that the procurement procedures are vital in any public institutions because there are loopholes created in those institutions that lead to mismanagement of funds hence cases of fraud and corruption. However, 90 (46.2%) of the respondents indicated to some extent the Board of Management segregated duties among staff involved in the procurement process. These findings concur with other findings by World Bank, (2006), by guidance of procurement rules and regulations that are internationally taken as benchmarks well adopted and customized from the World Bank procurement guidelines, procurement needs to be competitive so as to attract a wide range of bidders so as to get the best from the bidders in the supply market. Borrowing a leaf from the IBRD (International Bank for Development and Reconstruction), the very advert must be timely and in their advisable media notably a widely read local newspaper or international media if International Competitive Bids (ICB) with a draft General Procurement Notice of the very advertisement being sent to the Bank. Timely notification of bidding opportunities is essential in competitive bidding. According to the World Bank

procurement guidelines (WB 2010), the time for the bid opening shall be the same as for the deadline for receipt of bids or promptly thereafter, and shall be announced, together with the place for bid opening, in the invitation to bid and so should be CDF procurement opportunities.

4.6 Community participation in Board of Management's decision making on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The study sought to examine how community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. On a scale of strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and strongly disagree (SD), the respondents were asked to state their opinion that best described their responses.

4.6.1 Influence of Community involvement in Managements' decision making on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of Community involvement in managements' decision making on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 21 (10.8%) of the respondents strongly agreed that Community participate in sharing and formulation of policies, 36 (18.5%) agreed, 24 (12.3%) were neutral, 86 (44.1%) disagreed while 28 (14.3%) strongly disagreed with the statement. On whether the Community was involved in project design and implementation of CDF funded projects, 31 (15.9%) of the respondents strongly agreed, 49 (25.1%) agreed, 29 (14.5%) were neutral, 75 (38.5%) disagreed while 11 (5.6%) strongly disagreed with the statement. Table 4.12 demonstrates the study findings.

Table 4.12 Influence of Community involvement in Managements’ decision making on Completion of CDF Funded Projects

Community involvement in managements’ decision making	in	SA		A		N		D		SD		TOTAL	
		F	%	F	%	F	%	F	%	F	%	F	%
Participate in sharing & formulation of policies		21	10.8	36	18.5	24	12.3	86	44.1	28	14.3	195	100
Involve in project design and implementation		31	15.9	49	25.1	29	14.9	75	38.5	11	5.6	195	100

From Table 4.12, 86 (44.1%) of the respondents disagreed that Community participate in sharing and formulation of policies. On whether the Community was involved in project design and implementation of CDF funded projects, 75 (38.5%) of the respondents disagreed to have involved the community. Adesina, 2010 describes Community participation as a social process in which groups with shared needs living in a “certain geographical area” actively identify needs, make decisions, and set up mechanisms to achieve solutions/goals. However, heterogeneous groups and individuals can become a community and collectively take action to attain shared and specific goals. The study findings assert that the theory of change has not been embraced by the school Board of Managements. The proponent is Priscilla Lewis, U.S. in the World formerly with Rockefeller Brothers Fund. (Tony Proscio Grantcraft, 2005) postulate a Theory of Change as essential to planning good advocacy grant making. It plays an equally important role in evaluating the effectiveness of your foreign policy advocacy efforts. A theory of change looks at how change will occur. In this case, we are presumably seeking a change in policy, attitude or public will of involving the Community members as the

major stakeholders and beneficiary of CDF funded projects. As a grant maker the theory includes the funding decisions you need to make, the action your grantees will take with your support and even non-funding efforts your organization may undertake. That means you and your grantees should agree on that ultimate goal, their portion of the theory of change and the overall division of responsibility between each of you.

Projects are meant to bring changes and people being fearful of changes can easily be persuaded to reject the change despite its potential positive impact on their lives. Engaging local people in action planning is vital rural development tool as this will solve so many problems. However most projects collapse or become moribund and very little has been done to find out their inherent problem. The problem has been lack of involvement of the community beneficiary right from its initiation. Constituency Development Fund with its objective to decentralize funds with a belief that local level has a better understanding of community need. CDF Act (2007 revised) if adhered to by the stake holder will help solve this problem of effective management.

4.6.2 Influence of Community Project identification on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of Community project identification on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 43 (22.1%) of the BOM asserted that they strongly involved Community in project identification, 106 (54.4%) agreed, 6 (3.1%) were neutral, 26 (13.3%) disagreed and 14 (7.1%) strongly disagreed with the statement. On whether Community participated in tendering and supplies of project materials, 40 (20.5%) of the respondents strongly agreed, 128 (65.6%) agreed, 3 (1.5%) were undecided, 14 (7.2%) disagreed while 10 (5.2%) strongly disagreed with the statement. Table 4.13 demonstrates the study findings.

