

**INFLUENCE OF COMMUNITY PARTICIPATION ON IMPLEMENTATION OF
CONSTITUENCY DEVELOPMENT FUNDED INFRASTRUCTURAL
PROJECTS IN PUBLIC SECONDARY SCHOOLS IN BOMET
EAST SUB-COUNTY, KENYA.**

**BY
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DECLARATION

This research report is my original work and has not been presented for any award in any other university

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DEDICATION

This research project is dedicated to my wife for her continuous moral and financial support throughout my study, my mum for the encouragement and prayers throughout my studies. Thank you all and God bless.

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ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
LATF	Local Authorities Transfer Fund
RMLF	Roads Maintenance Levy Fund
NTA	National Tax Association
NMC	National Management Committee
MPLADS	Members of parliament local area development scheme

ABSTRACT

This research seeks to determine the extent to which involvement of community helps in identifying, procurement, implementation, monitoring and evaluation as well as quality assurance for success of infrastructures in public secondary schools and implementation of Constituency Development Funded projects. Based on top-down approach in management of CDF funds have not been successful. Donors call for a people-centered approach in managing local developments in developing countries, as supported by related literature. The study was carried out in Bomet East Sub-County, Kenya. Kenya's Constituency Development Fund assists in developing local communities. Descriptive research was utilized to guide the study. Both primary and secondary data was used, and descriptive statistics guided data analysis. Self-administered questionnaire was used from a sample size of 100 respondents so as to collect primary data. There was a respond rate of 75%. Data was analysed quantitatively using descriptive statistics where the output was presented in terms of tables, frequencies and percentages with the help of statistical package for social sciences (SPSS version 20).The study found that there was a significant relationship between managerial factors, and the Researcher revealed that, most of Bomet East Sub-County residents do not participate in management of Community Development Fund projects, leading to failure in implementation. In conclusion, community members, whether influential or not, should be involved in identification, implementation, monitoring and evaluation of the CDF projects to boost success.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Parliamentary involvement in grassroots projects and in community development has been growing in a diverse set of countries, including Kenya, Pakistan, India, Uganda, Bhutan, Jamaica and Papua New Guinea (Mwangi & Meagher, 2004). One policy tool for this involvement is Constituency Development Funds (CDFs), which dedicate public money to benefit specific political subdivisions through allocations and/or spending decisions influenced by their representatives in the national parliament. CDFs resemble the venerable U.S. congressional allocations generally called “pork barrel,” “earmarks” or “member items” in national and state-level policy making.

In India there are two CDF-style schemes: the Members of Parliament Local Area Development Scheme (MPLADS) at the national level and the Member of Legislative Assembly Local Area Development Fund (MLA-LAD) for the Legislative Assembly of each of India’s 28 States. The MPLADS scheme was instituted in India in 1993 under the dominant Congress Party. Under the MPLADS, an equal amount is allocated annually to each single-member parliamentary constituency; the funds are to be used for “works of developmental nature with emphasis on the creation of durable community assets based on the locally felt needs.”

The MPLADS was introduced at a time when the Congress Party was vulnerable at state level; “The timing and manner of programme initiation suggests that MPLADS may have been conceived as a vehicle for the dominant national party to channel funds to its MPs in the growing number of states controlled by the opposition” (Keefer & Khemani, 2009). Keefer and Khemani (2009) suggest that in this context, there was no political incentive for the national party to publicize the programme and inform voters of these resources available for constituency service. As a result, the programme was largely unknown and disbursement levels were quite low for the first five years. From 1993 to 1999, MPLADS disbursements in

the average and median districts were only 36 percent of available resources. This greatly showed lack of participation.

Notably there has been no act of Parliament passed to govern the MPLADS and MLA-LAD.⁴² Instead guidelines issued by the government set the terms for the implementation of the scheme. Under those guidelines, most recently updated in 2005, MPs ‘recommend’ projects to be funded. According to the Ministry, “Honourable MPs have the full authority to select the works of their choice provided these are eligible under the Guidelines.” However the India scheme also gives significant authority to the District Authority who sanctions the projects and has technical, financial and administrative authority.

In Uganda, the Constituency Development Fund (‘CDF’) essentially provides additional resources for development at the local level by channelling money to constituencies under the management of Members of Parliament, MP. The CDF would thus supplement the existing funding mechanisms for local government. Importantly, it may not represent an increase in funding, since funds may be taken away from other parts of the budget in order to finance the CDF. The CDF is allocated in the budget of every financial year and after parliamentary approval, the funds are disbursed to the constituencies to be spent on development projects as earlier identified and prioritized by local community. All constituencies receive funds of exact amounts.

In order to address various economic injustices and low development levels in Kenya since independence the Kenyan government has initiated various reforms aimed at transforming the country to a middle-income country by 2030 (Owuor, Chepkuto, Tubey&Kuto, 2012). Constituency Development Fund forms one of the devolved funds channelled by central government. Constituency Development Fund was introduced in 2003 during the Kibaki regime (2002-2013). It was designed to support equitable constituency-level and grass-root development.

Doubts have been raised as to whether the constituency development fund has met its stated objectives, giving a clear indication that the extent to which CDF has met its objectives remains a research imperative (Bagaka, 2008). Owuor (2013) argues that CDF management

faces varied challenges, some of which include: the organization structure in managing CDF projects, project identification criteria, political interference and corruption.

Mungai (2009) asserts that CDF's origin can be traced back to the CDF Bill drafted by opposition MPs in a bid to have equitable distribution of resources across the country. The CDF is one of the devolved funds meant to achieve rapid socio-economic development at constituency level through financing of locally prioritized projects and enhanced community participation (Owuor et al., 2012). CDF aims at decentralizing resources to constituencies for equitable development. Decentralization refers to "the transfer of political power, decision making capacity and resources from central to sub-national levels of government" (Walker, 2012). Most of the African countries have resulted to various forms of decentralization to eradicate extreme poverty and hunger, unequal distribution of resources and poor delivery of basic services by various institutions.

Since 1990s decentralization has been linked to collective empowerment and democracy due to failure of various reforms to significantly reduce absolute poverty (Houtzager, 2003). Analysts have analyzed three types of decentralization namely administrative, fiscal and political, (Smoke, 2003); while the forms of decentralization as; de-concentration, devolution, delegation, and privatization (Work, 2002). Political decentralization occurs in situations where political power and authority are transferred to sub-national levels of government. Citizens and their elected leaders get engaged in decision making and encourage citizen participation (Litvack, Ahmad & Bird, 2008). De-concentration and delegation are forms of administrative decentralization while fiscal decentralization which involves transfer of financial resources from central government to sub national levels of government works (ROK 2002).

