FACTORS INFLUENCING SUSTANABILITY OF CONSTITUENCY DEVELOPMENT FUND FUNDED PROJECTS IN PUBLIC PRIMARY SCHOOLS IN BOMET CENTRAL SUB-COUNTY, BOMET COUNTY, KENYA

BY

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DECLARATION

This research project report is my original work and it has never been presented for the award of any degree in any other University

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DEDICATION

This research project is dedicated to my dear wife, Ciciliah Chepkorir Keron who gave me undeserved moral and financial support during the study period. I also dedicate it to my children: Felix Kipkoech, Oscar Kipngetich, Faith Cheptoo and Sharlyn Chelangat who have inspired my study.

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LIST OF ABBREVIATIONS AND ACRONYMS

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

ABSTRACT

The purpose of this study was to investigate the factors influencing sustainability of Constituency Development fund funded projects in public primary schools in Bomet central Sub-County. A project is considered to be sustainable if it continues to deliver a high level of benefits after the donor ends major financial, managerial and technical support. The Constituency Development Fund (CDF) act provides that only projects that benefit the community at large should benefit from CDF funding though a significant number of CDF initiated projects since 2012/15 have been successfully completed and are in use, many more have stalled or still ongoing several months after being initiated. Others are underutilized or not utilized at all. The objectives of the study will be: - to establish how BOM influence sustainability of CDF funded projects identification, the extent at which political interest influence the sustainability of constituency development projects, to examine how local community involvement also influence the sustainability of constituency development projects. Also to examine how availability of funds influences the same constituency development funds funded projects in public primary schools. The study findings will be used by the ministry of education to formulate financial policies related to CDF funds management and sustainability. The study is based on the theory of needs achievement as asserted by David Mcelland. The study adopted descriptive survey design. The respondents were 35 BOM chairpersons, 35 Head teachers, 1 CDE, 3 PDOs and 13 CDF committee members. The researcher used questionnaires, interview guide and observation checklist to collect data. Validity of the instrument was established through sharing the information in the questionnaires with the lecturers and colleague students to establish whether the questions were relevant. Reliability of the instrument was tested through test-retest method. Quantitative data was analyzed through descriptive statistics using SPSS programme and presented using percentages, tables and frequencies. Qualitative data was analyzed through content analysis which in turn will be analyzed by organizing data into themes. The findings are presented as follows; response rate, demographic information which captured gender of BOM members, age, academic qualification, work experience and training of BOM members in fund management. The chapter also presents and interprets project identification , head teachers' participation in planning and budgeting of CDF funds projects, political interests, local community involvement, and funding of CDF projects From the study findings concluded that BOM and school head teachers have minimal involvement in identifying constituency fund projects in their schools through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of ownership by some members of the community who disregards the project, failure by the same to monitor, evaluate and implement the requirements. The study also concluded that there are no politicians interfering with CDF projects in schools through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. The study interprets that BOM usually invoke government policy on financial management of primary schools by allowing BOM only in funds management. In the study it was further concluded that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and security of the projects. The study concluded that schools undertake CDF project implementation through carrying out monitoring and evaluation of projects regularly and checking project expenditure regularly and physical progress. For those who indicated otherwise the study concludes that they gave reasons such as failure by school management to provide regular feedback to the stakeholders and failure to involve all the stakeholders in the implementation process.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The sustainability of the infrastructure that supports education should not be underrated for education is the process through which individuals are made functional members of their societies (Ocho, 2005). It has been described as the most important aspect of human development, a key to a successful living especially among the youth, (Michael, 2011). United nation (1993) and children's act (2001) recognizes that education is a basic human right that every child must enjoy. It is an important tool for imparting knowledge and skills not leaving out values through generations (Oluoch, 1982). Education in Kenya contributes to socio-economic, political and cultural development.

Management of primary school education is important for achievement of predetermined goals hence primary schools are managed by Board of Management (BOM) which aims at giving each school its own identity and personality. Education act (2013). The board of managements (BOM) is involved in sourcing and utilization of resources by ensuring that school funds are prudently managed (Everend and Burrow, 1990). The sessional paper No. 1 of 2005 state that the Boards of Managements should manage human and other resources in schools so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (MOEST, 2005; Kamunge, 2007). The BOM is also responsible for the management of the projects sponsored by Constituency Development Fund (CDF) kitty.

The constituency development fund (CDF) was established through the CDF act 2003 as a public funded kitty specifically targeting development projects at the constituency or district level (MOE, 2006) it is one of the devolved funds set up by the government of Kenya in 2003 in order to mitigate poverty and harmonize development throughout the country. In Kenya, the CDF was adopted from the Indian model architecture by Hon. Karue, an MP in the 9th Parliament with the sole aim of addressing poverty at the grassroots. In term of lifting people from poverty CDF has not come through but on service delivery like refurbishing classrooms and building dispensaries, it has done considerably well (Adieno 2014). The act compels the government to set aside not less than 2.5 percent of its annual ordinary revenue every financial year to CDF Projects where education

sector and schools in particular are allocated, 46.1 percent. In its 13 years of existence, even as questions abound whether tax payers have received value for the money, the CDF has gobbled up to Kenya shillings 139 billion by June 2013. And according to cabinet secretary treasury allocation of 27.97 billion to CDF another 2 billion to the affirmative action for social development and a further 3.4 million through equalization fund were further allocated in the 2014/15 financial year education sector receiving the lion's share.

Mahoney (1998) states that schools in USA have a decentralized system of management where funds are released from federal government to county government and then to schools which are managed by school management teams (SMT) and County Education Management teams (CEMT) the two groups managing schools funded projects in USA have led to reorganization of schools funds just like in Kenya in which USA school funded projects are managed professionally. 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 projects implementation, completion and sustainability. In USA, school management teams are trained in funds management while members of CEMT are professionals who assist SMCs in effective funds projects management and sustainability. Finally they account for such a school project funds to county government (Stephen, 2004).

Japan's social development fund for poverty reduction, (GOJ, 2007) build schools mostly in rural parts of the country and in India, under the members of parliament local area development scheme MPLADS (Frontline February 2007), in which every constituency is allocated the funds according to poverty index. Indian schools are managed by school based management committee (SBMC) who has autonomy over budgeting, project identification, monitoring and evaluation, implementation and sustainability of the funded projects. The school committee requests for grants from the local constituency office with a plan budget and project proposal which encourages transparency and accountability. The school based management committee is accountable to the local CDF office which then accounts to the central government of India and they are legally mandated and trained in both financial and general school management. However, always the school projects in India are not completed in time due to inefficiency of SBMC and inadequacy of funds and political interests that forces government intervention to complete school projects (Sashiyan, 2007). CDF is also found in Solomon Islands under rural constituency development fund (RCDF) (Kimenyi, 2005).

Indonesia and India's school project funding programmes is similar to Kenya. Indonesia has school project funding system which is carried out by community council and school management committees (Burrow, 1990). The government of Indonesia releases funds to schools as per proposal from school management committees for project implementation, the SMC presents a well-documented BQs, work plans and proposals to local education office under a programme called ''smart schools funding programme of Indonesia'' (SSPI) the Indonesian government expects SMC to operate a prudent financial management system by management school project funds and accounting it to the Indonesian 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).

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 national government. (Benell and Sayed, 2002) The two project fund management teams in Zambian schools often create conflict which often brings down projects for their roles are not clearly defined yet both management teams are accountable to the government for the 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 and toilets.

However, the two groups battle for greater control of the funds which slows decision making, affects budgeting, project implementation processes and sustainability. The disbursement of school project funds from Zambian Government aided schools is delayed due to conflict between SMC and SGB and school projects are not completed in time (Sayed, 2002). The main purpose of the CDF is to ensure that a specific portion of the Annual Government Ordinary Revenue is devoted to the Constituencies for purposes of development and in particular in the fight against poverty at the constituency level (Republic of Kenya, 2003).

This initiative is well developed in other countries under different names like Social Fund and Development Fund (Schroeder, 2000). These funds are meant to disburse financial resources to targeted populations i.e., the generally poor and the disbursement should be in a rapid manner thus avoiding the highly centralized and often overly bureaucratic spending mechanisms of National Government.

The aim is to use the allocation mechanisms that rely heavily on the initiative of local groups to propose projects to be funded through the CDF. Such programs are well developed in Ghana under Slum Development Fund. According to a report at the Bomet central sub-county education office (2011) Bomet division of Bomet central-Sub County has 150 primary schools in which 150 of the schools have constituency development funded projects which are complete or ongoing and both are to be sustained. The primary schools under study have legally constituted BOM by the cabinet secretary for Education in accordance with Education Act Cap 211. The report at County Education Office, Bomet central Sub-County (2012) reveals that, the constituency development fund has initiated several projects in 150 primary schools in Bomet central division, in all the five locations.