Table 4.13 Influence of Community project identification on Completion of CDF Funded Projects

Community Project identification	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Community involve in project identification	43	22.1	106	54.4	6	3.1	26	13.3	14	7.1	195	100
Participate in tendering & supplies of materials	40	20.5	128	65.6	3	1.5	14	7.2	10	5.2	195	100

It emerged that in community participation in Board of Management’s decision making, almost half of the respondents, 106 (54.4%) asserted that the Community was involved in project identification as indicated by the Board of Management members and 128 (65.6%) of the respondents agreed that the Community participated in tendering and supplies of project materials for more ownership of the projects. The findings concur with earlier research by Okumbe, (2011) where a community is a group of people residing in a locality who exercises local autonomy. (Mulwa, 2004) and the locality satisfies their daily needs including health, education, social, cultural and historical heritage among others. According to the CDF Act (2013) Projects under this Act shall be Community based in order to ensure that the prospective benefits are available to a widespread cross section of the inhabitants of a particular area, (ROK, 2013). A research by International Budget Partnership (IBS, 2010), the Kenyan CDF cites low/non-involvement of local communities in project identification and selection as one of the key challenges of the CDF. This is evidenced by data from the NACCSC (National Anti-Corruption Campaign Steering Committee) report that showed low levels of public participation: nearly 60 percent of Kenyans are not given the opportunity to be involved in project selection or prioritization (NACCSC, 2008). According to Bray (1996) communities and governments contribute materials, labour, expertise and land to support education. Since these inputs would have to be purchased if they were not provided, they are considered substitutes for cash. Kerote, (2007), revealed that relevant field methodologies that call

for effective management of funds have been inadequate in allowing maximum utilization of local resources. He also noted that vital components of project implementation (organization design), project identification.

4.6.3 Influence of Community involvement in Monitoring and Evaluation on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of Community involvement in Monitoring and Evaluation on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 17.4% (34) of the respondents strongly agreed that Community was involved in measurement, assessment, recording and analyzation of project information on a continuous basis and communicated the same to the community in their various schools, 76 (39.0%) agreed, 21 (10.8%) were neutral, 44 (22.6%) disagreed while 20 (10.2%) strongly disagreed with the statement. They were also asked whether they involved both internal and external stakeholders and community members in monitoring and evaluation of CDF funded projects and 28 (14.3%) of the respondents strongly agreed, 64 (32.8%) agreed, 51 (26.2%) were undecided, 49 (25.2%) disagreed while 3 (1.5%) strongly disagreed with the statement. Table 4.14 demonstrates the study findings.

Table 4.14 Influence of Community involvement in Monitoring and Evaluation on Completion of CDF Funded Projects

Involvement Monitoring and Evaluation	in and	SA		A		N		D		SD		TOTAL	
		F	%	F	%	F	%	F	%	F	%	F	%
Involved to measure, assess record and analyze project		34	17.4	76	39.0	21	10.8	44	22.6	20	10.2	195	100
Internal & external auditors used		28	14.3	64	32.8	51	26.2	49	25.2	3	1.5	195	100

There is every indication that community involvement in monitoring and evaluation of CDF funded projects, 76 (39.0%) of the respondents agreed. Furthermore, 64 (32.8%) respondents agreed that the Board of Managements involved both internal and external stakeholders or community members in monitoring and evaluation of CDF funded projects as voiced in the interview schedule. A study by DAC, (2001) asserts but adds that project monitoring and evaluation involves measuring, assessing recording and analyzing the project information on a continuous basis and communication the same to those concerned. Crawford and Bryce (2003) argue that monitoring is an ongoing process of data capture and analysis's for primarily project control with an internally driven emphasis on efficiency of project. This was a collective effort by the government, Private Sector and Civil Societies, Republic of Kenya implementation of M and E (2005). This view is supported by Wanjiru, (2008) who indicated in her Social Audit of CDF that monitoring and reporting should be strengthened and deepened in all CDF projects. It is a fact that CDF Act, 2003 emphasizes on the Monitoring and Evaluation just like DFRD did. The mode of doing it is not well specified. The Act gives technical department, DDO and CDFC authority to monitor the project.

4.7 Management of funds by Board of Managements and its influence on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The study sought to determine how determine how management of funds by the Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Kenya. On a scale of great extent (GE), some extent (SE), little extent (LE) and virtually nothing (VN), the respondents were asked to state their opinion that best described their responses.

4.7.1 Influence of process of funding on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of process of funding on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 97 (49.7%) of the respondents asserted to great extent that organizational structure and culture of CDF committee in the process of funding influenced the completion of CDF funded projects, 80 (41.0%) to some extent,

and 12 (6.2%) said little while 6 (3.1%) reported virtually nothing with the statement. On whether the process of funding was influenced by delayed disbursement of the CDF funds, long bureaucratic process, 140 (71.8%) of the respondents agreed to great extent, 60 (30.8%) to some extent, 15 (7.7%) said little to the statement. The process of funding has a great bearing to successful completion of CDF funded projects in public secondary schools because the National Government releases CDF funds in phases and may not be timely as the result shows. The findings are shown in Table 4.15.

Table 4.15 Influence of process of funding on Completion of CDF Funded Projects

Process of funding Projects	CDF	GE		SE		L		VN		TOTAL	
		F	%	F	%	F	%	F	%	F	%
Organizational structure and culture of CDF committee	97	49.7	80	41.0	12	6.2	6	3.1	195	100	
Delayed disbursement of the CDF funds, long bureaucratic process	140	71.8	60	30.8	15	7.7	0	0.0	195	100	

As presented in Table 4.15, 97 (49.7%) of the respondents asserted to great extent that organizational structure and culture of CDF committee in the process of funding influenced the completion of CDF funded projects and the process of funding was influenced by delayed disbursement of the CDF funds, long bureaucratic process by 140 (71.8%) of the respondents asserting to great extent. These findings are similar to other findings by Clarkson et, al 2004; Successful implementation of CDF projects strictly depends on the process of funding if funds are disbursed in a timely manner or late. Late disbursements will delay projects making them more expensive in the long run. This can even compromise the general performance of the school as students may exit to other established places with excuses that the facilities are wanting in their current school. The BOMs in this case will have nothing to do other than wait for the next phase when the funds will be disbursed. Timely disbursements if harnessed properly by the

BOMs will enhance improvement of physical facilities hence making the school a conducive place to be in by the students. The two timings are factors of which the BOMs can do nothing about rather than wait on the decision of the Government and CDF officials. 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 level through secondary school educational boards (SSEB) although the funds are inadequate and don't reach schools in time.