Since independence, the fight against illiteracy, poverty, ignorance and disease has been a major goal of the Kenyan's Government. To fight these challenges the government has pursued economic development through central planning. Cort and Kinyanjui (2010); Mapesa and Kibua, (2006) argue that, the centralization of authority and management of resources has led to the inadequate distribution of resources across regions, resulting in a growing inequality in services, infrastructure and development across the country. In order to

address to these disparities in the allocation of public expenditure a number of decentralization programs were put into place during the 1960s and 1970s.

Little success was achieved due to politicization and the misallocation of resources of most of these programs (Cort&Kinyanjui, 2010). In 1983, government adopted District Focus for Development (DFRD) which was aimed at enhancing geographically equity where funds were allocated to less development districts (ROK, 1983). Otieno (2007) argues that DFRD could not achieve much as most of the projects were identified, monitored and implemented by the government, locals were only used as rubberstamp by assembling them and informing them their problems, participation by the locals was actually passive so whichever deliberation by the government was just agreed upon without internalizing.

In September 2000, 191 member states of the United Nations, Kenya included adopted the Millennium Declaration (GA Resolution A/54/2000) which outlined necessary measures to attain peace, security and development. Later an agreement was reached among other multilateral institutions, including the World Bank, and the IMF on key elements of a framework of this global agenda in the context of goals, targets and indicators, collectively referred to as the Millennium Development Goals (MDG's).

The MDG's comprise quantifiable global targets set for 2015. These MDG's includes; Eradicate Extreme Poverty & Hunger, Achieve Universal Primary Education, Promote Gender Equality & Empower Women, Reduce Child Mortality, Improve Maternal Health, Combat HIV/AIDS, Malaria and other diseases, Ensure Environmental Sustainability and Develop a Global Partnership. As part of strategy to achieve these goals, in 2003, the government of Kenya established the Constituency Development Fund (CDF).

The Constituency Development Fund was established under the CDF Act 2003, amended in 2007, repealed in January 2013 and replaced with CDF Act 2013 that is aligned to the constitution of Kenya 2010. CDF was to help in development by channeling financial resources to the Constituency level for the implementation of community based development projects with long term effects of improving social and economic well-being of the citizens. Another objective of the introduction of the CDF was to control and reduce imbalances in regional development brought about by partisan politics, (Mapesa & Kibua, 2006).

Kenya constitution in 2010 was passed and became law in 2010. It took into account devolution that allowed formation of forty seven counties. The formation of forty seven counties was to; ensure equitable of allocation of resources, promote social and economic development across the country, facilitate the decentralization of State organs, their functions and services, from the capital of Kenya and enhance the participation of the people in the exercise of the powers of the State. All moneys allocated under CDF Act, 2013, are additional revenue to the county governments.

The fund is managed by the Constituencies Development Fund Board (CDFB). It consists of an annual budgetary allocation equivalent to at least 2.5% of the Government ordinary revenue. The CDF Act provides that; maximum of 5% is allocated to CDF Board for Administrative services, minimum of 95% is allocated to constituencies as follows; 5% of the 95% is allocated to Emergency Reserve, 75% of the balance is allocated equally amongst all the 290 constituencies and balance of 25% is allocated based on the Constituency Poverty Index modelled by the Ministry of Devolution and Planning. Around Ksh.137,670,000,00 has been allocated to CDF since its inception in 2003 (<http://www.cdf.co.ke> retrieved on 25th December 2013).

Most of the projects funded by CDF are in Education (55%), water (11%) and health (6%) sectors. In addition most of these CDF projects have addressed Social Pillar of Kenya Vision 2030.

The implementation of community development projects started with the identification of the needs (Mwangi, 2005). This is in line with the CDF Act, 2013 section 23 (2,3&4) that requires that location meetings be held to select projects to be submitted to the CDFC before onward transmission for funding. The CDF Act of 2013, circulars, public procurement and disposal Act 2005 and the CDF implementation guidelines 2004 prepared by the National Management Committee provides that CDF projects are implemented by the respective government department in which they fall (Gikonyo, 2008). All the constituents in every constituency are expected to be active in the implementation of all the approved projects to ensure that objectives of the project are met using resources allocated for them within a given period of time. In addition the Act gives technical department and CDFC authority to monitor the projects.

Given the mosaic of expenditure decisions on a myriad of local projects, and because of the relaxed rules on how and where expenditure is to be incurred, the CDF can be construed as a delegated form of fiscal decentralization, because the program allows local people to make their own expenditure decisions that reflect their tastes and preferences and maximizes their welfare(World Bank, 2000).

According to Bagaka (2008), a look at the implementation of CDF in recent years reveals a mismatch between the local nature of capital expenditure decisions and financing for the operations and maintenance of such projects with local benefits. Because the central government holds a policy monopoly, it is evident that, when it steps in to bring such projects into operation, those who benefit from those operational projects does not incur the recurrent costs of operating and maintaining their capital projects. 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, 1998).

The success of project is critical to achieving development agenda in the local communities across the world. It is also understood that monitoring and evaluation of projects is fundamental if the project objectives and success is to be achieved. Monitoring and evaluation of project improves overall efficiency of project planning, management and implementation. Various projects could be initiated to transform social, political and economic well-being of citizens in a particular country. UNDP (2002) reports that there has been growing demand for development effectiveness to improve peoples lives.

In 2005, the Ministry of Planning and National Development commissioned work on the design of an appropriate framework for Monitoring and Evaluation (M & 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 CDF 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, District Development Officer (DDO) and Constituency Development Fund Committee (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 elect 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.

Feuersten, (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 Feuerstein, (1986) are equally important since they can assist detect related shortcomings.

Odhiambo, (2007) while referring to Feuerstein, (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. The ability to measure and demonstrate outcomes and impacts relies on the use of indicators that are based on reliable data, and on the capacity to systematically collect and analyze that information.

The conditions in which Mand E are carried out vary widely, depending on the demand for information, the extent to which it is used to inform decision making, and the reliability of the systems that are in place to capture and convey that information. Throughout much of the developing world these conditions are “less than-ideal.” Information is irregular and often lacking altogether. In these conditions there is a lack of effective demand for information on the part of policy makers. The conditions are often especially pronounced in rural areas, where the costs of data collection are very high, and that quality of existing data is particularly low.

A recent attempt to decentralization in Kenya has been in the form of devolution of development funds with an aim of bringing fiscal decision making down to the community level with the aim of stimulating citizen participation in identification, prioritization, design and implementation of their preferred development projects. This is based on the assumptions that it will lead to efficient allocation of resources.

