Factors Influencing Implementation Of Constituency Development Fund Projects In Public Secondary Schools In Kiminini Constituency, Trans-Nzoia County

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ABSTRACT: The ultimate goal of cdf is development. In Kiminini constituency, some education projects have not been implemented successfully. This in itself undermines development in the constituency. This study aimed at determining how specific factors do influence implementation of constituency development funded projects in public secondary schools in Kiminini to accomplish this aim the study focused on three objectives: to establish factors that led to successful implementation of cdf projects in Public Secondary schools within Kiminini constituency; to determine factors that led to unsuccessful implementation of some cdf projects in public secondary schools within Kiminini constituency contrary to plan and finally to determine how identified factors influence project implementation. The study used descriptive survey research design sample sizes of 324 people were from intended beneficiaries of the project and stakeholders. The target populations were drawn from Nabiswa, Kiungani, Kiminini locations and cdf office in Kiminini. Purposeful sampling was used to identify 109 schools with projects funded by CDF out of which the researcher then used random sampling to identify 45 schools with projects funded by CDF using SSP. Data was collected by use of structured questionnaire, interview schedule and observation. The data was then analyzed by use of stastical package for social scientists to yield mean, variance and percentages. The results obtained have been presented in the form of tables. The findings were as follows: The existence of adequate funds facilitated the successful of projects, however a number of factors contributed to projects not being implemented as planned such as lack of community participation in selecting the projects; mismanagement of funds; ineffective M&E Mechanism, lack of political goodwill and finally inability to prioritize the school projects in terms of needs. based on the foregoing findings several conclusion were arrived at, proper management of funds enhances successful implementation of projects, project identification, effective M&E, Community participation in selecting of projects, political good will, priotizing projects in terms of school need have a significance influence on implementation of cdf funded projects in public secondary schools and this factors do complement each other in determining the success or failure of a project. The recommendations are that the government should establish a legal and regulatory framework to govern the operations of cdf funded projects at constituency level, thus promoting accountability and transparency in the management of the said projects.CDF committee members should comprise of the technical team well vast with project management skills with them cases of aborted projects will be minimal.

Keywords : Project Implementation, Education projects, CDF

1 INTRODUCTION

Education helps one gain sufficient academic qualification so that they are able to get suitable employment at a later stage. Those who have acquired considerable education, steer the path of development and progress for their country. It is these individuals who go ahead to become teachers, scientists, inventors, welfare activists, soldiers, and hyphenated politicians like Hon-Dr Chris Wamalwa, the MP for Kiminini constituency, who work together to form the very nerve centre of the society. Without this pool of intellect, the economic and social framework would crumple and fall, paving way for anarchy, degradation and violence. Herein lies another important aspect of education; the transformative element in the development of the human person. Education shapes and brings to maturity the personality of a human being. It broadens his intellectual horizon offering him a wide range of options to choose from for his development while at the same time charting the way forward in the process of existence. It is therefore self-evident that no nation, whose very backbone is the individual person, can survive without quality or modern education that builds and bequeaths it with prosperity (Paulo Freire, 2000). Returns of education have been measured in a number of ways. Economically, it is viewed as an investment in human capital and seen to have a strong link to employment. Education provides the skills and competencies that will allow individuals to perform productive roles; more literate and skilled labour force is likely to yield more returns on investment. It also promotes social equality and has a strong link to reduction of poverty. It produces a more informed citizenry, empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options (UNESCO, 1997). As such, many states and countries in Africa have invested in education as a pillar for development. In Kenya, the NaRC government routing for education for all, initiated the FPE programme in order to make education accessible to all with or without money for school fees. The Jubilee government has moved a notch higher by seeking to make secondary education free as well. Ten years ago, the government decided to set aside 15% of all the money allocated to CDF for education projects which has now been increased to 25% following the repeal of CDF Act 2003 (as amended in 2007) and the enactment of CDF Act 2013 (www.cdf.go.ke). Educational programmes are designed to meet the market demands, the national education goals, and the individual needs. The programmes must be able to be funded to meet the required standards. The effectiveness of the programmes in relation to the funding has become a cause of concern to many institutions. This is because institutions would like to engage in programmes with significant educational impact. In the past ten years, the CDF has been handy in improving the education programmes. Despite the tremendous impact on educational programmes, other factors such as economy, politics, social, and management have influenced the implementation of the programmes. The educational programmes ought to be established on empirical principles, and constructs of the relevant educational theories (Hipkins, Cowin & Boyd, 2008; Ajibora, 2008; Pham, 2011; Marzano & Kendall, 2008; Brook & Lock, 2010). To put this into perspective this study observes how