The projects are shown in Appendix. The quality of work done is in accordance with Ministry of Public Works specifications and completed CDF projects fully handed over to board of managements for schools use. However, BOMs in Bomet central division, Bomet central Sub-County face many challenges while managing CDF projects, according to a seminar organized for BOMs in Bomet 1st March 2013. It was reported that school projects face numerous challenges in management, implementation and sustainability of projects such as inadequate project funding, poor financial management skills by the BOM and poor standard workmanship not to mention the sustainability of the project.

Also a report by Government of Kenya (GOK, 1999) states that most BOM members cannot rank needs or quality and quantity and are composed of elites in the society who use their influence to undermine the views of the less educated members in the same BOM (Otunga, 2008).The study sought to establish the factors that influence sustainability of CDF funded projects and hope to generate new knowledge that will widen the horizon of existing knowledge concerning CDF project management by as stipulated in the CDF Act and Education Act (Cap, 211). Mburugu (2006) states that the novel concept of CDF initiating school funded projects and the BOM managing and sustaining the funds has received less attention from researchers and hence scanty information. The study sought to fill the gap by researching on factors influencing sustainability of the CDF funded projects in public primary schools in Bomet central Division, Bomet central Sub-County.

1.2 Statement of the problem

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 is established by Constituency Development Fund Act 2003 published in

Kenya Gazzette supplement No. 107 (act No. 11) 9th January 2004. The Act compels the government of Kenya to remit 2.5 percent of its annual ordinary revenue budget every year to constituency development fund, subsequently; the local constituency is compelled by the same act to allocate 46.2 percent to education sector. (GOK, 2003). Under the CDF kitty several funded projects have been initiated in schools where some of the projects stall along the way and others are fully implemented. Complains have been raised on BOMs capability on management funds on funded projects by CDF Kitty in Kenya and also in Bomet central division, Bomet central sub-county (CDE's report 2012). Since the inception of the CDF programme in schools, there are limited studies which have been carried out to establish the factors influencing the BOM on the management of the CDF projects in public primary schools. This study is therefore to establish the factors influencing the BOM on the management of the CDF projects in schools in Bomet central division, Bomet central Sub-County.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing the sustainability of the constituency development fund funded projects in public primary schools in Bomet central Division, Bomet central sub-county, Kenya

1.4 Objectives of the study

The objective of the study was to:

1. Establish how project identification influences the sustainability of CDF funded projects in public primary schools in Bomet central division, Bomet central Sub-County.

2. Establish the extent to which political interests influence the sustainability of constituency development fund funded projects in public primary schools in Bomet central division, Bomet central Sub-County.

3. Examine how local community's involvement influences the sustainability of constituency development fund funded projects in public primary schools in Bomet central division, Bomet central Sub-County.

4. Establish how funding influences the sustainability of constituency development fund funded projects in public primary schools in Bomet central division, Bomet central Sub-County.

1.5 Research questions

The study was guided by the following research questions:-

1. To what extent does the project identification influence sustainability of CDF funded projects in public primary schools in Bomet central division, Bomet central Sub-County?

2. In what ways do local political interests affect sustainability constituency development fund funded projects in public primary schools in Bomet central division, Bomet central Sub-County?

3. How does involvement of the local community affect the sustainability of constituency development fund funded projects in public primary schools in Bomet central division, Bomet central Sub-County?

4. To what extent does funding affect sustainability of constituency development fund projects in public primary schools in Bomet central division, Bomet central Sub-County?

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

1.7 Delimitations of the study

The study used descriptive survey design, which provided an in depth examination of the area under study through interview guide that probed respondents to provide as much information as possible. The study was delimited to 35 out of possible 150 primary schools in Bomet central division, Bomet central sub-county with constituency development fund projects and the respondents were BOM chairpersons, primary schools head teachers BOM members out of the possible in which 4 out of 13 BOM members were sampled, the CDE, 3 PDOs and 13 CDFC members were also interviewed due to enormous knowledge they have on funded projects.

1.8 Limitations of the study

The researcher was faced with time constraints and reaching out to all respondents in project funded schools is a challenge. The topic being new and scanty research has been done but the researcher relied on field work data and little studies on CDF projects. Unpredictable weather and poor transport network to reach all schools hindered data collection, respondent's skepticism divulging vital information due to suspicion was expected to be an obstacle, the researcher reassured respondents that the research is purely academic and would be confidential, this mitigated the problem.

1.9 Basic assumptions of the study

The study assumed that;

1. Primary schools with CDF projects have functional, legally constituted and mandated Board of Managements (BOM) who understand their roles as managers.

2. The respondents are conversant with MOE and CDF policy guidelines on financial management.

1.10 Definition of significant terms

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

Sustainability CDF Project : the ability of CDF project to continuously provide the benefits that it was initially meant to provide long after it is completed.

Constituency Development Funds refer to an established fund by a parliamentary Act, 3003 to devolve funds to the local levels.

Efficiency refers to a given result from funds allocated despite amount

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

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

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

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

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

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

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

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

1.11 Organization of the study

The study is organized into five chapters; chapter one, as background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumption of the study, definition of significant terms,, organization of the study. Chapter two has literature review which has introduction. BOM involvement in identifying CDF projects, local political interests and CDF projects, local community involvement and project management funds, adequacy of CDF funds and summary of literature review, theoretical and conceptual framework. Chapter three has introduction, methodology, research design, target population, population sampling and sample technique, research instruments, interview schedule, questionnaire, instruments validity and reliability, data collection and data analysis techniques. chapter four has data analysis, interpretation and presentations. chapter five is a summary of the study findings, conclusion, recommendations and suggestions further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

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

2.2 The concept of sustainability.

"Sustainability" refers to the continuation of a project's goals, principles, and efforts to achieve desired outcomes. Although many grantees think that guaranteeing the sustainability of a project means finding the resources to continue it "as is" beyond the grant period, ensuring sustainability really means making sure that the goals of the project continue to be met through activities that are consistent with the current conditions and workforce development needs of the region, including the needs of both workers and industry. Sustainability in the context of sustainable development is defined by the World Commission on Environment and Development (1987) as 'forms of progress that meet the needs of the present without compromising the ability of future generations to meet their needs'. This broad definition emphasizes the aspect of future orientation as a basic element of sustainability. This care for the future implies, among other things, a wise use of natural resources and other aspects regarding the environmental footprint. The 'green' aspect of sustainability is recognized in many other definitions of sustainability. For example the OECD (1990) states that 'the sustainable development concept constitutes a further elaboration of the close links between economic activity and the conservation of environmental resources. It implies a partnership between the environment and the economy. 'The combination of both social and environmental perspectives can be found in the earlier-mentioned report by the United Nations World Commission on Environment and Development (1987).

The report states that, ‘in its broadest sense, sustainable development strategy aims at promoting harmony among human beings and between humanity and nature’. The International Institute for Sustainable Development (2010) elaborates on the generic definitions in a definition more focused on sustainable management of organizations: ‘Adopting business strategies and activities that meet the needs of the enterprise and its stakeholders today while protecting, sustaining and enhancing the human and natural resources that will be needed in the future.’ Important in this definition is the mentioning of the ‘needs of the enterprise and its stakeholders today’.

2.3 **Sustainability in project life-cycle**

Given the future-orientation of the concept of sustainability, a logical implication is to consider the full life-cycle of a project, from its conception to its disposal. This view is further developed by Labuschagne and Brent (2006). In their work they argue that when considering sustainability in project management the total life cycle of the project (e.g. initiation-development-execution-testing-launch) should be taken into account. But not just the life-cycle of the project is relevant. The project will ‘produce’ a result, being a change in assets, systems, behavior, etc. The asset produced should also be considered over its full life cycle. And the life cycle of the product or service that the asset produces should be considered. Figure 2.1 visualizes how these life cycles, ‘project life cycle’, ‘asset life cycle’ and ‘product life cycle’, interact and relate to each other.