However doubts have been raised as to whether the Constituency Development Fund has met its stated objectives. For instance there is lack of transparency in allocation of funds for development projects, it is not clear how decisions are arrived at on what development projects to be implemented and the formation of the Constituency development committees (that are the centre of decision making) is characterized by political patronage(Transparency International report, 2005). These committees are constituted at the discretion of the Members of Parliament, a phenomenon that reflects centralized state control over development management as opposed to the alleged devolution of decision making power to local people.

The extent to which CDF has met its objectives remains a research imperative, therefore calls for a systematic assessment of the structure of the fund and how the fund has been put into use together with its contribution to development in Kenya hence the proposed study(Oyugi,2006). Moreover, the fund is being handled by national politicians who are accountable to the central government through the national management committee (the supervisory body of the fund).

Although the Government had good intention when setting up the kitty, there is still public outcry pertaining the management and utilization of the funds in most of the constituencies (Okungu,2006) Some MPs, knowing the level of ignorance, poverty and helplessness in their constituencies have for all practical purposes made their cronies believe that this constituency fund is their money given to them by the government to use as they see fit.

That being the case, it may also mean that there are more resources going to the community for purposes of development in their areas. As earlier noted, the CDF was instituted to make development more responsive to the local needs and to empower the community by increasing their decision making powers and for them to shape the development process in their local areas. In so doing, projects undertaken in CDF are to be in line with the community's identified needs thereby increasing ownership and

sustainability of CDF projects in the community as opposed to the centrally planned community development initiatives.

Gikonyo argues that allowing community's participation in the CDF makes '...projects [to] benefit from the use of local knowledge' (Gikonyo, 2008:28). The use of local knowledge can help ensure that projects address local needs and take into account the local values of the people thereby leading to community ownership of development interventions and increasing the chances of sustainability of projects.

1.2 Statement of the problem

Doubts have been raised as to whether the constituency development fund has met its stated objectives, giving a clear indication that the extent to which CDF has met its objectives remains a research imperative (Bagaka, 2008). Owuor (2013) argues that CDF management faces varied challenges, some of which include: The organization structure in managing CDF projects and Project identification criteria. A similar research conducted by IEA (2006) in all Kenyan constituencies indicated that sharing of CDF within the constituency was not always a smooth exercise.

Due to the needs at the constituency level and the weak mechanisms of ensuring equity in the distribution of CDF projects within the constituencies, some locations felt short-changed in the process. 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, project identification, monitoring and evaluation have not fully been managed by the committees in the constituencies.

According to a report of National Tax Association (NTA) (2010), from financial year 2003/2004 to 2007/2008, Bomet East Sub-County had received a total of Ksh. 153,940,611. This had been used in improving infrastructure, schools, water, dispensaries and school fees bursaries (TISA, 2010).

However, the NTA report found wastage of the CDF funds, whereby, Kshs.5,950, 000 had been wasted due to badly implemented projects and Kshs 600,000 on abandoned projects. The report, however, did not give the reasons that caused bad implementation and abandonment of those projects, a gap filled through this research.

1.3 Purpose of the study

The purpose of the study was to assess influence of community participation on implementation of Constituency Development Funded infrastructural projects in public secondary schools in Bomet East Sub-County, Bomet County.

1.4 Research Objectives of the Study

The Study was guided by four objectives as stated below;

1. Determine the extent to which involvement of community on identifying projects affect the implementation of infrastructural CDF projects in public secondary schools.
2. Determine how the involvement of community on project procurement process affects the implementation of infrastructural CDF projects in public secondary schools.
3. Determine the extent to which participation of community in monitoring and evaluation affects the implementation of infrastructural CDF projects in public secondary schools.
4. Determine how community participation in quality assurance affects the implementation of infrastructural CDF projects in public secondary schools.

1.5 Research Questions

1. To which extent does the involvement of community on project identifying affect the implementation of infrastructural CDF projects in public secondary schools.
2. To what extent does community involvement on project procurement process affects the implementation of infrastructural CDF projects in public secondary schools.
3. To what extent does participation of community in monitoring and evaluation affects the implementation infrastructural CDF projects in public secondary schools.
4. To what extent does community participation in quality assurance affects the implementation of infrastructural CDF projects in public secondary schools

1.6 Significant of the study

This research report was important in contributing towards rural development. Little was known about the use and management of existing devolved development funds in Kenya, therefore, this research report served as a benchmark for identifying loop holes and corrective measures at policy level. In addition, this study builds a case of why the top-down approach to management of CDF projects has not been effective, and why community participation and involvement is critical for implementation of projects.

In order to achieve fiscal decentralization through the CDF and reduce poverty levels as is the main aim, the public must be involved in identifying and implementation of the CDF projects funded through the decentralized funds. This study builds a case for community members' participations on the same.

1.7 Limitations of the Study

The respondents took more time in filling the questionnaires than expected. There were also financial constraints, since expenses involved in carrying out the study might be much, as the study incurred travelling cost, lunch allowance, laptop and purchase of flash disks.

1.8 Delimitations of the Study

The study focuses on the influence of community participation on implementation of Constituency Development Funded infrastructural projects in public secondary schools in Bomet east sub-county, Bomet County.

1.9 Assumptions of the study

The study assumed that: influence of community participation is a dependant variable of the study on successful implementation of Constituency Development Funded infrastructural projects in public secondary schools in Bomet East Sub-County, Bomet

County. All the respondents were knowledgeable enough to understand what is required of them on implementation of Constituency Development Fund projects (Byrne, 2002).

1.10 Definition of Significant terms

CDF Projects refers to all ongoing, delayed, stalled or completed projects financed by constituency development funds.

Community refers to a group of individuals living together in a designated area with a common interest in development projects in secondary schools.

Community participation in Project Evaluation refers to a state where community/beneficiaries are encouraged to participate in evaluating the projects together with outsiders.

Community participation in Project Monitoring refers to a state where community/beneficiaries are encouraged to participate in monitoring the projects together with outsiders.

Community participatory Identification refers to where community/beneficiaries are encouraged to identify and prioritize the projects themselves with or without outsiders.

Constituency Development Fund (CDF) refers to fund essentially providing additional resources for development at the local level by channeling money to constituencies under the management of Members of Parliament.

Project Evaluation refers to evaluation process is the measurement, appraisal, or making judgments on the output and impact of the project in terms of the objectives, to examine the project's relevance, effectiveness, and benefits to the target community.

Project Identification refers to the process where the community identifies a need to be addressed and together with the Constituency Development Management Committee, a project is identified.