different parts of the world adopt diverse programmes for their education system. The programmes address specific needs of the country and the preferences of the learner. The economic factors affect implementation of CDF programmes by way of funding and educational environment. Poverty may force children to drop out of school and poor remuneration may cause high levels of attrition. The teachers who would have facilitated the implementation of the programme engage in activities outside their profession. Economic problems may cause strain on resources that would facilitate proper implementation of the educational programmes. The economy of a nation may affect the amount allocated for CDF projects which may also affect the educational programmes. Global economic factors affect the budget of countries. The amount allocated for the education ministry may affect the projects funded by CDF by process of attribution (Ajibora, 2008; Greenwald, Stiglitz, 2006; Stiglitz, 2009; Nyamori, 2009). Social matters such as religion, behavior of the teachers, corruption, misappropriation of funds, and lack of cooperation from the community may influence implementation of CDF projects (Kibebe & Mwirigi, 2014). This study focuses on Kiminini constituency with lessons drawn from the 109 education projects implemented in 45 secondary schools from the inception of CDF hitherto. Immediate beneficiaries of these projects are the students, teachers and parents herein referred to as school community. As it is practically impossible to get all the members of each school community for interview, the study targets 324 members representative of all the schools for comprehensive purposes though the focus is mainly on 45 secondary schools in the constituency. The population comprises principals, teachers, students and parents from each of the schools.

2 STATEMENT TO THE PROBLEM

One of the main roles of CDF is to provide facilities in learning institutions. This creates the right learning atmosphere for the learners and other stakeholders. In schools these funds are meant to facilitate construction of various infrastructure including classrooms, laboratories and libraries among others. However, the reality on the ground in Kiminini Constituency is different in many cases. It is quite evident that the procedure being followed does not address the felt need in most schools. There are projects that were started and have never been completed. In some other institutions, projects that were funded are not those that were urgently required at the particular time. Some of the deserving institutions have also been denied funding as those that have sufficient facilities and resources have had new projects approved for construction or funding. If this problem is not addressed urgently, the outcome is bound to be disastrous. The purpose for which the fund was created will be compromised, the institutions with greater need will continue to lag behind and the wrong reasons that are sometimes used to determine the implementation of some projects for particular schools will be enhanced. It is, therefore, as a matter of urgency, necessary that a study be carried out to establish the causes of the unsuccessful implementation of CDF projects in public secondary schools and the possible ways of addressing them in Kiminini Constituency.

2.2 Objectives
The study has the following objectives
1. To establish factors that led to successful implementation of CDF projects in public secondary schools within Kiminini constituency.
2. To identify factors that led to unsuccessful implementation of some CDF projects in public secondary school within Kiminini constituency contrary to plan
3. To determine how the identified factors influence project implementation.

2.3 JUSTIFICATION
CDF is meant for boosting development projects in particular constituencies. Education is of crucial importance to the development of any constituency. This study will highlight the importance of using the fund to raise the standards of education in constituency schools which in this case are from Kiminini constituency in Trans- Nzoia County. It also goes further to describe the causes of success and failure of some of the funded projects in the schools. The study brought forth findings that can be used by various stakeholders in decision-making at different levels of CDF and MoE management. It will also serve as a pilot light for the incumbent MP for the area who has given education a priority in his service of Kiminini constituents.