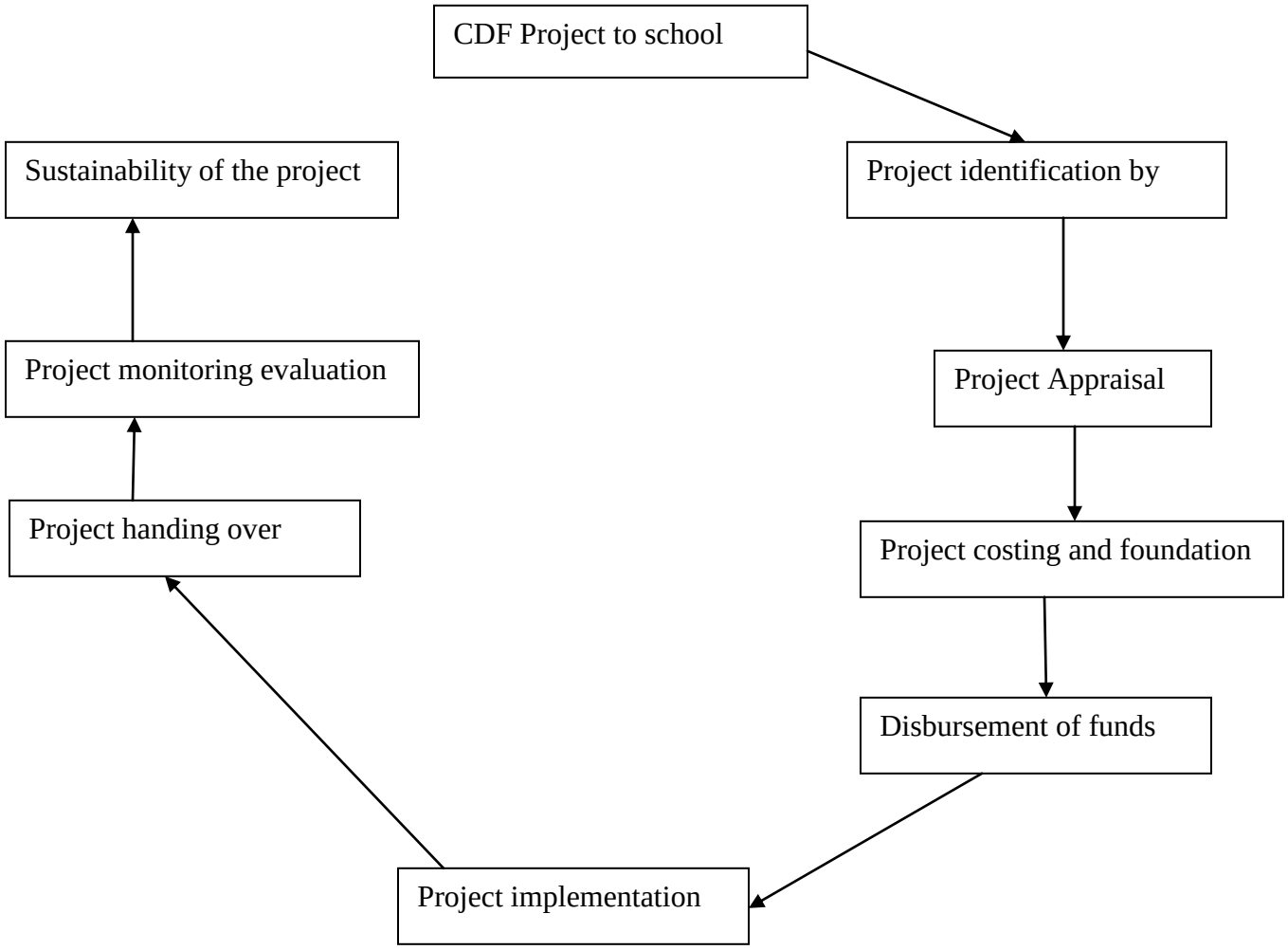

Figure 2.1 CDF project cycle

Source CDF implementation guide (GOK, 2006)

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

2.4. Project identification and sustainability of CDF projects

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 sustainability of education in Kenya with the Minister for education who delegates the BOMs in all public schools to manage school resources including funds. The BOM is the legitimate manager of a public primary 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 lay squarely with the Board and after identifying the project then the BOM cost the project by preparing Bill of Quantities (BQ) and forward the same to CDFC in accordance with CDF Act, (2007) The BOM then forwards minutes of certified documents for approval and ratification to local CDF office. (MOE, 2007). According to Kamau (1990) BOM face many challenges while management projects funds from CDF which is due to composition of BOMs, shortage of CDF funds and long bureaucratic process and disbursement as depicted in figure 2.2

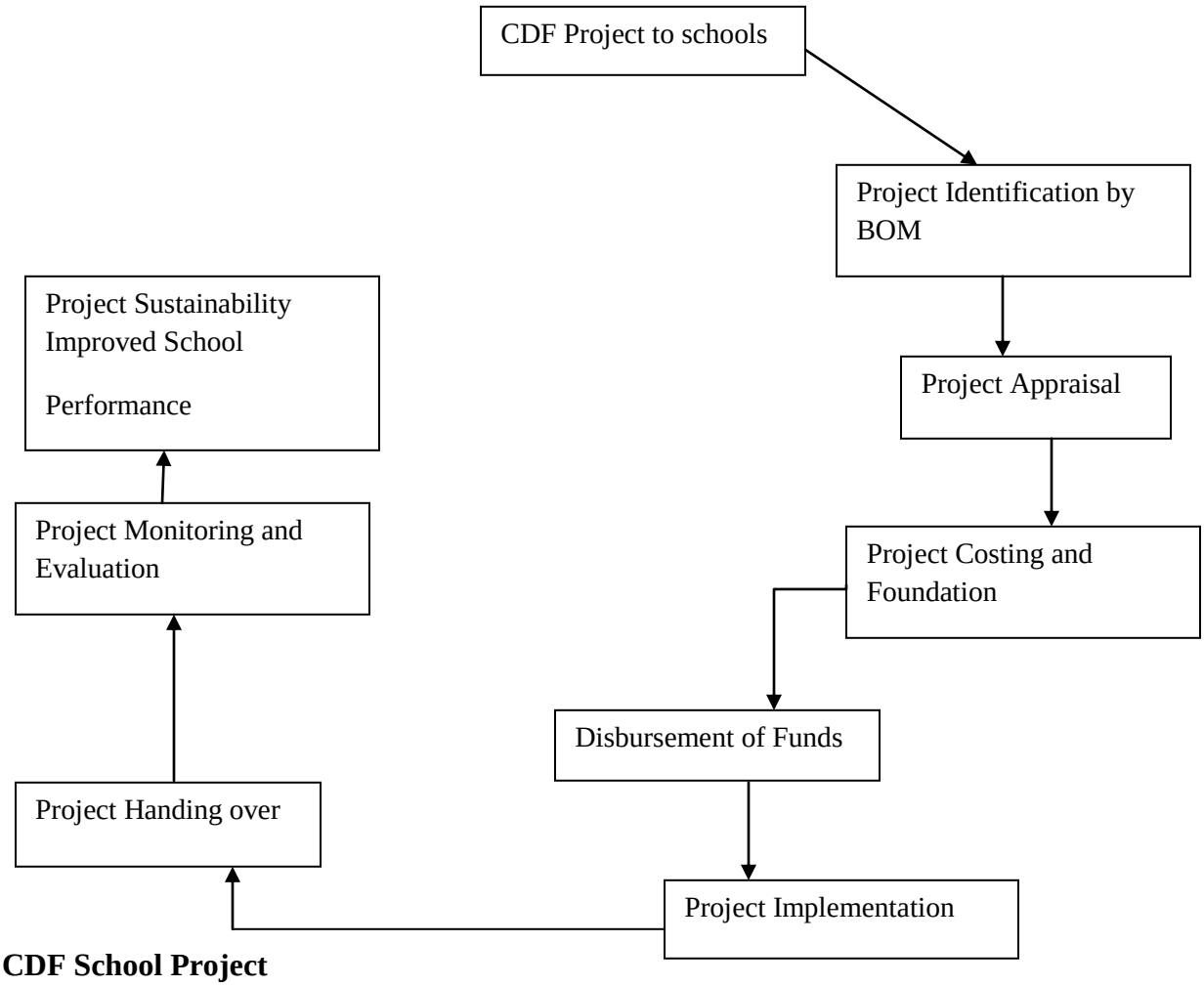

Figure 2.2: CDF School Project

Source: CDF project guide (GOK, 2006)

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

2.5 Political interest and sustainability of CDF projects

Project sustainability is the goal of creating and successfully launching a project that is capable of continuing to generate benefits for an extended period of time. This concept of sustainable project development posits that once the project is launched and begins to generate some type of benefits, it is possible to continue utilizing the same general approaches to allow the project to continue moving forward, supplying those benefits for as long as necessary.