Project Implementation refers to securing community participation for launching the project and co-ordination of activities of the final product.

Project Monitoring refers to the process of routinely gathering information on all aspects of the project.

Project procurement refers to the process of tendering purchasing and acquisition of project materials.

1.11 Organization of the Study

The study included five chapters: Chapter one: composed of background of the study, statement of the study, research objectives, research questions, research hypothesis and significance of the study, delimitations and limitation and finally the organization of the study.

Chapter Two covers literature review. Past studies gives rich knowledge for better approach of a study in hand. Chapter Three spells out the research methodology. This includes introduction, research design, target population, sample size and sample selection procedure, research instruments, data collection procedures and data analysis procedures.

Chapter Four covers data presentation, data processing and interpretation, while Chapter Five covers summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section review some past studies and evaluate their contribution to the objectives of this research report. To enhance a comprehensive analysis, the section looks into the diverse issues influencing the management and utilization of the CDF with an aim of establishing the positions held by different authors about the same. The theoretical and conceptual frameworks also presents research gaps.

2.2 Legal Framework, Malpractices in the management and Impact of CDF on development

Established in 2003, the CDF Act (2003) provides that, at least 2.5% of all collected ordinary government revenue in every financial year, shall be paid into the Fund. This amount shall be disbursed under the direction of National Management Committee (NMC) constituted as per Section 5 of the Act. 75% of the amount is disbursed equally across all the 210 constituencies, while the remaining 25% is disbursed on the basis of the poverty index (*Section 19* of the CDF Act).

At the constituency level, the CDF Act specifies that up to a maximum of 3% of the total annual allocation may be used on office running expenses, 5% shall be set aside for emergency, while not more than 10% shall be allocated to the education bursary scheme annually. All unutilized funds shall remain in the constituency account. The Act further provides for the formation procedure and the operational structures to oversee the implementation of the fund. The Act also provides for how the CDF projects shall be identified, the number and type of projects to be funded.

According to Okungu (2008), a political analyst, 70% of the constituencies have reported Mismanagement, theft, fraud and misappropriation and that CDF issues are of political nature. Ongoya and Lumallas, (2005) were of the view that, CDF has the potential of being used by politicians to build their reputation in their constituencies and mobilize political support. The fund has no specific development agenda; hence, it stands out as a political tool (Gikonyo, 2008).

According to the Electoral Commission of Kenya, 60% of Members of Parliament who had billions of CDF money unspent in the CDF bank accounts, had incomplete projects and poor projects did not retain their seats, which is a kind of a warning to MPs to manage the fund well, or face the wrath of the electorate in 2012 (Radoli, 2008). Wamugo (2007) further points out that the success of the fund is pegged on the character and the commitment of the area Member of Parliament to use the fund for general development in his constituency. Thus, MPs' performance can be judged based on their success/failure in administering the fund.

The key objectives of the fund are to fund projects with immediate social and economic impact of the citizens, with a view of improving lives, alleviating poverty and bringing general development (IEA, 2006). According to Kimenyi (2005), CDF is designed to fight poverty through the implementation of development projects at the local level and particularly, those that provide basic needs such as education, healthcare, water, agricultural services, security and electricity.

The CDF's operational structure and the mosaic expenditure decisions at the parliamentary jurisdictions have been characterized as innovative and ingenious. Many schools have been built and equipped through the CDF funds. CDF funds have helped decongest larger district level hospitals (Ministry of Health, 2007; Bagaka, 2008). Other benefits includes improving infrastructure such as road upgrades, helping to lower transportation costs.

Socially, women have been relieved of fetching water from river streams with the coming of many water boreholes. CDF has helped build more police posts in crime-prone areas, helping improve security and public safety. The operational structure of the CDF allows local people to make their own expenditure decisions that reflect their tastes and preferences to maximize their welfare. Given the mosaic of expenditure decisions on a myriad of local projects, and because of the relaxed rules on how and where expenditures are to be incurred, the program can be construed as a delegated form of fiscal decentralization.

2.3 Project Identification and the Implementation of CDF 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.

2.4 Project Procurement Process and Implementation of CDF projects.

The CDF amendment Act of 2007, circulars, public procurement and disposal Act 2005 and the CDF implementation guidelines 2004 prepared by the National Management Committee (Gikonyo, 2008) provides that CDF projects are implemented by the respective government department in which they fall. The members of particular constituencies are expected to be active in the implementation phase to ensure that objectives of the project are met using resources allocated for them within a given period of time (CDF National Management Committee, 2004).

2.5 Project Monitoring and Evaluation and implementation of CDF projects.

Participatory Monitoring and Evaluation (M&E) is a collaborative process that involves stakeholders at different levels working together to assess a project, programme or policy and take any corrective action required. Monitoring is usually conducted as an ongoing activity throughout the life of a project, whereas evaluations are undertaken at certain times. According to Swanepoel & De Beer (2006) noted that in participatory M&E work, the distinction between monitoring and evaluation can often become blurred. This is because participatory assessments and feedback mechanisms are built-in to project design as a regular component of the work, rather than one-time events.

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 Program in 2005. This proposed Monitoring and Evaluation framework has not been fully operational. Otherwise, there is a notion that CDF should have participatory monitoring and Evaluation components 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, the CDF Act, 2003 emphasizes on the Monitoring and Evaluation, 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 in 2007). This makes monitoring and evaluation 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.

As can be seen, CDFC has power to, themselves, manage monitoring and evaluation within the CDFC projects, which is self-regulation and is wrong. 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 evaluates, or call technical person at its own peril. This can be a weakness that needs to be addressed. 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.

2.6 Project Quality Assurance and the successful implementation of CDF projects

According to Okungu (2008), a political analyst, 70% of the constituencies have reported Mismanagement, theft, fraud and misappropriation and that CDF issues are of political nature. Ongoya and Lumallas, (2005) were of the view that, CDF has the potential of being used by politicians to build their reputation in their constituencies and mobilize political support. The fund has no specific development agenda; hence, it stands out as a political tool (Gikonyo, 2008).

According to the Electoral Commission of Kenya, 60% of Members of Parliament who had billions of CDF money unspent in the CDF bank accounts, had incomplete projects and poor projects did not retain their seats, which is a kind of a warning to MPs to manage the fund well, or face the wrath of the electorate in 2012 (Radoli, 2008).

Wamugo (2007) further points out that the success of the fund is pegged on the character and the commitment of the area Member of Parliament to use the fund for general development in his constituency. Thus, MPs' performance can be judged based on their success/failure in administering the fund.