2.4 Scope
The purpose of this study is to investigate the various factors that influence the selection and implementation of CDF projects in public secondary schools within Kiminini constituency. The study targets all the immediate beneficiaries of CDF projects in the school set up who in this case are the teachers, students and parents of the secondary schools in the constituency where such projects have been implemented. For the study, a sample of 324members representative of each secondary school in the constituency and the groups therein was drawn up as the target population.

2.5 Limitation
The study was conducted within secondary schools of Kiminini Constituency, Trans-Nzoia County. The schools were fairly distributed in all the sub-locations of the constituency. Respondents were drawn from CDF office at Kiminini, principals of the respective schools, parents and students in the schools. There were factors that could present challenges to the study. Owing to the researcher's professional duties, there would have been lack of ample time to dedicate to the study had it not been for her hard work and relative optimism. Another limitation that would have been faced is the fear of some respondents to give all the information that would be required by the researcher. This was overcome by the realization that the study would be beneficial to the people. It was assumed that the researcher would be able to meet all the intended respondents so as to gather enough relevant information, a fact which came to materialize. The second assumption was that the information to be provided would be truthful.

2.6 LITERATURE REVIEW

2.6.1 PROJECT IDENTIFICATION
All projects begin as an idea – a need or opportunity that is assessed, analyzed, and ultimately developed into a project which is managed through the project life cycle. Before spending significant time and resources on a project, restoration practitioner should be able to identify the biological importance and likelihood of restoration success at potential project sites (Battelle, 2003). An initial feasibility analysis should also be performed that evaluates how the local or state political cli-

mate, permits, funding, or community acceptance might support or impede a project. As project planning proceeds, a team should be assembled that is knowledgeable in the opportunities, complexities, and potential pitfalls of the project. Mager, R. F. & Pipe, P. (1997), suggest a number of steps that should be followed during project identification. Analyzing the project risk is the next step in project identification. It is good practice to start thinking about risks early in the project. Altschuld (2010) is of the opinion that stakeholder-needs analysis is a sensible place to start a log or list of potential risks as risks may be attached to stakeholders. Propose measures to solve major problems identified in the development strategy and to meet diverse development needs, while setting clear project objectives and identifying target groups receiving benefits from the project. Rothwell, & Kazanas, (1992) suggest that after project risk analysis, the next step is to establish the project concept that will effectively serve to achieve the country's development objectives; Assess the priority or urgency of the project in the context of the country's economic and social development plan and sector investment program. Examine consistency with the master plan (M/P) and the regional development plan and consider the adequacy of the executing agency and the possibility of private-sector participation in the project. Then estimate approximate project costs based on the conceptual design; and make preliminary assessment of the feasibility of the project and its impacts on the country, its specific region or sector. Projects are usually identified by the following entities: Government agencies preparing the national, regional or sectorial development Plan, Bilateral or multilateral aid agencies conducting country economic/sector studies or ex-post evaluation of completed projects; and public or private-sector entities in the country or donor countries, municipalities, local residents, NGOs, academics and others conducting a project. During the PIDP, time, resources, effort are invested to define needs, explore opportunities, analyze the project environment, cultivate relationships, build trust, develop partnerships and design alternatives for project design (Burton & Merrill,1991). The decisions made during the Project Identification and Design Phase connect to existing strategies and determine the overall framework within which the project will subsequently evolve. Rossett, A. (1987) feels that one of the reasons the Project Identification and Design Phase is of such great importance is because it provides the most cost-effective opportunity to answer fundamental questions about the project parameters. The easiest time to make changes to a project is at the beginning of its life. If a project team wants to change the objectives, the calendar or the budget, it is easier to do this before the project is underway.