4.7.2 Influence of Managements' allocation of CDF resources on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of Managements' allocation of resources on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 50 (25.7%) of the respondents indicated to great extent that the Board of Managements had clear policies and rules governing management of development plans on CDF funds, 88 (45.1%) to some extent, and 47 (24.1%) said little while 10 (5.1%) said virtually nothing to the statement. On whether the BOM had adequate budgetary controls and good accounting and reporting system to monitor the financial situation; 27 (13.8%) of the respondents indicated to great extent, 51 (26.2%) to some extent, and 77 (39.5%) said little while 40 (20.5%) said virtually nothing to the statement. This is fair on management of funds in allocation of resources by the Board of Managements but there is need for improvement on adequate budgetary controls and good accounting and reporting system to monitor the financial situation as majority of the respondents said little. The findings are shown in Table 4.16.

Table 4.16 Influence of Managements' allocation of CDF resources on Completion of CDF Funded Projects

Managements' allocation of CDF resources	GE		SE		L		VN		TOTAL	
	F	%	F	%	F	%	F	%	F	%
Clear policies on development plans of CDF funds	50	25.7	88	45.1	47	24.1	10	5.1	195	100
Proper book keeping and auditing process of CDF funds	42	21.5	91	46.7	49	25.1	13	6.7	195	100

It emerged that concerning management of funds on allocation of resources by the Board of Management, 88 (45.1%) of the respondents indicated to some extent that the Board of Managements had clear policies and rules governing management of development plans on CDF funds, and the Board of Management having adequate budgetary controls and good accounting and reporting system to monitor the financial situation of the CDF funded projects; 77 (39.5%) of the respondents reported little. This is supported by earlier findings by Hitt et al (2005) describe resource allocation as complicated and it can get in the way of the execution of great strategy ideas and resources defined in terms of physical, human and organizational capital which includes capital equipment, the skills of individual employees, patents, finances and talented managers. An organization's unique resources and capabilities provide the basis for strategy implementation (Hitt et al, 2005) and to win managers have to commit enough resources. In most organizations senior managers regularly decide which projects to fund, and which ones to kill. However, what is clear is that educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Since independence, the Kenyan government has demonstrated commitment to the

provision of quality secondary school education through allocation of financial resources, (Republic of Kenya, 2012a.2012b).

4.7.3 Influence of Managements’ record keeping on Completion of CDF Funded Projects in Public Secondary Schools in Bumula Sub-County

The respondents were asked to state their opinion concerning the influence of Managements’ record keeping on Completion of CDF funded Projects in public secondary schools in Bumula Sub-County and the findings showed that 42 (21.5%) of the respondents said to great extent there is proper book keeping and auditing processes of CDF funds by Board of Management, 91 (46.7%) of the respondents indicated to some extent, 49 (25.1%) said little while 13 (6.7%) said virtually nothing to the statement. They were also asked if they received adequate training level and good financial governance and the findings shows that 21 (10.7%) agreed to great extent, 40 (20.5%) of the respondents indicated to some extent, 90 (46.2%) said little while 44 (22.6%) said virtually nothing to the statement. This calls for competency level training on project management by the school Board of Management. The results are presented in Table 4.17

Table 4.17 Management of funds by Board of Management and its influence on Completion of CDF Funded Projects

Managements’ record keeping	GE	SE		L		VN		TOTAL		
		F	%	F	%	F	%	F	%	
Adequate budgetary controls and good accounting and reporting system	27	13.8	51	26.2	77	39.5	40	20.5	195	100
Adequate BOM training level and good financial governance	21	10.7	40	20.5	90	46.2	44	22.6	195	100

Further, an overwhelming 91 (46.7%) of the respondents indicated to some extent stated that there is proper book keeping and auditing processes of CDF funds

by Board of Management. However, competency level was synonymous concern to all as almost the same proportion of the respondents indicated little extent by 90 (46.2%) responses that the Board of Managements received adequate training level and good financial governance which has a bearing on knowledge and skills grounded towards project management. A study by (Kogan, 1984) asserts that effective funds management in schools is determined by parameters which govern funds control such as auditing, BOM training level and good financial governance. 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. This can be done through the qualities of accountability and transparency and good management of school resources have been noted as some ways of effective resource allocation. These can be achieved through proper book keeping and auditing processes acquired by the Board of Management via channels like training channels in the areas of accounts and finance management. Formulation of financial management criteria and procedures (e.g. procedures for handling income and expenditure, procurement and quotation as well as rules on acceptance of advantages etc.) according to the relevant laws and regulations to avoid conflict of interest and the misuse of government resources and putting in place adequate budgetary controls and a good accounting and reporting system to monitor the financial situation; and if necessary, reprioritizing development projects after assessing their actual expenditure.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter dealt with summary of findings of the study, conclusions and recommendations for further research. In the first section, summary of findings were used to present the responses in each set of the independent variables of the study. The second section presents the conclusion and recommendation of findings in percentage of responses to the specific objectives of the study as provided by the respondents in the questionnaires and interview schedule.

5.2 Summary of findings

This sub-section presents summary of the study findings of the objectives in percentages.