As part of the process, the project will often produce resources that can be used in that ongoing operation, making the project worth the time and effort to continue. The sustainability of CDFs as tools of decentralized and effective development rests both on the efficiency and effectiveness of its implementation and on its political acceptability by stake holders throughout the political system. The current popularity of CDFs appear to rest mainly on the generally held political calculus in which centrally placed politicians bring home development resources to local communities and groups in exchange for political support.

The institutionalization of CDFs as a mechanism of resource allocation across party lines can help to nurture a loyal opposition even over the objectives of the executives. At the same time, many MPS believe that CDFs have contributed to a system of political competition to where candidates are measured in part on their effective employment of CDF allocations. The particulars of project sustainability will vary somewhat, depending on the nature of the project itself. As a rule, efforts to build sustainability into a project early on is a good approach, since attempting to integrate that type of ongoing benefit later on can be somewhat difficult. This means that project managers must be looking at not only the nuts and bolts of structuring a project, but also the eventual outcome and how the effort can continue to produce results for a number of years.

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

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

The MPs only participate with their constituency in identifying the projects to be funded by an amount set by CDF during a particular financial year and the first priorities given to education development. Both of them participate in monitoring the implementation of the project under the CDF (CDF act, January 2013).

2.6 Local Community Involvement in the Sustainability of CDF Projects

It is generally believed that if the beneficiaries are able to express their views and set up projects that meet their needs, they are more likely to work and are more likely to pay to sustain the project, (Were, 2014). The BOM committees can enhance demand based approaches by bringing decision-making down to the school level where users can decide among other things; the type of technology, location of the project, level and hours of service, tariff charges and how it should be used. Managing a project whose outcomes are projected in terms of decades needs to be carefully planned including the sustainability.

While many development programs include participation measures in project design, programs that obtain sustainable results take the commitment seriously and put it practice with sound concepts, focused dedication, careful monitoring and appropriate adaptive measures when necessary. Successful programs use bottom-up planning to determine priorities and then accurately reflect community needs in project design. Design with promising sustainability results include plans for communities to manage both external and internal resources which in turn promote community participation. A community is a group of people residing in a locality who exercises local autonomy and the locality satisfies their daily needs including education (Mulwa, 2004).

According to Okumbe (2001) local community and the school funds managers, the Board of managements (BOM) should integrate and co-exist in a peaceful atmosphere so that schools can integrate their programmes with those of the community. According to Adesina (1980) most schools in post-independence Kenya were started by local community finances, they provided funds security and local communities has been impressively supporting school‟s projects after independence, cases of negative community influence on CDF project management in schools slows down project implementation and affects school performance (Mulwa, 2004).

Kenya schools under the constituency development fund including schools in Bomet central Division, Bomet central Sub-County have the same management program adopted from the Constituency Development Fund Board (CDFB). The schools have legally mandated and constituted BOMs according to the Education Act Cap 211 (GOK 2013).

Several factors influence the BOM while managing CDF projects such as influence of BOM on project identification , influence of local politics on management of CDF projects, local community involvement and its influence on CDF projects management, how funding influence managers on sustainability of the same. The BOM lacks training on project funds management which leads to inefficiency in sustaining the projects. BOM appointments is coupled with political interference which leads to appointing incompetent members without any training in funds management; hence CDF intended projects may be misappropriated (GOK, 2006).

2.7 Funding and the Sustainability of CDF Projects

Effective funds management in schools is determined by factors which govern funds control such as auditing, BOM training level and good financial governance (Kogan, 1984). The CDF act 2013, section 35 (2) stipulates that funds for school projects should be adequate and be disbursed in time for successful implementation of school projects, good financial plan in project design promotes fiscal sustainability CDF allocates project fund as grants and is allocated through a thorough process every financial year and the BOM are mandated to prudently manage allocated project funds. The government avails funds to national management committee which allocates available funds to school projects which may not be as per BOM project budget. The school management then cost the project with the available funds from CDF which may not be enough to complete the school project. (Appendix IX).

According to (Bennel and Sayid 2002) states that countries in sub-Saharan Africa such as Zambia disburses funds to three categories of school ; National , provincial and district levels through primary school educational board (SSEB) although the funds are inadequate and don't reach schools in time (Clarkson et, al 2004). According to Uganda debt network (UDN, 2006); the guidelines on the CDF are inadequate and worse still are not followed by the members of parliament just as in some instances in Kenya. Most Ugandans do not have any knowledge of the CDF. They therefore neither participate in selection of the projects or in the utilization of the funds in their school projects. Worse still, which does not happen in any other country apart from Uganda, CDF money is banked on the MP„s personal accounts. Many of the MPs are further not aware of the guidelines to be followed in disbursing the money more so, Uganda has no elaborate legal frame work premised on policy that individual MPs have no direct access to CDF funds. (IEA Research paper series number 7 2006).

2.8 Summary of Literature Review

The literature review focused on factors influencing primary schools Board of managements on the sustainability of constituency development funds funded projects in Bomet central Division, Bomet central Sub-County which include, the Board of managements involvement in identifying school projects, how local political interests influence project sustainability and how local community involvement affect projects, the influence of funds adequacy in school management in Bomet central Division, Bomet central sub-county. This chapter relates the above issues on the sustainability of Constituency Developments Funds Funded Projects by Board of Management.

2.9 Theoretical Framework

The study employed the theory of needs achievement as asserted by David Mcelland who had built on an earlier work by Henry Alexander Murray (1938) an American psychologist in his book – "Exploration in Personality." According to Mclleland (1961) an individual's motivation can result from three dominant needs namely, the need for achievement (n- achi) , the need for affiliation (n-aff) and the need for power (n-p) on the need for achievement , the Board of Managements can perform its duties by sustaining constituency development fund funded projects when provided with right financial management tools.

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

2.10 Conceptual framework

Figure: 2.3. A conceptual framework of the factors influencing BOMs sustainability of CDF funded projects.

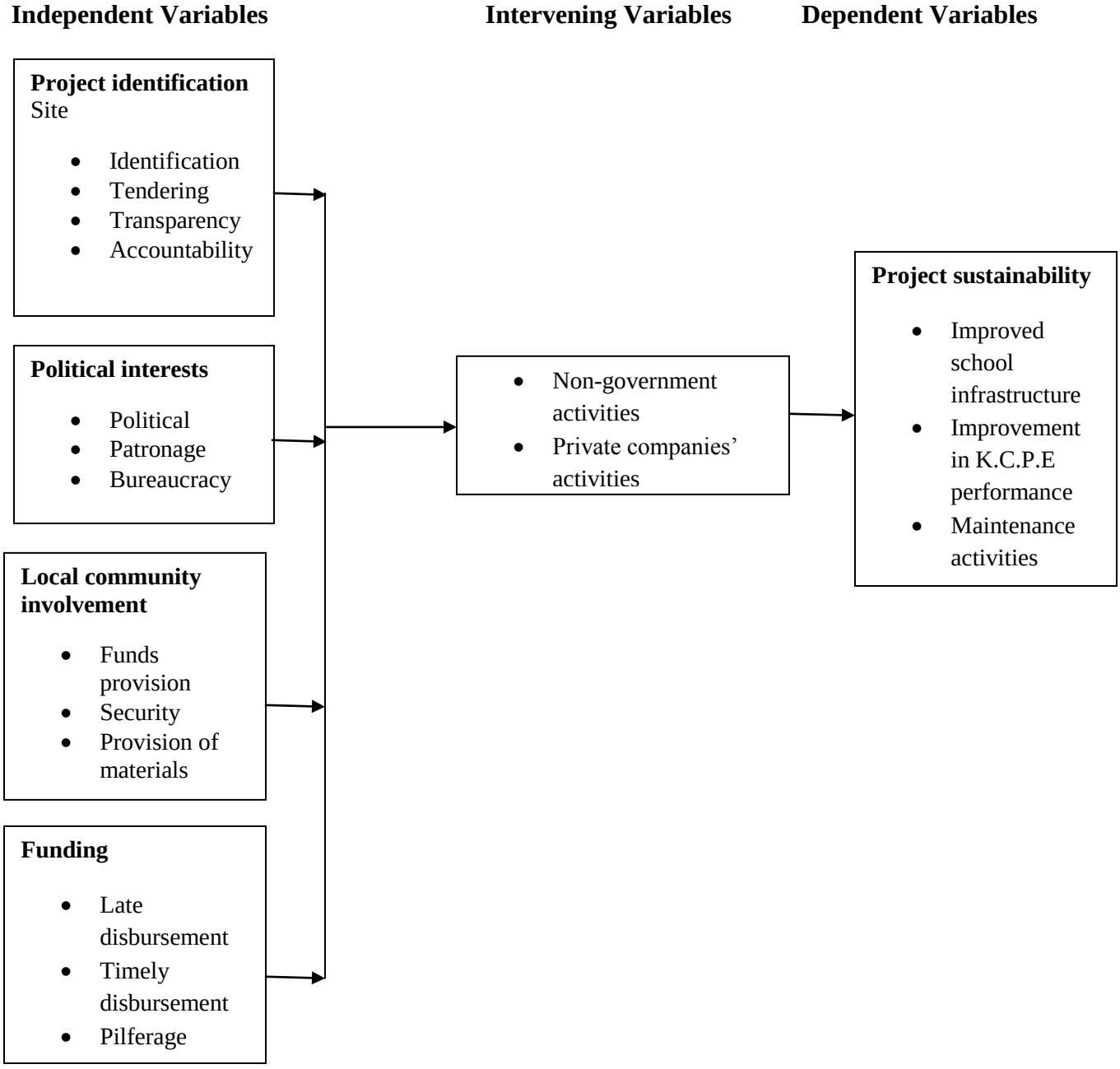

Figure 2.3 of conceptual framework shows relationships between variables.