2.6 Theoretical Frame work of the Study

Stakeholder Theory as advocated by Freeman, is inclined towards management in that it provides guidance to managers on how to articulate the shared sense of the value they create, explain the role of management in promoting stakeholder interests and what brings its core stakeholders together.

The concept of Participatory Development can be traced back to 1950s when most third world countries were gaining their independence from colonial rule. By 1960, it had spread to more than 60 countries in Africa, Asia and Latin America among others (White, 1999). The current study can be based on concepts of Participatory Development which lead to emergence of community-based forms of development. Gandhian notions of village self-reliance and small-scale development were seen as an antidote to the corrosive effects of modernization and colonial rule (Gandhi, 1962).

Another influential perspective was that of Paulo Freire (1970). His pedagogy of the oppressed argues that the “oppressed” need to unite and actively participate in social, political and economic development to find a way to improve their own destinies.

Motivation Theory by Victor Vroom (1964) who defines motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual. The individual makes choices based on estimates of how well the expected results of a given behaviour are going to match up with or eventually lead to the desired results.

2.7 Conceptual Framework

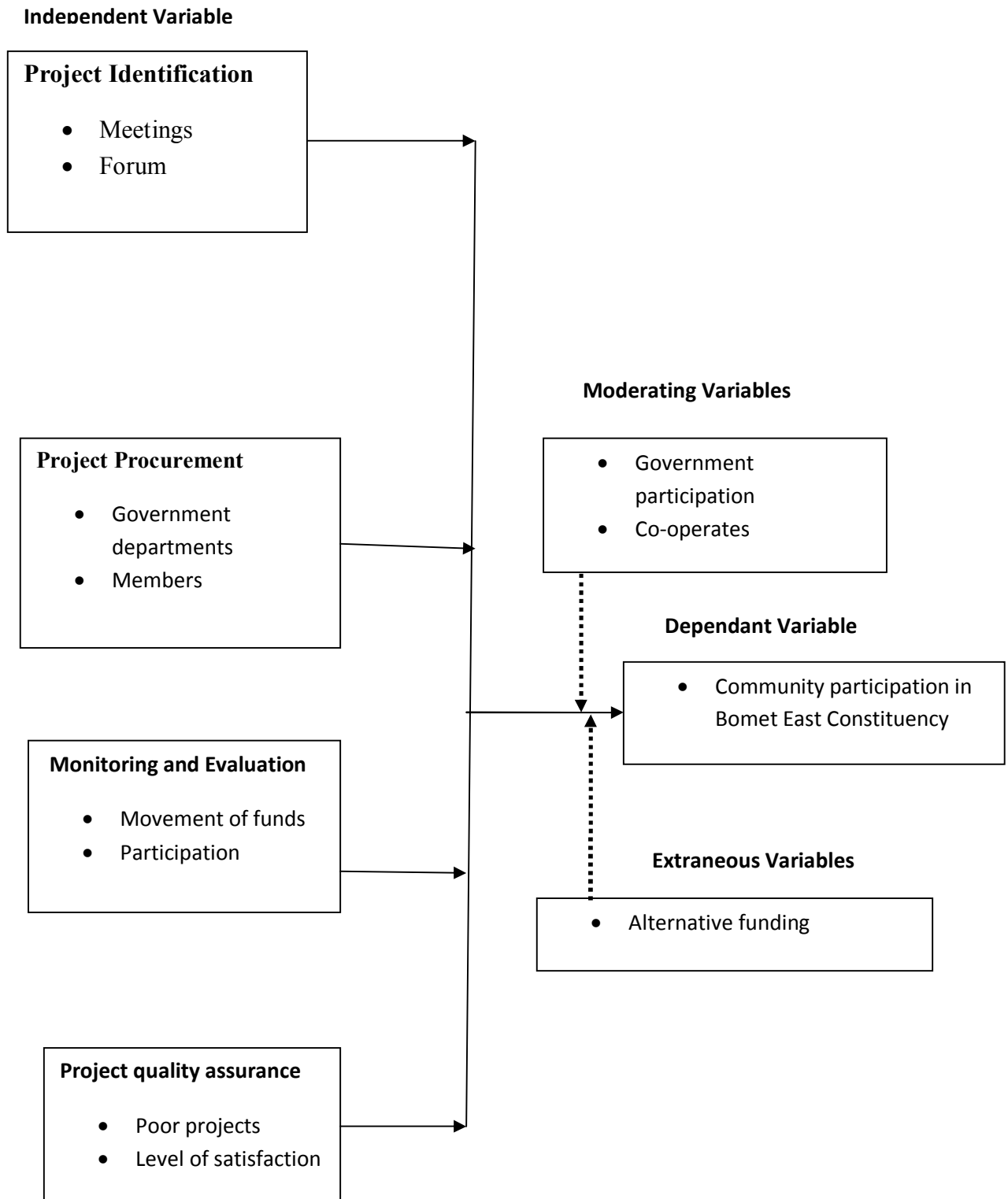


Figure 2.1: conceptual frame work

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter detailed the methods of data collection, analysis and presentation used in the study. It focuses on Research design, Target population, Sampling procedure, Methods of data collection, Validity of the instruments used, Reliability of the research findings and data analysis techniques used in the study. It also features on operationalisation of variables as well as ethical issues in research.

3.2 Research Design

Research design is an arrangement of conducting collection and analysis of data in a manner that to combine relevance to purpose with economy in produce (Mugenda and Mugenda 2003). Parahoo (1997) describes a research design as a plan that describes how, when and where data are to be collected and analyzed. According to Kothan (2005), research design is a conceptual structure for collection, measurement and analysis of data.

In this study descriptive survey research design was used, given that the study was quantitative being the major characteristic and that it also targets a large population geographically spread in Bomet East Sub County

According to Burns and Grove (2001), descriptive research is designated to provide a picture of a situation as it naturally happens, justify current practice and make judgment and also develop theories. In this study the researcher gives a picture of influence of community participation on management of CDF projects in Bomet East Sub-County.

3.3 Target Population

According to Mugenda and Mugenda (2003) a target population refers to the accessible population from where a study sample is drawn and upon which the results are generalized. Parahoo (1997) defines population as the total number of units from which data can be collected such as individuals, air facts, events or organizations. The target population of this research report is the residents of Bomet East Sub-County.

3.4 Sample Size and Sample Selection

A sample refers to a subject of a target population (Kotan 2005). Burns and Groove (2001) refer to sampling as a process of selecting a group of people, events or behavior with which to conduct a study. Polit and Hungler (1997) confirm that, in sampling a portion that represents the whole population is selected.