5.2.1 Interests of Board of Management and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

The study sought to establish the interests of Board of Management on completion of CDF funded projects in public secondary schools in Bumula Sub-County in Kenya and the following were the study findings. The findings showed that 6.7% of the respondents strongly agreed that BOM had clearly defined criteria and procedures for staff deployment through which employment was enhanced in the school, 20.0% agreed, 33.3% were neutral, 13.3% disagreed while 26.7% strongly disagreed with the statement. On whether the recruitment of project staff was biased towards friends and relatives, (6.7%) of the respondents strongly agreed, 66.7% agreed, 6.7% were neutral, 13.3% disagreed while 6.7% strongly disagreed with the statement.

Concerning budgeting of CDF funded projects; 60.0% of the BOM asserted that they prepared timely & adequate resource allocation in CDF budgets, 10.3% were neutral, 19.4% disagreed and 10.3% strongly disagreed with the statement. On whether budgeted resources prioritized for projects were many to be implemented using CDF

funds, 13.3% of the respondents strongly agreed, 6.7% equally agreed and undecided, 46.7% disagreed while 26.7% strongly disagreed with the statement.

On management of CDF funded projects, the BOM members were asked if most of CDF projects were completed within time frame projected by Board of Management in their various schools, 12.8% of the respondents strongly agreed, 36.4% agreed, (10.8%) were neutral, 9.2% disagreed while 30.8% strongly disagreed with the statement. On project supervision being done on daily basis, 18.5% of the respondents strongly agreed, 37.9% agreed, 5.6% were undecided, 22.6% disagreed while 15.4% strongly disagreed with the statement.

5.2.2 Project identification by Board of Managements and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

The study sought to determine how project identification by Board of Management influences the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. The findings showed that 13.8% of the respondents asserted to great extent that locational meetings and forums were held and used to select CDF projects, 26.2% to some extent, and 49.7% said little extent while 10.3% reported virtually nothing with the statement. On project analysis in group discussion by the Board of Management as a method of project identification, 9.2% of the respondents agreed to great extent, 22.6% to some extent, 46.7% said little extent whereas 21.5% reported virtually nothing to the statement to the statement.

Concerning costing and evaluation of CDF projects by the Board of Management, 22.1% of the respondents indicated to great extent that the Board of Managements usually did costing and evaluation of projects in their schools on continuous basis, 39.0% to some extent, and 21.5% said little extent while 17.4% said virtually nothing to the statement. On whether the BOM prepared Project Description Form set out and Bill of Quantities enlisting the costing of the project; 25.6% of the respondents indicated to great extent, 35.4% to some extent, 23.1% to little extent while 15.9% said virtually nothing to the statement.

On project identification concerning the procurement procedures, 13.3% of the respondents asserted to great extent there is adequate financial management procedures in their schools i.e. procurement and quotations in line with laws and regulations of the procurement, 25.1% of the respondents indicated to some extent, 51.3% said little extent while 10.3% said virtually nothing to the statement. On Board of Management segregating duties among staff involved in procurement process, the findings shows that 18.5% agreed to great extent, 46.2% of the respondents indicated to some extent, 20.0% indicated little extent while 15.3% reported virtually nothing to the statement.

5.2.3 Community participation in Board of Management's decision making and its influence on completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

The study sought to examine how community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. The findings showed that 10.8% of the respondents strongly agreed that Community participate in sharing and formulation of policies, 18.5% agreed, 12.3% were neutral, 44.1% disagreed while 14.3% strongly disagreed with the statement. On Community involvement in project design and implementation of CDF funded projects, 15.9% of the respondents strongly agreed, 25.1%) agreed, 14.5% were neutral, 38.5% disagreed while 5.6% strongly disagreed with the statement.

Concerning Community involvement in project identification; 22.1% of the BOM asserted that they strongly involved Community in project identification, 54.4% agreed, 3.1% were neutral, 13.3% disagreed and 7.1% strongly disagreed with the statement. On Community participation in tendering and supplies of project materials, 20.5% of the respondents strongly agreed, 65.6% agreed, 1.5% were undecided, 7.2% disagreed while 5.2% strongly disagreed with the statement.

On community involvement in monitoring and evaluation of CDF funded projects, the results shows that the BOM members involved Community members in measurement, assessment, recording and analyzation of project information on a continuous basis and communicated the same to the community in their various schools,

17.4% of the respondents strongly agreed, 39.0% agreed, 10.8% were neutral, 22.6% disagreed while 10.2% strongly disagreed with the statement. On Community involving both internal and external stakeholders and community members in monitoring and evaluation of CDF funded projects, 14.3% of the respondents strongly agreed, 32.8% agreed, 26.2% were undecided, 25.2% disagreed while 1.5% strongly disagreed with the statement.

5.2.4 Management of funds by the Board of Managements and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

Finally the study sought to determine how determine how management of funds by the Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Kenya. The results show that 49.7% of the respondents asserted to great extent that organizational structure and culture of CDF committee in the process of funding influenced the completion of CDF funded projects, 41.0% to some extent, and 6.2% said little while 3.1% reported virtually nothing with the statement. On the process of funding being influenced by delayed disbursement of the CDF funds and long bureaucratic process, 71.8% of the respondents agreed to great extent, 30.8% to some extent, 7.7% said little to the statement.

Concerning management of funds on allocation of resources by the Board of Management, 25.7% of the respondents indicated to great extent that the Board of Managements had clear policies and rules governing management of development plans on CDF funds, 45.1% to some extent, and 24.1% said little while 5.1% said virtually nothing to the statement. On BOM having adequate budgetary controls and good accounting and reporting system to monitor the financial situation; 13.8% of the respondents indicated to great extent, 26.2% to some extent, and 39.5% said little while 20.5% said virtually nothing to the statement.