It is true that effective CDF funds project management is depended on independent variable like BOMs role in project identification, political interests and how local community involvement affect CDF projects coupled with whether funds are adequately available and the BOM direct

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

2.11 Knowledge Gap

VARIBLES	SOURCES	FINDINGS	GAP
Project identification	Gray and Larson 2008	failing to involve the community in school project can be the main source of the project failure	Gray and Larson do not reveal if the school projects involves other key stakeholders to enhance project successes
Influence of Politics	Amutabi 2002	BOM is sourced from appointments of local politicians and to extended local chiefs	Amutabi fails to indicate the constitutional position of a chief and also failed to place the role section 53&54 of education Act Cap 211
Local community involvement	Okumbe 2001	Advantages of integration BOM and local community co-Existing in peaceful atmosphere	Okumbe does not talk of how the community and BOM should be integrated
Funding		Emphasized on parameters that govern funds effectively	Kogan does not bring in picture any clue on how the funds is currently being monitored and evaluated at school level

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

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

3.2. Research Design

The study employed descriptive survey design. According to Cressey (1982) descriptive survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables Kothari (2004) states that descriptive survey design is suitable where the researcher needs to draw conclusion from a larger population. He further explains that survey designs are concerned with finding what, where and how of a phenomenon. They involve large samples which is the characteristics of the study. The survey has the ability to avoid manipulation. Descriptive was chosen because research design was based on the researcher's interest on the state of affairs already existing on the field and also ensured collection of large amount of data.

3.3. Target population

The study targeted 150 primary schools of Bomet central division, Bomet central Sub-County with constituency development fund funded projects, 35 BOM chairpersons, 35 head teachers, 4 BOM members in each school were interviewed that is, the BOM chairperson and three bank signatories, the D.E.O, 3 P.D.Os, 13 members of constituency development fund committee (CDFC). The categories of respondents targeted were due to information they had which was needed for the study. The target population is as illustrated in table 3.1

3.4 Sample Size and Sampling Procedures

Kerlinger (1979) argues, "That the main factor considered in determining the sample size is the need to keep it manageable enough". This will enable the researcher to derive from it detailed data at affordable cost in terms of time, finances and human resource. According to Chandran (2004) sampling is the selection of a portion of population such that the selected portion represents the population adequately. The study would use a sample size derived from table development by Krejcie and Morgan (1970).

According to the table, 150 BOM members will be the sample size. Four BOM members that is, the chair person and three other BOM signatories will be used due to purposeful. Purposeful sampling enabled the researcher to use the respondent as required based on the objective of the study and the respondents clearly being predetermined and their inclusion justified. In total the number of respondents will be one hundred and fifty (150).

Table 3.1Sampling Frame

Respondent	Target population	Sample Size
CDEs	1	1
PDOs	3	3
CDFC Members	13	10
BOM Chairperson	35	30
Head teachers	35	30
BOM Members	450	76
Total	**537**	**150**

The researcher purposely targeted people believed to have reliable information in order to get the population. The population is then divided into six strata namely; the BOM members, Head teachers, CDE, PDOs and CDFC members. From each stratum, the Kreijcie and Morgan (1970) development table will be used to determine the sample size for each stratum which will added up to give a total sample size of 150.

3.5 Research instruments

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

Questionnaire; The researcher used questionnaires which were administered by the researcher with the help of the research assistant. The questionnaire comprised of questions which sought to answer questions related to the objectives of the study. Interview guide and observation was used to collect data. The questions were both closed to enhance uniformity and open ended to ensure maximum data is obtained. Kothari 2008 defined questionnaire as that consisting of number of questions printed or typed in a definite order or set of forms. According to Babbie (1989) questionnaires are the most appropriate when addressing sensitive issues particularly on surveys that deal with anonymity to avoid reluctance or deviation from respondents, questionnaires can be statement or questions and in all the cases the respondent was responding to something written

for specific purposes. In the study, the questionnaires were used to collect data from the BOMs, school head teachers, education officers and constituency development fund committee members on information such as age, gender, education level and administrative experiences.

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

Observation checklist

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

3.5.1 Pilot of the study

The questionnaires in this study were pre-tested through a pilot study before the actual data collection. The instruments were pre-tested in Longisa division where head teachers, BOM chairmen, CDC members, PDOs were supplied with questionnaires and scheduled to fill.

3.5.2 Validity of instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. To ensure validity of the instrument the researcher shared the information in the questionnaires with the lecturers and colleague students to establish whether the questions were relevant. The ambiguous questions were discarded and harmonized to ensure that the questionnaire is valid.

3.5.3 Reliability of the research instruments

Longisa was chosen because of being outside the study area. This was done to help the researcher avoid bias, capture any weaknesses, ambiguities and efficiencies of the instruments. The instruments were later adopted for the restudy after the pilot study results were accurately analyzed and found to be accurate as they addressed the objectives of the research.

Reliability is a measure of how consistent results from a test are (Kombo and Tromp, 2006). The instrument was determined by test and re-test method and also by ensuring thorough accuracy in data collection, recording and discussion of the instruments with the supervisors. The researcher administered the same instruments twice to the same group of respondents from the two selected schools at separate times and the exercise was repeated on the same subjects after one week's interval. The scores of the first and second trials were computed using Pearson's product moment correlation co- efficient.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{N\Sigma x2 - (\Sigma x)2 N\Sigma y2 - (\Sigma y)2}}$$

Where

R	**=**	**Pearson product moment correlation coefficient**
Σx	**=**	**Sum of the X scores**
Σy	**=**	**Sum of the Y scores**
Σx2	**=**	**Sum of the squared X scores. Sum of the squared Y scores.**
Σy2	**=**	

A Pearson product moment correlation coefficient (PPMCC) of 0.81 for the Board of Management questionnaire and 0.83 for Head teacher's questionnaire was obtained indicating that the two sets of scores are correlated; hence the instrument had a high degree of reliability. To check the reliability of the interview schedules, test and re-test formula was applied by administering the instruments on one identified respondent and repeating it on the same respondent after week's interval. A correlation coefficient of 0.82 was obtained. Hence, according to Mugenda and Mugenda, (2003) a coefficient of 0.80 or more implies that there is high degree of reliability of the data. Therefore, both instruments will be deemed to be highly reliable.

3.6 Data collection procedures

The researcher obtained a letter of introduction from the University Of Nairobi School Of Continuing and distance education. The permit was used to visit both the county director of education and the CDE Bomet central Sub-County for permission to visit schools. Appointments were booked with head teachers in schools with CDF projects, the questionnaires were administered personally as agreed with the head teachers, the researcher interviewed the CDE, PDOs, CDFC members on agreed dates, names of the respondents was not discussed and assurance to the respondents was guaranteed and held in confidence.

3.7 Data analysis techniques

According to Bryman and Crammer (2007) data analysis seeks to fulfill research objectives and provide answers to research questions. This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data was gathered and coded for analysis. This was done after editing and checking out whether all questions were filled in correctly. Quantitative data was analyzed using Statistical Package for Social Sciences and the results was presented using frequencies, tables, and percentages to make meaningful conclusions. This was easy in interpretation and convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub topics.

3.8 Ethical consideration

The researcher complied with the following principles which aimed at protecting the dignity and privacy of every individual who in the course of the research work was carried out under the project was requested to provide any valuable information about him/herself or other (hereinafter referred to as a subject of research) before an individual became a subject of research he/her was notified of the aims, methods, anticipated benefits and potential hazards of the research. His/her right to abstain from participation in research, right to terminate any time and confidential nature of the replies. They identity and individual from whom information was obtained in the course of the project was kept strictly confidential. At the conclusion any information that revealed the identity of individuals who were subjects of research was destroyed under the consent in writing.