3.4.1 Sample Size

In the views of Mugenda and Mugenda (2003), the correlation studies, 20 or more cases are enough for descriptive, 10% and 30% of target population is enough from analysis and reporting in the study therefore, the researcher used 30% of the population. In this research report, sampling frames of 333 respondents were used by selected using random sampling method.

3.4.2 Sample Selection

Sample selection describe technique uses to select items from the target which depict several features of that population (Okombo and orodho, 1999). According to Sekaran (2003), a sampling frame is a list of all population from which you draw your sample. In this study a probability sampling design was adopted as it accords equal representation of the target population in the final study simple. The researcher therefore use stratified sampling technique given the fact that the target population to be heterogeneous structure.

According to Nkpa (1997) a sample is a small proportion of a target population. Random Sampling was used to select a sample size of 100 respondents from the sampling frame.

This sample size was used to ensure that the information is inclusive of all aspects in the constituency.

3.5 Data Collection instruments

The sources of data for this study were primary data and secondary data. A structured questionnaire was used. This allows the researcher to organize relevant detailed questions that are coded into the questionnaire. These kinds of questions, which are closed ended, easily guide their respondents as they have to tick from the multiple choice questions. This kind of questions also allows easier coding of data.

Interview schedule was also used to collect data from respondent who did not have enough time to fill in a questionnaire. However, the interview was guided by a structured questionnaire. The secondary data was collected from CDF offices, Library and internet.

3.5.1 Instrument Piloting

Trial testing of the measuring instruments was undertaken using a few subjects whose characteristics are similar to those in the sample to ascertain the feasibility of the study (Nkpa, 1997). The pilot study for this research proposal is conducted on 20 beneficiaries in Bomet East sub-county.

3.5.2 Instrument validity

According to Tromp and Couple (2000), validity is a measure of what one purport to measure. It is the extent to which a measuring instrument yields the desired outcome (Kothari 2005) in the study the researcher was seeking to ascertain instrument validity through adequate coverage of research objectives. Moreover instruments validity was also assured through peer review and expert judgment.

3.5.3 Instrument Reliability

In the views of Mugenda and Mugenda(2003) a reliable instrument yields consistent results when repeated severally or any time a measurement is taken. In this study the researcher intent to a certain instrument reliability using a split half reliability method. This was done by dividing the data collection instrument into two equal parts on the basis of odd and even appearances.

By administrating odd items to a respondent and measurement taken even appearance will subsequently be administered to the same respondent and measurement taken. Using parsons' product moment coefficient of correlation (r) the two scores were compared and by obtaining the alpha value of 0.6 and above, which indicate that the instrument is reliable.

3.6 Procedure of Data Collection

The questionnaires were taken personally to the respondents. The purpose of personally administering questionnaires to respondents was to establish rapport with the respondents while introducing the research, providing clarifications sought by the respondents on the spot and collecting the questionnaire immediately after they are completed. Short interviews were conducted on the respondents by use of a structured questionnaire.

3.7 Methods of Data Analysis

According to Polit and Hungler (1997), data analysis means to organize, provide structure and elicit meaning. In this research report questionnaires were adequately checked for credibility and verification. The data collected from questionnaires was coded, cleaned and analyzed using descriptive statistics and in order to generate mean, frequency tables and percentages. Cross tabulation was applied to establish varying performances across the two projects.

Data obtained was organized according to categories and merged together with quantitative data to facilitate the writing and composition of the key findings. Analysis of the data enabled the researcher to interpret the information and draw conclusions and

recommendations of the study. Statistical Program for Social Sciences (SPSS) was used to process and analyze the data which was presented using frequency tables and percentages.

3.8 Operationalization of the Study Variables

Objectives	Variables	Indicators	Measures	scale
The extent to which involvement of community on identifying projects affects the implementation of infrastructural CDF funded projects in secondary schools	Independent variable Identification of project	Meetings forums	Number Number	Ratio Ratio
	Dependant variable Community involvement	Number of participants	frequency	ratio
How the involvement of community on project procurement process affects the implementation of infrastructural CDF funded projects in secondary schools.	Independent variable implementation	Government departments Members	Type Numbers	Nominal Ratio
	Dependant variable Community involvement	Number of participants	frequency	ratio
The extent to which participation of community in monitoring and evaluation affects the implementation of infrastructural CDF funded projects in secondary schools	Independent variable Monitoring and evaluation	Funds movement. Incomplete projects .	amount number	Ratio Ratio
	Dependant variable Community involvement	Number of participants	frequency	ratio

How community participation in quality assurance affects the implementation of CDF funded projects in secondary schools.	Independent variable Quality Assurance	Level of satisfaction	number	Ratio
	Dependant variable Community involvement	Number of participants	frequency	ratio

3.9 Ethical Consideration

The ethical issues that were considered in this research included; explaining to the participants in detail exactly what they were asked to do, consent was sort before any participation in the study questionnaires, no pressure was exerted on individuals to participate in the study, participant autonomy was observed throughout the research, anonymity and confidentiality of the participants was maintained all the time during the research.

Everyone who was participating in research unit was notified with consent form and no inducement being given to influence their acceptance. The respondent's identities was coded and kept confidential (Richard Cash, 2009). No final draft or any communication on specific individual information or identity was revealed during and after the conclusion of the study unless by consent of participating individual (Kimmel, 2009)

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses data analysis, presentation and interpretation of the research findings in line with the objectives of the study. The data obtained was presented in tables to reflect different response rate amongst the respondents. Analysis of the response rate, general information and independent variables was conducted and the obtained data was subjective to quantitative and qualitative analysis.

4.2 Analysis of the Response Rate

The study targeted 100 respondents and to determine the actual number of the respondents who actively participated in the research study by filling and submitting back the questionnaires, the analysis of the response rate was conducted as follows.

Table 4. 1: Response Rate

	Frequency	Percentage
Responded	75	75
Not responded	25	25
Total	100	100

From the findings in Table 4.1, 75 out of 100 respondents filled in and returned the questionnaire amounting to 75%. Those that did not respond amounted to 25%.

Response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was made a reality after the researcher engaged research assistants to administer the questionnaires. This response rate was adequate for analysis and reporting.

4.3 CDF Projects Identification and Community Participation

Table 4. 2: Involvement in Project Identification

Questions	Responses		Total Respondents	% %	
	Yes	No		Yes	No
Are there criteria used to identify development Projects in secondary schools	30	70	100	30	70
Did you take part in identify any CDF projects in a secondary school within your location	12	78	100	12	78
Do you know anyone who took part in identifying a project in a secondary school?	15	85	100	15	85
Are you satisfied with the projects funds	13	77	100	13	77

Table 4.2 shows that 78% of the respondents were not involved in project selection. Only 15% knew at least one person involved in projects identification constituted of the total respondents. 77% were not satisfied with the projects funded. This shows low community participation in identification, procurement, monitoring and evaluation as well as quality assurance of the projects need to improve on the same.