On management of funds concerning record keeping of CDF funded projects, 21.5% of the respondents said to great extent there is proper book keeping and auditing processes of CDF funds by Board of Management, 46.7% of the respondents indicated to some extent, 25.1% said little while 6.7% said virtually nothing to the statement. On

adequate training level and good financial governance and the findings shows that 10.7% agreed to great extent, 20.5% of the respondents indicated to some extent, 46.2% said little while 22.6% said virtually nothing to the statement.

5.3 Conclusion

5.3.1 Interests of Board of Management and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

The study sought to establish the interests of Board of Management on completion of CDF funded projects in public secondary schools in Bumula Sub-County in Kenya and the following were the study findings that majority 33.3% of respondents had no idea if BOM had clearly defined criteria and procedures for staff deployment through which employment was enhanced in the school. It further asserted that recruitment of project staff was biased towards friends and relatives by 66.7% responses. The contribution of CDF in employment creation recommended that there should be constant awareness creation for the community members and community participation should be increased as well as stronger links with line government ministries. There is therefore concern about the organizational and management structure of the CDF funded projects since the BOM's interests control the project formulation and employment of staff working on CDF funded projects. This essentially means they are likely to influence what aspects of a project to planning, recruitment procedures of staff and what information to be shared with other stakeholders in order to suit their personal gains.

More than half of the Board of Management members by 60.0% agreed that on budgeting of CDF funded projects; the Board of Management prepared timely and adequate resource allocation in CDF budgets but 46.7% of the respondents disagreed on whether budgeted resources prioritized for projects were many to be implemented using CDF funds. Micah, (2012), found out that in 88 per cent of projects sampled, community members raised concerns about some inappropriate projects, the misuse of funds or insufficient adherence to CDF guidelines; nine per cent of completed projects were left lying idle.

On management of CDF funded projects, 36.4% of the BOM members agreed that most of CDF projects were completed within time frame projected by Board of Management in their various schools and project supervision was done on daily basis by 37.9% of the respondents who agreed. The application of Key Performance Indicators provides project managers-such as CDF-with a high-level, real-time view of the progress of projects. Time is just one of the resources in project management, the other resources are human, finance as well as stakeholder. It therefore implies that those CDF projects behind schedule are even beyond that time a project manager has assumed that the project has been faced with the worst case scenario of resources constraints.

5.3.2 Project identification by Board of Management and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

The study sought to determine how project identification by Board of Management influences the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. The findings showed that, 49.7% of the respondents stated that to a little extent, Location meetings and forums were held and used to select CDF projects in various schools and also almost the same proportion of the Board of Management members reported little extent by (46.7%) responses that the BOM held project analysis in group discussion as a method of project identification. This results shows to the extent to the Board of Management members' uses to select the type of project to be established in their various schools before making proposals to the CDFC at the Constituency. Community development project starts with the identification of a need or the realization that there is a need. This concurs with the CDF policy on project identification, as section 23 (2, 3 &4) of the CDF Act, 2003 revised 2007 provide guidelines on how to identify a project. The Act requires that location meetings be held and the forum used to select projects to be submitted to the CDFC before onward transmission for funding. This allows sharing of the vision through need assessment, followed by group discussion analysis. Once the projects are well identified, there will be high possibility of equity. Poverty will be reduced to a certain extent. This ascertains that the proposed project is a viable and also that there are adequate funds for the same.

Majority of the respondents 39.0% stated that to some extent costing and evaluation of CDF projects by the Board of Management was done on continuous basis. There were 35.4% of the respondents who stated to some extent that the BOM prepared Project Description Form set out and Bill of Quantities enlisting the costing of the project. According to CDF Act, 2003, it 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. Therefore the success of a certain project will depend on the BOM in charge of that project that is an insightful and visionary BOM is likely to yield better results for projects than a carefree and indifferent one.

The study also reveals that 51.3% stated that to a little extent there is adequate financial management procedures in their schools i.e. procurement and quotations in line with laws and regulations of the procurement. It is worth to note that the procurement procedures are vital in any public institutions because there are loopholes created in those institutions that lead to mismanagement of funds hence cases of fraud and corruption. However, 46.2% of the respondents indicated to some extent the Board of Management segregated duties among staff involved in the procurement process. World Bank, (2006), by guidance of procurement rules and regulations that are internationally taken as benchmarks well adopted and customized from the World Bank procurement guidelines, procurement needs to be competitive so as to attract a wide range of bidders so as to get the best from the bidders in the supply market.

5.3.3 Community participation in Board of Management's decision making and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

The study sought to examine how community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. The findings showed that 44.1% of the respondents disagreed that Community participate in sharing and formulation of policies; 38.5% of the respondents disagreed to have involved

the community in project design and implementation of CDF funded projects. We presumably seek a change in policy, attitude or public will of involving the Community members as the major stakeholders and beneficiary of CDF funded projects. However, most projects collapse or become moribund and very little has been done to find out their inherent problem. The problem has been lack of involvement of the community beneficiary right from its initiation. Constituency Development Fund with its objective to decentralize funds with a belief that local level has a better understanding of community need. CDF Act (2007 revised) if adhered to by the stake holder will help solve this problem of effective management.

It was also noted that community participation in Board of Management's decision making, at least half of the respondents, 54.4% asserted that the Community was involved in project identification and 65.6% of the respondents synonymously agreed that the Community participated in tendering and supplies of project materials for more ownership of the projects. The locality satisfies their daily needs including health, education, social, cultural and historical heritage among others (According to the CDF Act (2013). Projects under this Act shall be Community based in order to ensure that the prospective benefits are available to a widespread cross section of the inhabitants of a particular area, (ROK, 2013). Low/non-involvement of local communities in project identification and selection as one of the key challenges of the CDF funded projects. This is evidenced by data from the NACCSC (National Anti-Corruption Campaign Steering Committee) report that showed low levels of public participation: nearly 60 percent of Kenyans are not given the opportunity to be involved in project selection or prioritization (NACCSC, 2008).