2.6.2 Project Implementation

Implementation is the stage at which the institutions are established and facilities constructed. It is the stage which involves the disbursement of the largest portion of the project funds (Chikati J., 2009). This is the phase where controls are imposed to ensure project implementation remains on course. Monitoring is critical here to ensure project inputs are of quality and are delivered in time (Mulwa W. F., 2008). Successful project implementation is complex and difficult. Project managers must pay attention simultaneously to a wide variety of human, financial and technical factors – and they are often made responsible for project outcome without being given sufficient authority, money or manpower (Slevin and Pinto, (1987). The CDF amendment Act of 2007, circulars, public

procurement and disposal Act 2005 and the CDF implementation guidelines 2004 prepared by the NMC (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).

2.7 Conceptual frame work
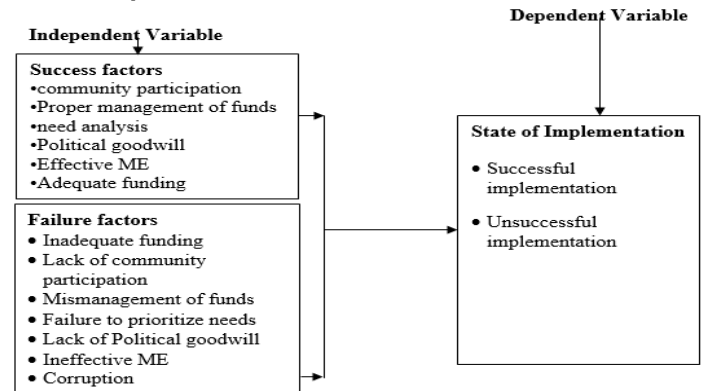
The Conceptual Framework depicts the relatedness of one variable to another. The variables depicted here are the independent and dependent variables. Independent variables influence and determine the effect of other variables (Mugenda1999). In this study, they are: success factors and failure factors that influence implementation of projects. A dependent variable is that factor which is observed and measured to determine the effect of the independent variable (Nyandemo). The dependent variable in this study is the state of implementation of projects funded by CDF in secondary schools.

2.7.1 Critique

Project selection, implementation and monitoring and evaluation are not just ideas meant to flow into each other. These are stages in reality corresponding to the progression of projects from a possibility to actuality. Whereas one comes after the other in the mind without much difficulty, in reality the process is not as simple as that. Conditions recommended for each of them in order for them to bear desired fruits must be met if the results are to be worthwhile. The right project should be identified in the project selection stage, plans for the actualization of the project should be of that nature and followed as faithfully as possible, necessary conditions in terms of resources should be available for implementation and someone has got to stick around to ensure everything works as it should. Even if this were the case that all conditions are perfect, man who will be in charge himself is not perfect. This therefore means no project can be implemented with perfect success. There can only be degrees in perfection of the success so that while some projects have a high degree of success, others have a low or lower degree of success. In every project implementation therefore, there must be failures just as there are successes. This therefore calls for extra work and more attention in project implementation in order to maximize on the end result more so as it is a solution to a problem among us human beings. The fact that there cannot be anything entirely right or wrong served to inspire this research into the implementation of education projects funded by CDF in Kiminini constituency. Either way there was bound to be a veritable conclusion from

it. The manner in which project identification, execution of the planned projects and ensuring everything went on just as planned if all the three stages were undertaken inevitably determines either a low or high degree of success. Both ways, improvement can be made by the stake-holders in future engagement of the same activity.