3.9 Operationalization of variables

Objectives	Independent Variables	Dependent Variables	Indicators	Measurement Scale	Data Collection	Data analysis Tool technique(s)
Identification	Independent	Projects	Identified	Nominal	quantitative	SPSS version 18
Political interests	Independent	Sustainability of CDF projects	Proper managed	Nominal	Quantitative	SPSS version 18
Local community involvement	Independent	Sustainability of CDF projects	Proper managed	Nominal	Quantitative	SPSS version 18
Availability of funds	Independent	Sustainability of CDF projects	Proper managed	Nominal	Quantitative	SPSS version 18
Projects implementation	Independent	Sustainability of CDF	Proper managed	Nominal	Quantitative	SPSS version

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter discusses presentation and interpretation of the findings on factors influencing board of managements in sustaining constituency development fund funded projects in public primary schools. The findings are presented as follows; response rate, demographic information which captured gender of BOM members, age, academic qualification, work experience and training of BOM members in fund management. The chapter also presents and interprets project identification , head teachers' participation in planning and budgeting of CDF funds projects, political interests, local community involvement, and funding of CDF projects.

4.2. Response Rate

A total of 197 questionnaires were given out to head teachers, BOM members, CDE officers and CDFC members of the selected schools out of which 179 were returned giving a response rate of 90.9%. The table 4 shows the response rate.

Table 4.1

Response Rate

	Issued questionnaires	**Returned**	**Response Rate**
BOM Chairman	35	30	85.7%
Head teachers	35	35	100%
BOM Members	105	100	95.2%
PDO	3	3	100%
CDE	1	1	100%
CDF members	13	10	76.9%

According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and

above 70% rated very well. Based on this assertion the response rate for this study can be said to be very good at 90.9%. Although the results may be interpreted to indicate a good response rate, a failure of 9.1% to report may be explained by lack of knowledge in CDF fund projects and time constraints due to detailed returns of the data collection tools.

4.3. Demographic information

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

4.3.1 Gender of BOM members

The respondents were asked to indicate their gender. This aimed at establishing whether the study was gender sensitive while seeking the views of BOM members, head teachers, CDEs and CDFC members. The study sought to determine the gender distribution of the BOM members in order to establish if there is gender balance in the Board of Managements. Gender distribution of BOM members was as indicated in table 4.2

Table 4.2 Gender of BOM members

BOM members gender distribution

Gender	Frequencies	Percentages
Male	106	**70.7**
Female	44	**29.3**
Total	**150**	**100**

From the findings as indicated in Figure 4.1, majority 106 (70.9%) were male BOM members with 44 (29.3%) being females BOM members. This implies there were more males than female respondents. The dominance of males may mean that most of the duties and responsibilities in school management through Board of managements attract more males than females.

4.3.2 Age of BOM members

The study sought to establish the age of BOM members and the results are as in table 4.3

Table 4. 3

Age of the BOM members

Age	Frequency	Percentage
Under 30	75	50
30-35	30	20
35-40	20	13.3
40-45	15	10
45-60	10	6.7
Total	150	100.0

Table 4.3 shows that majority 75(50%) of the BOM members ranged between 45-60 years, 30(20) ranged between 35-45 years with only few of the respondents 20 (13.3%), 15(6.7%) and 10 (6.7%) ranging between 30-35 years and under 30 years respectively. This implies that majority of the BOM members are mature and well experienced with the school project management established under Constituency Development fund.

4.3.3. Academic qualification of the BOM members

The study sought to establish the level of education of the BOM members. The results are indicated in the table 4.4

Table 4.4: Academic qualification of the BOM members

Age	Frequency	Percentage
KCPE/KJSE	85	56.7
O‟Level	35	23.3
Diploma	25	16.7
Degree	5	3.3
Total	150	100.0

Academic qualification of the BOM members was important in this study. According to the findings, 56.7% (85) had attained a KCPE / KJSE qualification, 23.3% (35) had attained O‘Level qualification and 16.7% (25) had attained a Diploma with only few 3.3% (5) having attained a degree qualification. This means that the BOM members had the required qualification to manage CDF projects in schools professionally.

4.3.4. Work experience of BOM members

The study sought to establish the number of years one has served as a BOM member. The results are as indicated in table 4.5

Table 4.5: work experience of BOM members

Working experience	**Frequency**	**Percentages**
Less than one 1	90	60
1-3 years	40	26.7
More than 3	20	13.3
Total	**150**	**100.0**

From table 4.5 above shows that 90 (60%) of the BOM members had served more than 3 years. This is an indication that they have experience and are able to handle management matters including CDF projects implementation.

Table 4.6: Training of BOM members in project fund management

Training	Frequency	Percentage
No training	5	3.33
Senior management	20	13.3
Seminars	45	30
Project management training	80	53.3
Total	**150**	**100**

From table 4.6 above majority of the BOM members 80 (53.3%) had undergone training in project management. A big number of the BOM members 45 (30%) had received training during various seminars and inductions on senior management course. Only 5 (3.3%) a very small number had not. This implies that BOM members were qualified to handle matters of CDF projects in schools and ultimately sustain them for the benefits of the community.

4.4 Project identification and sustainability of constituency development funded projects

Boards of managements were asked to indicate if they were ever involved in identifying constituency Development funded project in their schools.

Table 4.7:

Responses	Frequency	Percentage
Involved	100	66.7
Never involved	50	33.3
Total	**150**	**100**

From the study findings in table 4.7 majority 100 (66.7%) of the board members confirmed that they have been involved in identifying constituency development fund funded projects in their schools with only a few 50 (33.3%) disagreed with the statement. This implies that BOM members are given authority to identify cost and implement the CDF projects in schools by participating in ground identification on where a project is to be installed, approving the cost of the project and preparation in budget monitoring, implementation and sustaining the projects.

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

4.5 Head teachers participation in planning and budgeting of CDF funded projects

The head teachers were asked if they play any role in planning and budgeting of CDF projects. The findings were as in table 9.

Table 4.8: Head teacher's participation in planning and budgeting of CDF funded projects

Responses	Frequency	Percentage
Yes	120	80
No	30	20
total	**150**	**100**

From the findings in table 4.8, 80% of the head teachers agreed that they played a role in planning and budgeting of funds projects with only 20% indicating that they did not take part. Majority 120 (80%) indicated that they took part in budget implementation of CDF projects. A few 30 (20%) indicated that they were not involved in CDF project budget preparation, approval and also auditing of CDF projects records. When further asked if they had received any training on CDF projects financial policies, majority agreed that they had not received any training since the introduction of the programme citing reasons such as failure by the CDFC to organize seminars and lack of cooperation between BOM and CDFC on the importance of the training.

4.6 Political interests and sustainability of constituency development funded projects

The study sought to determine if there are political interests in CDF projects sustainability in schools. Political interests manifest itself in form of political patronage, politician interfering with tendering procedures and elections of CDF committee members. The findings were as indicated in table 4.9.

Table 4.9: Political interests	**Frequency**	
Responses		**Percentage**
Yes	130	86.7
No	20	13.3
total	**150**	**100**

The study findings as indicated in table 4.9, majority 130 (86.7%) indicated that there are politicians who have a lot of interest with CDF projects in schools with only 20 (13.3%) indicating that there are no politicians interfering with CDF projects in schools. They indicated that politicians interfere with CDF projects through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. On further interview respondents disagreed that politicians attend BOM meetings and those they invoke government policy on financial management of primary schools by allowing BOM only in funds management.

4.7 Local community involvement and sustainability of constituency development funded projects

The study further sought to determine the influence of involving local community in CDF projects sustainability in primary schools. Local community may get involved through providing funds, security and support to projects. Local community involvement can either bring positive or negative effects on the sustainability of the constituency development fund funded projects. The projects that obtain sustainable results take the commitment seriously and put it into practice with sound concepts, found dedication, careful monitoring and appropriate adaptive measures when necessary. Successful projects use bottom-up planning to determine priorities and then accurately reflect community in project design; designing with promising sustainability result include plans for communities to manage both external and internal resources which in turn promotes a greater sense of ownership. The findings were indicated in table 4.10.