The Board of Management members also indicated that community involvement in monitoring and evaluation of CDF funded projects, 39.0% of the respondents agreed. Furthermore, 32.8% respondents agreed that the Board of Managements involved both internal and external stakeholders or community members in monitoring and evaluation of CDF funded projects as voiced in the interview schedule. Project monitoring and evaluation involves measuring, assessing recording and analyzing the project information on a continuous basis and communication the same to those concerned. Monitoring is an

ongoing process of data capture and analysis's for primarily project control with an internally driven emphasis on efficiency of project. From the findings, the extent to which Managements involved the community was low.

5.3.4 Management of funds by the Board of Management and its influence on Completion of Constituency Development Funded Projects in Public Secondary Schools in Bumula Sub-County in Kenya

Finally the study sought to determine how management of funds by the Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Bumula Sub-County in Kenya. The results show, 49.7% of the respondents asserted to great extent that organizational structure and culture of CDF committee in the process of funding influenced the completion of CDF funded projects and 71.8% of the respondents asserting to great that extent the same process was influenced by delayed disbursement of the CDF funds and long bureaucratic process at the Constituency. Successful implementation of CDF projects strictly depends on the process of funding if funds are disbursed in a timely manner or late. Late disbursements will delay projects making them more expensive in the long run. This can even compromise the general performance of the school as students may exit to other established places with excuses that the facilities are wanting in their current school. The BOMs in this case will have nothing to do other than wait for the next phase when the funds will be disbursed. Timely disbursements if harnessed properly by the BOMs will enhance improvement of physical facilities hence making the school a conducive place to be in by the students. The two timings are factors of which the BOMs can do nothing about rather than wait on the decision of the Government and CDF officials.

It emerged that management of funds on allocation of resources by the Board of Management, 45.1% of the respondents indicated to some extent that the Board of Managements had clear policies and rules governing management of development plans on CDF funds, and 39.5% of the respondents reported little on having adequate budgetary controls and good accounting and reporting system to monitor the financial situation of the CDF funded projects. Resource allocation is complicated and it can get in the way of

the execution of great strategy ideas and resources defined in terms of physical, human and organizational capital which includes capital equipment, the skills of individual employees, patents, finances and talented managers. However, what is clear is that educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals, the Kenyan government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources.

Further, an overwhelming 46.7% of the respondents indicated to some extent stated that there is proper book keeping and auditing processes of CDF funds by Board of Management and it was synonymous concern to all as almost the same proportion of the respondents indicated little extent by 46.2% responses that the Board of Managements received adequate training level and good financial governance which has a bearing on knowledge and skills grounded towards project management. Effective funds management in schools is determined by parameters which govern funds control such as auditing, BOM training level and good financial governance. This can be done through the qualities of accountability and transparency and good management of school resources have been noted as some ways of effective resource allocation. These can be achieved through proper book keeping and auditing processes acquired by the Board of Management via channels like training channels in the areas of accounts and finance management. Formulation of financial management criteria and procedures (e.g. procedures for handling income and expenditure, procurement and quotation as well as rules on acceptance of advantages etc.) according to the relevant laws and regulations to avoid conflict of interest and the misuse of government resources and putting in place adequate budgetary controls and a good accounting and reporting system to monitor the financial situation; and if necessary, reprioritizing development projects after assessing their actual expenditure.

5.4 Recommendations

On the basis of the findings and conclusions above, this section presents the recommendations of the study.

1. The Board of Management should develop clear policy guidelines on recruitment, deployment and employment of project staff for contribution of CDF projects and awareness creation for the community members and community participation should be increased as well as stronger links with line government ministries.
2. Location meetings and forums were held and used to select CDF projects in various schools and also BOM to hold project analysis in group discussion as a method of project identification
3. Increased Community participation in sharing and formulation of policies, project design and implementation of CDF funded projects as they actively identify needs, make decisions, and set up mechanisms to achieve solutions/goals right from project initiation.
4. Board of Management to facilitate induction courses and adequate training level on good financial governance which has a bearing on knowledge and skills grounded towards project management.

5.5 Recommendation for future research

Due to time constraint, we recommend the following to be carried out for further research on:

1. Other similar studies to be carried out in other counties to compare and generalize the study findings
2. Influence of effective Monitoring and Evaluation on Completion of CDF funded projects

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APPENDICES

APPENDIX I: Transmittal Letter

The Respondents

Dear Respondent,

RE: FILLING OF THE QUESTIONNAIRE

I am a postgraduate student at University of Nairobi carrying out a Research Project on the *Influence of Board of Management on completion of Constituency Development Funded projects in public secondary schools in Bumula Sub- County, Kenya*. Your center has been sampled for study and therefore I humbly request you to kindly respond to the questions asked as sincerely and accurately. The ultimate goal of the study is to provide insights into the aspect of BoM management on successful completion of CDF projects in public secondary schools. I am assuring you that the information you will give will be treated with utmost confidence and will only be used for the purpose of this study. To assist in concealing your identity I request you do not write your name or anything that can lead to the revelation of your identity.

I will be very grateful for your co-operation.