2.8 RESEARCH GAPS

Management of CDF projects is done in a representative rather than personal manner. The CDF committees of PMC, CDFC, DPC and the CDF Board decide which projects to be implemented do the implementation and monitor and evaluate them (http://www.cdf.go.ke/about-cdf). This is supposed to be on behalf of the people. In the event that this mandate is not fulfilled as is wont to happen, there is no guarantee that the people participate. This jeopardizes both the implementation and ultimately the ownership casting a dark cloud over the sustainability of the projects. The education projects are in a school setting. Teachers, students and parents are not only prime beneficiaries but immediate relatives of the projects. These are best placed to select, implement, monitor and even evaluate the projects due to their proximity to the projects. However, the CDF procedure gives this mandate to the committees; PMC for prioritizing, CDFC for refining priorities of PMC, DPC for performing a balancing act in the process of prioritization, CDF Board for ensuring the other committees did their work properly, CDFC for implementation while all of them, the CDFC, DPC, and CDF Board do the monitoring and evaluation (http://www.cdf.go.ke/about-cdf). All this committees are not in the school community in which the projects are. The level of efficiency can easily be compromised especially at the level of both monitoring and evaluation.

3.0 METHODOLOGY

3.1 RESEARCH DESIGN

Parahoo (1997) describes a research design as a plan that describes how, when and where data are to be collected and analyzed. In this research project the researcher used descriptive research design in order to determine the selected factors' influence on implementation of CDF projects in Kiminini constituency. 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 research a picture is given of how successful implementation of CDF education projects in Kiminini constituency was carried out thereby exposing factors that brought about such implementation as it was.

3.2 POPULATION

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 study was carried out in 45 out of the109 public secondary schools that had CDF projects. The researcher purposively targeted a group of people believed would give reliable information (Kombo and Tramp 2009) this comprised 97 parents, 130 teachers, 6 CDF committee members, and 91 students.

3.3 SAMPLING FRAME

Burns and Grove (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 sam-

pling, a portion that represents the whole population is selected. According to Sekaran (2003), a sampling frame is a list of all population from which you draw your sample. In this research proposal, a sampling frame of 45 public secondary schools with projects funded by CDF with a total of 42,000 students, 29,000 parents, 900 teachers and 9 CDF committee members were targeted. The students were targeted because they are immediate beneficiaries, teachers are the custodians of the projects, parents are to monitor and evaluate the implementation of projects and CDF committees are charged with analysis of projects proposals and allocation of funds.

3.4 SAMPLE AND SAMPLING TECHNIQUE

According to Nkpa (1997) a sample is a small proportion of a target population. The researcher employed purposeful sampling to identify 109 schools with projects funded by CDF out of which the researcher then random sampled 45 schools with projects funded by CDF using SPSS. Simple random sampling was used to select a sample size of 324 respondents from the sampling frame. This is 30% of the target population. This sample size was used to ensure that the information is inclusive of all aspects in the constituency educational institutions. This technique selects a sample without bias from the target population since each element has equal known chance of being selected (Oso & Onen, 2008). Its purpose is to collect representative sample. It also produces a random sample. The sample size was determined by Magnani, (1997) formula: The sample size will therefore be 324 participants.

$$n= \frac{t^2 x\, p\,(1-p)}{m^2}$$

Where;

n=required sample size

t= confidence level at 95 % (standard value of 1.96)

p= estimated adoption of SALM in the project area

m=margin of error at 5%.

$$N= \frac{1.96^2 \times 0.3\,(1-0.3)}{0.05^2}$$

$$= 324$$

A proportional simple random sample from parents, teachers and CDF committee was then taken where;

$$Parents = \frac{30 \times 324}{100}$$
$$=97\ parents$$

$$Teachers = \frac{40 \times 324}{100}$$
$$=130\ teachers$$

$$CDF\ committee = \frac{1.9 \times 324}{100}$$
$$= 6\ members\ CDF\ committee$$

$$Students = 28 \times 324/100 = 91\ students$$

3.5 Instruments

The sources of data for this study were both primary and secondary data. A structured questionnaire was used. This allowed for the organization of relevant detailed questions that are coded into the questionnaire. This kind of questions, which are closed ended, easily guide the respondents as they have to tick from the multiple choice questions. This also allows for easier coding of data. Interview schedule was also used to collect data from respondents who did not have enough time to fill in a questionnaire. However, the interview, for such respondents in want of time, was guided by a structured questionnaire. The secondary data was collected from CDF offices, Library and internet.