Fig 4.1: How the CDF project were Identified

Identifier	Agree
Community identified	5
CDF committee identified	16
Suggested by MP and influential people	9
Extracted from constituency plan	0

Fig 4.1 shows low community participation in identifying CDF projects in secondary schools: 30 respondents said that there was a criteria for project identification, 9 of them stated that it was done by influential people, 16 of them said that it was the CDF

Committees decision, and 5 said that the projects were identified by the community pointing out the need in secondary schools. No respondent believed that the CDF projects are extracted from the Constituency plans.

4.4 CDF Projects Procurement and Community Participation

Table 4.3: CDF Projects Procurement

Questions	Responses			Total Respondents	% % %		
	Yes	No	Not sure		Yes	No	Not sure
Are committee members involved in procurement of CDF project facilities	20	15	65	100	20	15	65

Table 4.3 reveals low community members’ involvement in decision-making and high ignorance among them. 20% of the respondents were sure that the CDF committee is involved in procurement decisions such as procuring of goods and services involved. 15 % said that the CDF committee is often overlooked, and 65% of the residents were not sure if the CDF committee members have a say on the same.

Fig 4.2 Rating of how community members’ involvement in CDF project procurement.

Questions	Responses		
	Very good	Fair	Need improvement
Percentage committee members involved in procurement of CDF project infrastructures	12%	35%	53%

Fig 4.2 shows how community members’ involvement in CDF project procurement. 12%of the respondents rated projects procurement as very good, 35% rated it as fair, while 53%thought it should be improved. This implies that community was not involved in the procurement of CDF projects.

Fig 4.3 shows those involve in CDF projects procurement

Those involved in procurement of	CDF Office	Community	Both	MPs
CDF project infrastructures	45%	8%	20%	27%

Fig 4.3 shows that 45% thought CDF projects were procurement by the CDF Office, 27% said MPs and his/her office did it, 20% said that both community and the CDF office handles the Task, while the 8% said that this is procurement by the community.

4.5.1 CDF Projects Monitoring and Community Participation

Table 4.4: CDF Projects Monitoring

Questions	Responses		Total Respondents	% %	
	Yes	No		Yes	No
Are there community members involved in monitoring CDF projects in secondary schools	20	80	100	20	80
Are you aware of any cases of complaint or dispute regarding CDF projects in secondary schools	76	24	100	76	24
Are you aware of mechanisms or places where these disputes can be settled	7	93	100	7	93

Table 4.4 shows low community members' involvement in CDF project monitoring. 20% of the respondents thought the community is involved in the monitoring of the CDF projects in secondary schools, while 80% said they are not. 76% of the total respondents were aware of some CDF projects disputes and complains, while the rest did not know any. The table shows that 93% of the respondents were not aware of a place or institution that the CDF disputes could be handled.

Fig 4.4:CDF Projects Monitoring complain system

	Very effective	Effective	Not effective	Total
Respondents	4	2	1	7
Percentages	64%	25%	11%	100%

Fig 4.4 shows that, of the 7 respondents who were aware of existence of a complaint system, 1 of them said it was not effective, 2 said that it was somewhat effective while 4 said that the system was very effective. Also it shows that 64% approved community's assessment on addressing complaints related to CDF projects and said it is very effective, 25% said that it was somewhat effective while 11% said that it was not effective.

4.5.2CDF Projects Evaluation and Community Participation

Table 4.5: CDF Projects Evaluation

Questions	Responses			Total
	Complete	Average	No at all	Respondents
To what extent have the completion projects meet the stated objectives	13 (13%)	54 (54%)	33 (33%)	100 (100%)
To what extent did the CDF project meet your expectation	10 (10%)	62 (62%)	28 (28%)	100 (100%)

From table 4.5, 13% of the respondents said CDF projects met their objectives, 54%percentage said the projects performed fairly, and 33% were completely dissatisfied. 10% were satisfied that the CDF met expectations of Bomet East Sub-county residents, 62% were not fully satisfied but appreciated the efforts done, while 28% said that no expectations were met at all.

Fig 4.5: CDF Projects Evaluation on awareness of feedback mechanism

	Aware	Not aware
Percentage responds	79%	19%

From Fig 4.5, it shows that 79% were aware of feedback mechanism regarding CDF projects but doubted its effectiveness. 19% were not aware of. These results imply that the community members were not involved in Evaluation of CDF public secondary school infrastructures projects because if they were involved most of them would have been satisfied with the outcome.

4.6 CDF Projects Quality Assurance and Community Participation

From the sample population 85% of the respondents felt that involving the local residents in identification, procuring, monitoring and evaluation as well as in quality assurance of the projects would increase the level of satisfaction for the residents and also enable the CDF committee come up with projects that would best benefit the society. 15% differed and argued that, involving the community in such activities and decisions would slow down the whole process.

Table 4.6:Level of Satisfaction

Indicators or performance Criteria	Satisfied	Fairly satisfied	Dissatisfied
1. How infrastructural projects are identified in secondary schools	16	39	45
2. Types of projects being funded in sec schools	22	30	48
3 Location of the project in schools within the constituency	31	44	25
4. Transparency in management of CDF funds	6	23	71
5. Community participation in decision making	7	18	75
6. Information sharing among community members	5	12	83
7. Cost of project	9	14	77
8. Conflict resolution mechanism in place	4	23	73
9. Make up of CDF committees	14	21	65
10.Relevance of project to school's needs	44	36	20
11. Quality of work done	17	62	21
12. Number of sec schools projects procured	8	41	51
13. Duration taken to procure projects	6	22	72
14. Meeting needs of specific group	11	53	26
15. Spread benefits to all school members	16	48	36
16. Create opportunities for schools to benefit more	21	36	43
17. Address needs of the most needy	21	31	48
18. Accountability of CDF bearer to the community	4	29	67
19 overall impact of CDF projects on schools	8	22	70
Total out of 1900	270	614	1016
Percentage total	14.2%	32.3%	53.5%

From the level of satisfaction responses in table 4.6, 14.2% of the sample population is Satisfied with the CDF projects identification; monitoring, implementation and evaluation; 32.3% are fairly satisfied and 53.5% is dissatisfied.

CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.1 Introduction.

This chapter represents a summary of the study. Conclusion and the recommendations arrived at and suggestions for further study. The purpose of this study was to assess the influence of community participation on implementation of constituency development funded infrastructural projects in public secondary schools in Bomet East Sub-County, Bomet, Kenya.