Thank you in advance,

Yours Faithfully,

Carolyne N. Simiyu

APPENDIX II: RESEARCH QUESTIONNAIRE AND INTERVIEW SCHEDULE

The BOM Chairperson’s (BCQ)/ Principal’s Questionnaire

Dear Respondent,

I am a student from the University of Nairobi. Kindly take some time to fill this questionnaire. The questionnaire is to facilitate a research on *“Influence of Board of Management on completion of Constituency Development Funded projects in public secondary schools in Kenya, a case study of Bumula Sub-County..”* The research findings will be used for informing policy makers, educationists and stakeholders on impact of CBT on TVET-industry collaboration

Please respond by ticking in the brackets provided and fill in the blank spaces where necessary

SECTION A: Bio Data of the Respondent

1. Name of institution
2. Designation..... Gender.....
3. Please indicate the highest level of your academic qualification.
 Diploma [] Higher Diploma [] Degree [] Masters Degree []
 Doctorate []
4. Indicate length of stay at this workplace Years
5. Please indicate your age bracket
 21-30 Yrs [] 31-40 Yrs [] 41-50 Yrs [] 51-60 Yrs [] > 60 Yrs []

SECTION B: How do interests of Board of Management influence the completion of Constituency Development Funded projects in Kenya?

This section seeks to find out the extent to which interests of Board of Management influence the completion of Constituency Development Funded projects in Kenya. Kindly respond to the following statements. Each statement is rated on a 5 point scale as shown below. **SA:** Strongly Agree, **A:** Agree **N:** Neutral, **D:** Disagree, **SD:** Strongly Disagree

S/NO	Objectives of interests of BOM influence the Completion of C DF funded projects	SA	A	N	D	SD
6.	School budgets are prepared on time and are adequate in allocation of resources to meet project priorities and needs					
	BOM Spreads funds to too many projects to be done					
7.	BOM sets criteria and procedures for staff selection for CDF					

	projects in the school					
8.	The school provides guidelines to assist members of management committee or school staff in making declarations					
9.	The school management has adopted a clear visionary and development agenda					
10.	Some members of BoM suggests their relatives and friends in recruitment of support staff in implementation of the CDF funded projects					
11.	Members of BoM motivates themselves by demanding salaries, allowances and unnecessary trips from the CDF funded projects					
12.	Members of the community provide grassroots and practical auditing of CDF projects in their local schools					

13. 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 []

Others (specify).....

SECTION C: How does project identification by Board of Management influence the completion of Constituency Development Funded projects in Public Secondary schools?

This section seeks to find out the extent to which the project identification by Board of Management influences the completion of Constituency Development Funded projects in Public Secondary schools in Kenya? Please, put a tick in the appropriate cell that most adequately reflects your view in relation to the given statement.

14. To what extent were you involved in the identification and planning of project?

Great Extent [] some extent [] Never involved []

d) Virtually nothing []

15. Does the Institution have a working CDF funded project team in respect of project identification and implementation?

YES [] NO []

Kindly respond to the following statements. Each statement is rated on a 4 point scale as shown below. GE: To a great extent, **SE:** To some extent, **L:** little, **VN:** Virtually nothing

Project identification by Board of Management and its influence on completion of CDF funded projects		To a great extent	To some extent	little	Virtually nothing
16	BOM make school reports and school functions to inform stakeholders of the completion of CDF projects and its performance through existing communication channels and stakeholder meetings, such as school newsletters, parents' day etc				
17	Reviewing school income and expenditure regularly to ensure that resource deployment is in line with the school development plan and caters for the needs of the students				
18	BOM has formulated financial management criteria and procedures (e.g. procedures for handling income and expenditure, procurement and quotation as well as rules on acceptance of advantages etc.) according to the relevant laws and regulations to avoid conflict of interest and the misuse of government resources				
19	There is segregation of duties among the staff involved in the procurement process by BOM				
20	There is auditing of compliance with the established procurement procedures on CDF projects				
21	BOMs value the project in terms of labour, resources required for its completion				
22	The equipment or project materials to be used are tendered by strictly following the procurement procedures				
23	Most CDF funded projects have been implemented without proper Bills of Quantities				
24	Poor project implementation of CDF projects is due to low capacity of the committees (BOM and PMCs)				

SECTION D: How does community participation in Board of Management's decision making influence completion of Constituency Development Funded projects in public secondary schools in Kenya?

This section seeks to find out how community participation by Board of Management's decision making on completion of Constituency Development Funded projects in public secondary schools in Kenya? Please put a tick in the appropriate cell that most adequately reflects your views in relation to the given statement. Each statement is rated on a 5 point scale as shown below. **SA:** Strongly Agree, **A:** Agree **N:** Neutral, **D:** Disagree, **SD:** Strongly Disagree

25. Were all the committee members encouraged to deliberate on current operational methods and on possible future goals of the constituency?

YES [] NO []

26. How would you rate the level of interaction between BOM and Stake holders such as teachers, parents, sponsors, students and community?

Very good [] Good [] Poor [] Very poor []

S/NO.	Objectives of community participation in BOM's decision making on completion of CDF funded projects	SA	A	N	D	SD
27	All key stakeholders participate in the formulation of major policies and the evaluation of school CDF funded projects					
28	BOM provide adequate Public Education Campaigns: to create awareness and to enhance community participation in project identification and implementations					
29	The managerial activities of BOM such as supervising has led to successful completion of CDF projects					
30	The BOM incorporates community participation in decision making for projects in identification, implementation and management of CDF funded projects					
31	BOM embrace School-based management (SBM) that involve all the stakeholders in project implementation					
32	The community members participate in decision making to influence the BOM in project initiation					
33	The community is usually involved in the various particular projects to be done in public secondary schools					
34	BOM has developed monitoring and evaluation guidelines and is continuously conducting training of all Fund Account Managers on Monitoring and Evaluation of projects					
35	BOM usually conducts Value for Money Audit/ Impact Assessment of CDF so as to assess and document the impact of the Fund					
36	All complaints from community members are usually analyzed and tabled before the Complaints and Arbitration Committee for deliberation and recommendations to the Board on the possible remedies about the CDF funded projects					

37. What number of training undertaken by BOM do you know of?

One [] Two [] Three [] More than three [] None []

38. Would you say that the members of the BOM at the school as currently constituted have the skills required to successfully implement the CDF funded projects?