3.6 Data collection procedure

The interview for the respondents was conducted by the researcher and research assistants. The respondents were required to fill in the questionnaires and hand them over for data analysis. A quantity surveyor was used as an observation guide to ascertain and offer explanation on the status of the implemented projects to the researcher. 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 it was completed. Short interviews were conducted on the CDF committee members by use of interview schedule.

3.7 Data Processing and Analysis

According to Polit and Hungler (1997), to analyze data means to organize, provide structure and elicit meaning. In this research proposal, questionnaires were adequately checked for credibility and verification. The data was collected and tabulated basing on research objectives for ease of analysis. Both qualitative and quantitative approaches were used for analysis. Objective one and two were analyzed using factor analysis: frequencies, percentages, means, KMO and Bartlett's Test of sphericity, variance and Scree Plot for Variables to establish factors with significant influence to implementation of school projects funded by CDF. For objective three, inferential statistics was employed where correlation analysis was used to establish the strength of influence of factors to status of project implementation. All this was done using statistical package of social science (SPSS to analyze data).

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Response Rate

Table 4:1 below shows the response rate of the target population issued with questionnaires and interview schedule.

Table 4:1: Response Rate

Response	Frequency	Percentage
Number of respondents issued with questionnaire	314	97
Number of Respondents interviewed	6	1.8
Number of spoilt questionnaires	4	1.2
Total	324	100

The above table indicates a response rate of 98.9% which is considered satisfactory to make conclusion for a study (Mugenda and Mugenda 2003). All the 314 questionnaires administered in the field were filled and returned. This represented 100% response rate while in the interview schedule out of the 10 targeted, 6 were interviewed representing 60% of the target population. A response rate 0f 50%is adequate; 60%good and above 70% is considered very good (Mugenda and Mugenda 2003).

4.2 Profile of Respondents

To establish factors that influence implementation of CDF projects in the secondary schools, the researcher found it necessary to establish the demographic details of the respondents. The demographic information of the respondents sought included: Gender, status i.e. teacher, parent, CDF committee member or student. In addition, the researcher sought to find out the type of CDF projects initiated in the secondary schools, the projects that were successfully implemented and those that had been unsuccessful.

4.3. Respondents Gender

The study sought to find out the gender of the respondents issued with the questionnaires. To get this information, the respondents were asked to indicate their gender. Their response was guided by the following question: Please tick as appropriate: Gender: Male ()   Female ( ). This was important in determining gender disparities on knowledge of CDF projects and implementation thereafter.

Table4:2: Gender of Respondent

Gender	Frequency	Percent
Male	192	60.0
Female	128	40.0
Total	320	100.0

The results in the table 4.2 above show 192 (60%) male and 128(40%) female comprising teachers, parents, students, and CDF committee members were involved in the study. From the findings it is evident that most men tend to be aware and also get involved in the CDF projects due to the fact that they do attend the meetings held at constituency level when called upon. Also the majority (67%) of CDF committee members are men (constituency Record).

4.4 Status of the Respondent
The study sought to find out if the respondents were teachers, Parents, CDF committee member or student. They were asked to indicate their status among the options given (a) parent, (b) teacher (c) CDF committee member (d) student (e) other (specify). The response was guided by the following statement: Please indicate your statues from among the following.

Table 4.3: Status of Respondent

Respondents	Frequency	Percent
Parent	96	30.0
Teacher	128	40.0
CDF committee member	6	1.9
Student	90	28.0
Total	320	100.0

The results in the table above show that 96 (30%) of the respondents involved in the study were parents, 128(40%) were teachers, 6(1.9 %) were CDF committee members and 90 (28%) were students. None of the respondents indicated a status other than those suggested by the researcher. Most teachers participated in the study given the fact that the study was based on a school set up and are the immediate custodians of the projects. They provided vital information for the study.