Table 4.10**: Local community involvement**

Responses	**Frequency**	**Percentage**
Yes	132	88
No	18	12
Total	**150**	**100**

From the study findings majority 132 (88%) of the respondents indicated that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials which in turn are used to sustain the projects in schools. On further interview they indicated that their involvement affect CDF project through local leaders fighting the new project for lack of being involved by BOM/CDFC in the project activities and local community leader's failure to attend meetings scheduled for project identification and failure to attend planned follow-up meetings. This implies that local communities are very important in identifying projects in schools and they influence their implementation to high extent. Further 38 respondents indicated that local leaders are committed to support CDF projects through attending meetings called to discuss how to provide locally available materials to the school projects and participation in project identification.

4.8 Funding and sustainability of constituency development funded projects

The study also sought to determine if availability of funds affect CDF projects in schools. First it sought to determine if schools receive CDF funds on time. The results were as indicated in table 4.11.

Table 4.11: Funding

Responses	**Frequency**	**Percentage**
Yes	127	84.7
No	23	15.3
Total	**210**	**100**

From the study findings majority 127 (84.7%) of the head teachers indicated that primary schools do not receive CDF funds on time and that the funds they receive are not adequate.

From the documents analyzed it was found out that the amounts disbursed by CDF for school projects was less than the amount requested by the BOMs in their project proposals to CDF. The head teachers further indicated that BOM gets the balance through organizing local community to support and complete the project through contributions, topping up with PTA funds and sometimes abandoning the project till the next CDF budget allocation. This implies that CDF funds are not disbursed on time to schools and furthermore not enough therefore affecting the project sustainability process.

4.9 Adequacy of CDF project funds and sustainability of constituency development funded projects

The constituency development fund committee members were asked whether the funds allocated for CDF projects were sufficient and disbursed in good time. The CDF committee members indicated that the funds allocated for projects were not sufficient and the disbursement in most cases was late due to delays in receiving the funds from the ministry of devolution and planning. Further the researcher sought to know from the CDF committees whether the projects were completed in time. The members of the CDF committee stated that most of the projects were not completed according to their time schedule. This was due to delays in disbursement of the funds and also the inadequacy of the funds.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 Introduction

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

5.2 Summary of the findings

The purpose of this study was to investigate the factors influencing primary schools Board of managements (BOM) in the sustainability of Constituency Development Fund Funded projects in Bomet central Sub-County. The study was guided by the following research objectives:-

The extent to which project identification influence the sustainability of CDF project in public primary schools in Bomet central sub-county, and the ways in which local political interests affect the sustainability of constituency development fund projects in public primary schools in Bomet central Sub-County. Also the level of involvement of the local community in the sustainability of Constituency Development Fund projects in public primary schools in Bomet central sub-county, was considered, The study also sought to find how funding affect the sustainability of Constituency Development Fund projects in public primary schools in Bomet central Sub-County.

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

The study employed the theory of needs achievement as asserted by David Mcelland (1961) who had built on an earlier work by Henry Alexander Murray (1938). The study employed descriptive survey design.

The study targeted 35 public primary schools of Bomet central division, with constituency development fund projects, 35 BOM chairpersons, 35 head teachers, 4 BOM members out of the possible 13 in each school were interviewed that is, the BOM chairperson and three bank signatories, one D.E.O, 3 PDOs., 13 members of Constituency Development Fund committee (CDFC). The categories of respondents were targeted due to information they had which was needed for the study. The researcher used questionnaires, interview guide and observation checklist to collect data. The instruments were developed by the researcher.

5.2.1 Identification and sustainability of constituency development funded projects

BOMs were asked to indicate if they ever involved in identifying constituency fund funded project in their schools. From the study findings in majority 100 (66.7%) of the respondents indicated that they have ever been involved in identifying, and implementing constituency fund funded projects in their schools with only few disagreeing with the statement. This implies that BOM members are mandated with the role of identification and sustainability of the CDF projects in schools. Those who indicated that they have been involved in identification of the CDF projects indicated that they do that through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of commitment in monitoring and implementation by the concerned members.

5.2.2 Political interests

The study sought to determine if there was a political interest in CDF projects in schools. From the study findings majority 130 (86.7%) indicated that there are politicians who interfere with CDF projects in schools with only few indicating that there are no politicians interfering with CDF projects in schools. They indicated that politicians interfere with CDF projects through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. On further interview respondents disagreed that politicians attend BOM meetings and those they invoke government policy on financial management of primary schools by allowing BOM only in funds management.

5.2.3 Local community involvement and sustainability of constituency development funded projects

The study further sought to determine the influence of involving local community in CDF projects management in primary schools. From the study findings majority 132 (88%)of the respondents indicated that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and security of the projects. On further interview they indicated that their involvement affect CDF project through local leaders fighting the new project for lack of involvement by BOM/CDFC and local community leaders' failure to attend meetings for project identification and failure to attend planned meetings. This implies that local communities are very important in identifying projects in schools and they influence their implementation to high level. Further respondents indicated that local leaders are committed to support CDF projects through attending meetings called to discuss their development.

5.2.4 Funding and sustainability of constituency development funded projects

The study also sought to determine if availability of funds affect CDF projects in schools. First it sought to determine if schools receive CDF funds on time. From the study findings majority 127 (84.7%) of the respondents indicated that primary schools do not receive CDF funds on time and that the funds they receive are not adequate. The respondents further indicated that BOM gets the balance through organizing local community to support and complete the project through donations from donors, individuals and topping up with PTA funds. Sometimes the project is abandoned till the next CDF budget allocation to completion. This implies that CDF funds are not disbursed on time to schools and furthermore not enough therefore affecting the implementation and sustainability processes.

5.3 Conclusion

From the study findings it can be concluded that BOM and school head teachers have minimal involvement in identifying constituency fund projects in their schools through participating in ground identification on where to install a project, approving the cost of the project and preparation in budget monitoring and implementation. However those who disagreed indicated the reason being lack of ownership by some members of the community Who disregards the project, failure by the same to monitor, evaluate and implement the requirements.

The study also concluded that there are no politicians interfering with CDF projects in schools through influencing the tendering process for the supply of project materials and CDF committee influencing those to be awarded tender materials. The study interprets that BOM usually invoke government policy on financial management of primary schools by allowing BOM only in funds management. In the study it was further concluded that local communities are involved in CDF projects in schools through participating in project identification, providing locally available materials and security of the projects. The study concluded that schools undertake CDF project implementation through carrying out monitoring and evaluation of projects regularly and checking project expenditure regularly and physical progress. For those who indicated otherwise the study concludes that they gave reasons such as failure by school management to provide regular feedback to the stakeholders and failure to involve all the stakeholders in the implementation process.

5.4 Recommendations

From the findings and conclusion, the study recommends the following in order to increase the number of projects being initiated at constituency level so as to ensure that the taxpayers' money is effectively used for intended purpose.

1. The government should establish a legal and regulatory framework to govern the operations of cdf projects at constituency level, thus promoting accountability and transparency in the management of the said projects.

2. The CDF committee should comprise members well versed in the principles and knowledge of project management. With them in the team they will be able to provide professional advice on how to effectively initiate and manage projects up to the execution stage.

5.5 Suggestions for further studies

The researcher suggests that studies:

1. On factors influencing Board of Managements on sustainability of constituency development fund funded projects in public primary schools should be done in other Sub Counties in Kenya in order to generalize the results.

2. On monitoring and evaluation mechanisms as a tool for CDF project sustainability.

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APPENDICES

APPENDIX I

BOARD OF MANAGEMENTS'QUESTIONNAIRE

The researcher is a post graduate student at University of Nairobi and pursuing a Masters Degree in Project planning and management. The researcher is conducting a study on the factors influencing BOM in the sustainability of Constituency Development Funds funded projects in Bomet Central Division, Bomet sub-county. Please tick the appropriate answer and give your opinion where necessary in the question.

Part 1: Personal information

1. What is your gender?
   Male ( )
   Female ( )
2. What is your age?
   Below 30 years ( )
   Between 30 -35 years ( )
   Between 35 -45 years ( )
   Between 45- 60 years ( )
3. What is your highest level of education?
   „O" level ( )
   PHD ( )
   Professor ( )
4. How long have you served as a BOM member in the position of project manager in your school? 3 years ( )
   6 years ( )
   9years ( )
   12 years ( )
5. Have you as a BOM member received any training as a funds project manager?
   Yes ( )
   No ( )

6. Do you have any influence on CDF funded project management and sustainability in your school?

Yes ( )

No ( )

7. Have you ever been involved in identifying Constituency fund project in your school?

Yes ( )

No ( )

If yes! how?

b). Approving the cost of the project.

c). Preparation in budget monitoring and implementation.

d). Other (Specify)……..