YES [] NO []

39. Are you aware of the CDF project plan currently in place at your school?

YES [] NO []

SECTION E: How does management of funds by Board of Management influence completion of Constituency Development Funded projects in public secondary schools in Kenya?

This section seeks to explore the management of funds by Board of Management and its influence on completion of Constituency Development Funded projects in public secondary schools in Kenya. Please put a check in the appropriate cell that most adequately reflects your views in relation to the given statement

Kindly respond to the following statements. Each statement is rated on a 4 point scale as shown below. GE: To a great extent, **SE:** To some extent, **L:** little, **VN:** Virtually nothing

Management of funds by Board of Management on Completion of CDF funded projects		To a great extent	To some extent	little	Virtually nothing
40.	Supervision of CDF funded projects by BOM in the school is effective				
41.	Misappropriation of funds by BOM is noted due to poor management skills				
42.	BOM and project supervisors give accurate assessment of CDF funded projects				
43.	BOM has put in place adequate budgetary controls and a good accounting and reporting system to monitor the financial situation; and if necessary, reprioritizing development projects after assessing their actual expenditure				
44.	Effective resource allocation is based on well defined school management principles and strategic plans				
45.	A set of long term objectives and grant strategies that will achieve the project objectives are usually prioritized by the BOM				
46.	BOM and project managers undergo induction courses and training on management skills and project implementation				
47.	The BOM periodically issues policy guidelines and manuals				
48.	There is inadequate record keeping by PMCs and BOM on CDF funded projects completed				

49. What are the major challenges faced by BOM in project initiation, implementation and management of CDF funded projects? (Tick all that apply)

- a) Poor time management
- b) Negative attitude by BOM
- c) Shortage of funds
- d) Late disbursement of CDF funds from Constituency
- e) Insufficient planning and supervision of project activities
- f) Poorly instituted BOM structure i.e. level of education, conflict of interests

50. Has the allocation of resources (funds) posed any challenge in the implementation of the CDF funded projects? To a great extent To some extent
Little Virtually nothing

51. What would you recommend as solutions to these challenges?

- i.
.....
- ii.
.....
- iii.
.....

52. Indicate the measures that can be taken to improve BOM on management of CDF 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).....

Thank you for your time and input

INTERVIEW SCHEDULE

1) Bio data information

- Gender
- Designation
- Qualification

Research Questions

- 2) How do interests of Board of Management influence the completion of Constituency Development Funded projects in Kenya?
- 3) How does project identification by Board of Management influence the completion of Constituency Development Funded projects in Kenya?
- 4) How does community participation in Board of Management's decision making influence the completion of Constituency Development Funded projects in public secondary schools in Kenya?
- 5) How does management of funds by Board of Management influence the completion of Constituency Development Funded projects in public secondary schools in Kenya?
- 6) What financial management principles should the school observe in order to ensure the proper utilization of resources?
- 7) Does the Institution have a working CDF funded project team in respect with project identification and implementation?
- 8) How would you rate the level of interaction between BOM and Stake holders such as teachers, parents, sponsors, students and community?
- 9) What policy framework supports CDF funded project implementation in your school?
- 10) On a scale of 1-5 [1-Very good, 2-Good, 3-Fair, 4-Poor, 5-Very poor] how would you rate the influence of BOM on completion of CDF funded projects

Thank you for your time and input

APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE

The size of the population and the amount of error the researcher is willing to tolerate is what determines the size of the sample. The table that follows was developed for situations where the researcher wants to come within 5 percentage points (with 95 percent certainty) of what the results would have been if the entire population had been surveyed. A more flexible approach is to use a sample size calculator that allows you to enter your preferences.

Table for Determining the Needed Size of a Randomly Chosen Sample from a Given

Population	Sample			Population	Sample			Population	Sample
10	10			220	140			1200	291
15	14			230	144			1300	297
20	19			240	148			1400	302
25	24			250	152			1500	306
30	28			260	155			1600	310
35	32			270	159			1700	313
40	36			280	162			1800	317
45	40			290	165			1900	320
50	44			300	169			2000	322
55	48			320	175			2200	327
60	52			340	181			2400	331
65	56			360	186			2600	335
70	59			380	191			2800	338
75	63			400	196			3000	341
80	66			420	201			3500	346
85	70			440	205			4000	351
90	73			460	210			4500	354
95	76			480	214			5000	357
100	80			500	217			6000	361
110	86			550	226			7000	364
120	92			600	234			8000	367
130	97			650	242			9000	368
140	103			700	248			10 000	370
150	108			750	254			15 000	375
160	113			800	260			20 000	377
170	118			850	265			30 000	379
180	123			900	269			40 000	380
190	127			950	274			50 000	381
200	132			1000	278			75 000	382
210	136			1100	285			1 00 000	384
Population	Sample			Population	Sample			Population	Sample

Finite Population

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



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28TH April, 2015

TO WHOM IT MAY CONCERN

REF: CAROLYNE NANYAMA SIMIYU -- L50/70018/2013

This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies, Kakamega Extra-Mural Centre taking a Course in Master of Arts (Project Planning and Management)