4.4 Type of CDF projects initiated in school
The CDF normally supports a number of projects and programs in school. Hence there was need to establish which projects in particular were financed by CDF. The following question was posed to respondents: "list projects you know of in secondary schools that are supported by CDF from your constituency?" The results regarding the same were presented in the table below:-

Table 4.4: List of secondary school projects that are supported by CDF

Projects	Frequency	Percent
Construction of class room	60	18.8
Construction of library	30	9.3
Construction of dormitory	59	18.4
Construction of laboratories	32	10.0
Construction of latrine	100	31.3
Provision of bursaries	39	12.2
Total	320	100.0

The table shows 60(18.8%) of the projects funded by CDF are the construction of classrooms, 30(9.3%) construction of libraries, 59(18.4 %) dormitory construction, 32(10%)laboratory construction, 100(31.3%) construction of latrines and finally provision of bursaries to needy students 39(12.2%). From the results it can be inferred that priority projects funded by CDF were construction of latrines, classrooms, dormitory then laboratory, provision of bursaries to needy students and finally library.

4.5 Projects successfully implemented
In order to establish factors that influence implementation of CDF funded project in secondary school, the researcher found it prudent to establish those projects that had been successfully implemented since inception. The following question was posed to the respondent: - "mentioned those projects that have been successfully implemented" The results regarding this were presented in table 4:5 below

Table 4.5: Projects successfully implemented.

Projects	Frequency	Percent
Construction of libraries	30	20%
Construction of latrines	90	60%
Provision of bursaries	30	20%
Total	150	100.0

The results in the table show that the projects successfully implemented by CDF were libraries 30(20%) , latrines 90 (60%)and finally provision of bursaries to needy students30(20%). From the findings, it can be inferred that only a

small percentage of the projects initiated do go up to their completion stage.

4.6 Projects that were unsuccessfully implemented

The researcher found it necessary to establish those projects that were initiated but for one reason or another were not implemented. To obtain this information, the researcher posed the following question to the respondents:" Which among the school projects funded by CDF had challenges in successful completion? "Please indicate time taken and state whether the project was successful or not". The results regarding this were presented in table 4.6 below:

Table 4.6: Time taken to complete projects funded by cdf and status of completion

Projects	Time taken in yrs	State of completion				Percentage completed
		successful		Unsuccessful		
		freq	%	freq	%	
Classrooms	1	10	15	53	83	40
Dormitories	2	15	23	45	70	50
Laboratories	3	4	12	17	53	60

The results show that class room projects having taken an average of one year, were on average 40 % completed (did not have windows), Library projects having taken an average of one and a half years, were 45 % completed (being at the lintel), dormitories taking an average of two years, were 50 % completed (roofed but with no iron sheets). From the findings most of the projects initiated were not executed to completion.

4.7 The success factors that enhance project implementation

The first objective of the study was to establish factors that led to successful implementation of CDF projects in public secondary schools within Kiminini constituency. To determine this, the respondents were given a table containing six items measured in likert scale in relation to the level of agreement regarding the extent of success factors that enhance project implementation. The response was guided by the statement from the questionnaire: "Factors that led to successful implementation of secondary school projects as planned". The options against each factor provided were: strongly agree, agree undecided, disagree, and strongly disagree.Table 4.7 Response on success factors

Factor	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
School community participation	35	10.9	77	24	0	-	112	35.130	96	30
Proper management of funds	61	1.9	-	-	-	-	212	66.1	102	32
Ability to prioritize the school projects in terms of need	35	10.9	77	24		-	112	35.1	96	30
Political goodwill	61	1.9	-	-	-	-	212	66.1	102	32
Effective monitoring and evaluation mechanism	3	0.9	3	1	-	-	212	66.1	102	32
Adequate funding	192	60	64	20	-	-	32	10	32	10

The frequencies in table 4.7 for School community participation, Proper management of funds, Ability to prioritize the school projects in terms of need, Political goodwill and Effective monitoring and evaluation mechanism in CDF projects showed that the majority of the respondents disagreed (112, 212, 112,212,212 respectively) and frequency for Adequate funding strongly agree and was highest(192).