5.2 Summary of the findings.

Results from the study indicate that there is low community members' participation in identification, implementation, procurement, monitoring and evaluation as well as quality assurance of CDF projects, and there is need to improve on the same. Only 14.2% of the respondents were satisfied with how CDF was managed, while the others were not fully satisfied. Mostly, CDF committee and the Members of Parliament were left to identify projects and manage funds, leading to misappropriations. Many did not know how to launch complains about CDF projects and management.

5.3 Conclusion

The data analysis for CDF for Bomet East sub-county shows that, though the project purposes were to benefit the community, only the influential people were involved in implementing them. Study supports community involvement in identification, procurement, monitoring and evaluation as well as quality assurance of the projects. This would aid in curbing corruption and misappropriation of funds by the CDF committee and other stakeholders in CDF projects, help in funds distribution and improve satisfaction.

5.4 Recommendations

The recommendations made out of this study is that community members whether influential or not be involved in identification of the CDF projects. A system to curb crime and fraud in CDF projects should also be put in place where ordinary community members can go to raise their dissatisfaction and to report malpractices in every phase of the projects life. Further research should be conducted to establish how best a community can be involved in CDF projects.

5.5 Suggestions for Further Research

(i) An assessment of community capacities to sustain infrastructure projects should be undertaken.

(ii) Research on how capacity building has been incorporated in the education curriculum should be undertaken in an effort to ensure that the community gets empowered to participate in development projects through the school curriculum.

(iii) The influence of project management skills on performance of other community projects such as environmental protection, economic initiatives among others.

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APPENDICES

Appendix I: Letter of Transmittal

GEORGE INDOMBERAWASIKE

P.O. BOX 100,

BOMET- 20400

20 OCTOBER, 2016

Phone no. 0723534110

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INFLUENCE OF COMMUNITY PARTICIPATION ON IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUNDED INFRASTRUCTURAL PROJECTS IN PUBLIC SECONDARY SCHOOLS IN BOMET EAST SUB-COUNTY, BOMET, KENYA.

I am a postgraduate student in the University of Nairobi, pursuing a Masters degree in Project Planning and Management. I am conducting a research on the **influence of community participation on implementation of constituency development funded infrastructural projects in public secondary schools in Bomet East sub-county, Bomet, Kenya.**

You have been selected to provide information on your level of participation in the borehole water project and how these influence the performance of the project. This is to request for your participation in responding to the attached questionnaire. Please be assured that any personal information will be treated with utmost confidentiality and will be purposely used for this study only.

Thanks in advance.

Yours faithfully,

George IndomberaWasike

REG. NO. L50/73619/2014

Appendix 2: Research Questionnaire

Instructions

You are not required to fill in your name.

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 study on the influence of community participation on implementation of constituency development funded infrastructural projects in public secondary schools in Bomet East sub-county, Bomet, Kenya. All information given will be treated with utmost confidentiality and used only for research purposes.

Please fill in your answer on the provided space(s) or tick (√) accordingly.

Part I: General information.

1. What is your gender?

Male Female

2. What is your age?

25 years or below 26-30 years

31-35 years 36-40 years

41-45 years

3. What is your highest level of education?

Primary Secondary

College University

4. How long have you been a resident of this community?

5-6 years 7-8 years

9-10 years Over 10 years

5. Which secondary school CDF project is most familiar to you in Bomet East sub-county?

.....
.....

6. How long have you been associated with this project?

Less than 2 years () 2-5 years ()

6-10 years () Over 10 years ()

7. What does this project aim to achieve?

.....
.....

8. Are you involved in the running of the project?

Yes () No ()

Explain how

.....
.....

9. In what positions are members incorporated in the management of the project?

.....
.....

10. Who monitors the project?

.....
.....

11. How many times is the monitoring done and in what ways is monitoring carried out?

.....
.....

12. When is monitoring performed?

.....
.....

13. Who are involved during monitoring?

.....
.....

Part II: CDF Projects Identification and Community Participation

14. Are there criteria used to identify infrastructural development projects in secondary schools?

Yes () No ().

15. Did you take part in identify any infrastructural CDF projects in secondary schools in your location?

Yes () No ().

16. Do you know anyone who took part in identifying a secondary school CDF infrastructural project in your area?

Yes () No ().

17. Are you satisfied with the projects funds?

Yes () No ().

18. Who are involved in the identification of project?

Community identified () CDF committee identified ()

Suggested by MP and influential people () Extracted from constituency plan ()

Part III: CDF Projects Procurement and Community Participation

19. Are committee members involved in procurement of CDF project facilities?

Yes () No ().

20. To what extent are community members' involvements in CDF project procurement?

Very good () Fair () Need improvement ()

21 Who are those involved in procurement of CDF project infrastructures

CDF Office() Community members ()

Both CDF officers and community members() MPs and his/her office ()

Part IV: CDF Projects Monitoring and Community Participation

22. Are there community members involved in monitoring CDF projects?

Yes () No ().

23. Are you aware of any cases of complaint or dispute regarding CDF projects?

Yes () No ().

24. Are you aware of mechanisms or places where these disputes can be settled?

Yes () No ().

25. To what extent are community members' view the effectiveness of systems use for monitoring?

Very effective () Effective () Not effective ()

Part V: CDF Projects Evaluation and Community Participation

26. To what extent have the completion projects meet the stated objectives?

Complete () Average () No at all ()

27. To what extent did the CDF project meet your expectation?

Complete () Average () No at all ()

28. Are you aware if there is a feedback mechanism after evaluation?

Aware () Not aware ()

Part VI:CDF Projects Quality Assurance and Community Participation

Please indicate your level of satisfaction regarding the following statement

(Satisfied (S), Fairly Satisfied(FS), Dissatisfied(DS))

Indicators or performance Criteria	S	FS	DS
29. How infrastructural projects are identified in secondary schools			
30. Types of projects being funded in sec schools			
31. Location of the project in schools within the constituency			
32 Transparency in management of CDF funds			
33. Community participation in decision making			
34.Information sharing among community members			
35.Cost of project			
36. Conflict resolution mechanism in place			
37. Make up of CDF committees			
38. Relevance of project to school's needs			
39. Quality of work done			
40. Number of sec schools projects procured			
41. Duration taken to procure projects			
42. Meeting needs of specific group			
43. Spread benefits to all school members			
44. Create opportunities for schools to benefit more			

45. Address needs of the most needy			
Accountability of CDF bearer to the community			
overall impact of CDF projects on schools			