9. If No, why?

a).Non participation in identifying project of CDF

b).Lack of co-operation between the principal and BOM on identification for the project.

c). Lack of commitment in monitoring and implementation.

d). Other (specify)……

10. Do you have politicians interfering with CDF projects in the school?

Yes ( )

No ( )

11. If yes, how?

a). Dictating when the project would start in the school

b). Influencing the tendering process for the supply of project materials.

c). CDFC influencing those to be awarded tender materials.

d). Other (specify)…….

12. Are there politicians in BOM meetings who participate in deliberation of identification of CDF projects in your school with vested interests?

Yes ( )

No ( )

If yes, how?

13. a) Influencing pricing of building for projects.

b) Over pricing building materials.

c) Non – scrutiny of expected materials and prices.

14. If the response to question 12 is yes, what measures have been taken by BOM to deal with this CDF project indiscipline?

a). Auditing books of accounts with CDF projects.

b). Non – involvement of politicians of CDF projects.

c). Invoking government policy on financial management of secondary schools by allowing BOM only in funds management.

15. Does the local community involvement affect CDF project management in your school?

Yes ( )

No ( )

If yes, indicate how?

16 a). Failing to provide security to the projects.

b) Local leaders fighting the new project for lack of involvement by BOM /CDFC.

c). Local community leaders failure to attend meeting for project identification and failure to attend planed meetings.

d).Others (specify)……..

17. Do you think the local community leaders are committed to support?

CDF projects in your school?

Yes ( )

No ( )

18. If no, state why?

a). Lack of co-operation between the school administration and the local community leader

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

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

d). Others (Specify)……..

20. If yes, state how

a). Participating in project identification.

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

c). Others (specify)……

21. Do you receive CDF funds for school projects in time?

Yes ( )

No ( )

22. Are the CDF funds for your school project adequate?

Yes ( )

No ( )

If yes, indicate the adequacy?

a). Adequate as per the BOM planned and approved budget b).Adequate enough to complete the proposed approved budget. c).Adequate enough to avoid virement

d). Others (specify)……

If no, indicate how the BOM gets the balance.

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

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

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

d). Others (specify)……..……

APPENDIX II

HEAD TEACHER'S QUESTIONNAIRE

Part 1 Personal information

1. What is your gender?

   Male ( )

   Female ( )

2. What is your age?

   Below 30 years ( )

   Between 20 – 40 years ( )

   Between 40 -50 years ( )

   Below 60 years ( )

3. What is your highest academic qualification?

„O‟ Level ( )

Degree ( )

Masters ( )

PHD ( )

Others (specify)……

4. How many years have you served as a school administrator?

Not all ( )

4 – 6 years ( )

7- 9 years ( )

10 -15 years ( )

Above 15 years ( )

Section A Project identification

5. Name the project in your school

Class ( )

Dormitory ( )

Library ( )

Computer lab ( )

Others (specify)……

6. To what extent were you involved in the identification of project?

Great Extent ( )

Some extent ( )

Never involved

8. Do you play any role in planning and budgeting of CDF funds projects?

Yes ( )

No ( ).

If yes, state;

a). CDF project budget preparation and approval. b).Auditing of CDF projects records.

c). Budget implementation of CDF projects.

d). Others (specify)…….

8. Have you ever received any CDF projects financial training?

Yes ( )

No ( )

10. If yes, state which?

a).Financial training management b).Basic book-keeping

c).Project monitoring and evaluation training

d).Others (specify)…….

11. If No, indicate.

a).Lack of commitment by the BOM

b).Failure by the CDFC to organize the training.

c).Lack of co-operation between BGO and CDFC on the importance of the training.

d). Others (specify)……

12. Indicate the measures that can be taken to improve BOM on management and sustainability 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)……

Section B: Political interference

13. To what extent do politicians take part in project identification in your school?

Great extent ( )

Some extent ( )

Never involved ( )

14. Do politicians take part in identification CDF project?

Yes ( )

No ( )

15. Does local politics interfere with the management and sustainability of CDF projects in your school?

Yes ( )

No ( )

16. Are there incidences of local political interference in CDF projects in your school?

Yes ( )

No ( )

If Yes, how?

a).Presence of CDFC members in project identification process. b).Political patronage in the process of project monitoring. c).Local political selfish interests.

d).Others (specify)…….

Section C: Local community involvement

17. Does the local community associate itself with CDF projects in your school?

Yes ( )

No ( )

18. To what extent does the local community get involved in CDF projects in your school?

Great extent ( )

Some extent ( )

Never involved ( )

19. How does the community get involved in CDF projects? (a).Participating in project identification.

b).Providing locally available materials. c).Involving the local community in the school.

d).Others (specify)……..

20. If no, state the reasons.

a).The school management failure to involve the local community in

CDF projects identification programme.

b).Local community sense of detachment from the school administration in CDF projects management.

c). Local community negative attitude towards the school management in the management of CDFC projects.

d).Others (specify)……

21. Do you think the local community is committed in the CDF projects success for the school?

Yes ( )

No ( )

22. If no! State why.

a).Lack of commitment by community leaders in school CDF projects b).Local community leaders influenced by local politicians to shy away from the CDF projects due to incitement.

c). Local community leaders assumption that the CDF project belongs to BOM and CDFC.

d).Others (specify)……..

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

……

Section D: Funding

24. Do you receive funds as applied and budgeted by BOM for CDF projects in your school?

Yes ( )

No ( )

If yes. Is it adequate?

a).The funds received from CDF for school projects is enough?

b).The funds received from CDF for school project is not adequate.

c).The CDF for school projects can only implement projects halfway.

d).Others (Specify)……..

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

a).Abandoning the CDF project of the school halfway.

b).Virement from other vote heads to complete the CDF project. c).Using the CDF project as per its uncomplete status.

d).Others (specify)……..

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

27. Do you have within the BOM /CDFC / community leaders CDF project implementation team?

Yes ( )

No. ( )

28. If yes, what role do they play?

a). Monitoring / evaluating CDF project process.

b). Inspecting CDF project regularly.

c). Checking auditing accounts and reports.

d). Others (specify).

APPENDIX III

INTERVIEW SCHEDULE FOR CDE'S OFFICERS

Part 1: Personal information

1. Which is your age bracket?

Between 30 -40 years ( )

Between 40-50 years ( )

Below 60 years ( )

2. What is your gender?

Male ( )

Female ( )

3. What are your academic qualifications?

„O" Level ( )

Degree ( )

PHD ( )

Others (specify)…….

4. What is your work experience as an education officer?

3 years ( )

5 years ( )

10 years ( )

15 ears and above ( )

5. Have you ever been trained or any of your officer in the district for monitoring CDF projects?

Yes ( )

No ( )

6. Are you directly involved in identifying CDF projects in your district?

Yes ( )

No ( )

7. Which challenges do you face as an education officer in monitoring CDF projects in your district?.....

APPENDIX IV

INTERVIEW SCHEDULE FOR CDFC

Part 1: Personal information

1. What is your gender?

   Male ( )

   Female ( )

2. What is your age?

   Under 30 years ( )

   30 -39 years ( )

   40-49 years ( )

   Above 50 years ( )

3. What is your highest academic qualification?

   Diploma ( )

   Degree ( )

   PHD ( )

4. Who appointed you to be a member of CDFC?

   MP ( )

   Senator ( )

   MCA ( )

   No sure ( )

5. Have you ever been trained on CDF project management and sustainability since your appointment?

   Yes ( )

   No ( )

6. If yes, what type of type of training?

a). Funds management b). Project monitoring

c). Project implementation d). Others (Specify) ……

7. Do you train school BOM‟s on CDF project management and sustainability?

   Yes ( )

   No ( )

9. To what extent do you involve BOM members in CDF project implementation?

9. Do you monitor the use of the amount of money allocated to schools for CDF projects?

10. Do you involve the community in project identification?

11. In what ways do you involve the community in CDF projects?

12. How are the funds allocated for CDF projects?

13. Are the funds you allocate for CDF projects adequate?

14. What measures do you take to make sure that the funds are utilized properly?

15. What criteria do you use to allocate funds for CDF projects?

16. How do you make sure the projects are completed?

17. State the challenges you face in CDF project implementation …….

a). Political Patronages

b) .Pilferage

c). Misappropriation CDF projects money

d). Selfish interests.

16. Please list possible remedies to the problem you face in CDF projects management and sustainability in relation to funds disbursement, monitoring and implementation ……

APPENDIX V OBSERVATIONAL SCHEDULE

		Available	**Well used**	**Not used**
1	Receipt book with CDF project	X	Yes	-
2	Payment vouchers	X	Yes	-
3	Bank document withdrawals/BOM minutes	X	Yes	-
4	Procurement documents	X	Yes	-
5	Contract Agreement	X	Yes	-