4.8 FACTORS THAT LED TO SUCCESSFUL IMPLEMENTATION OF SECONDARY SCHOOL CDF PROJECTS AS PLANNED

Table 4.8: Descriptive Statistics for success factors (Factor analysis).

Variable	Mean	Std. Deviation	Analysis N
School community participation in selecting of projects	3.5000	.91882	200
Proper management of funds as	4.0000	1.55308	200
Ability to prioritize the school projects in terms of need	3.6000	1.10276	200
Political goodwill	3.5000	.91882	200
Effective monitoring and evaluation mechanism	4.1000	1.37822	200
Adequate funding	1.2000	.40100	200

Key: 1- strongly agree, 2- agree, 3-undecided, 4-disagree, 5-strongly disagree

From the means we extract variables that have a mean of over 3.5 which on five-point Likert scale ranging this is the value for disagree. The results shows that the respondents disagree that School community participation in selecting of

projects, Proper management of funds, Ability to prioritize the school projects in terms of need, Political goodwill, and Effective M&E mechanism have not contributed to successful implementation of secondary CDF projects. The respondents however strongly agree (1.2) that the successful implementation of completed projects has been due to adequate funding. From the means we extract variables that have a mean of over 3.5 which on five-point Likert scale ranging this is the value for disagree. The results shows that the respondents disagree that School community participation in selecting of projects, Proper management of funds, Ability to prioritize the school projects in terms of need, Political goodwill, and Effective M&E mechanism have not contributed to successful implementation of secondary CDF projects. The respondents however strongly agree (1.2) that the successful implementation of completed projects has been due to adequate funding.

TABLE 4:9: IDENTIFICATION OF PRIORITY VARIABLES FOR THE STUDY PERCEIVED TO INFLUENCE SUCCESSFUL IMPLEMENTATION OF CDF PROJECTS IN SCHOOL.

KMO and Bartlett's Test

KMO	Measure of Sampling Adequacy.	.799
Bartlett's Test of Sphericity	Approx. Chi-Square	10785.205
	Df	1891
	Sig.	.000

The table above shows several important parts of the output: KMO, Bartlett's test of sphericity. Kaiser (1974) recommends a bare minimum of .5 and that values between .5 and .7 are mediocre, values between .7 and .8 are good, values between .8 and .9 are great and values above .9 are superb. For the test statistic of for the KMO is .799 which is good. Bartlett's measure tests the null hypothesis that the original correlation matrix is an identity matrix. For factor analysis to work there is need for some relationships between variables and if the R-matrix were an identity matrix then all correlation coefficients could be zero. Therefore there is need for this test to be significant (i.e. have a significant value less than .05). A significant test tells us that the R-matrix is not an identity matrix; therefore there are some relationships between the variables that should be included in the analysis. For this data, Bartlett's Test tests highly significant (p>.0001) and therefore factor analysis is appropriate.

TABLE 4.10: TOTAL VARIANCE EXPLAINED

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.614	93.561	93.561	5.614	93.561	93.561
2	.346	5.759	99.319			
3	.041	.681	100.000			
4	5.681E-015	9.468E-014	100.000			
5	1.551E-015	2.586E-014	100.000			
6	-3.276E-018	-5.459E-017	100.000			

Extraction Method: PCA.

The table above lists the eigenvalues associated with each liner component (variable) before extraction and after extraction. Before extraction, SPSS identified 6 liner components within the data set. The eigenvalues associated with each variable represents the variance explained by that particular linear component and SPSS also displayed the eigenvalue in terms of the percentage of variance explained. Therefore variable one (Adequate funding) explains 93.6 % of total variance. This means the remaining other variables contribute 6.4 % variability in the successful implementation of school projects funded by CDF.

Figure 4.1: Scree Plot for Variables Influencing successful implementation of school projects funded by CDF.
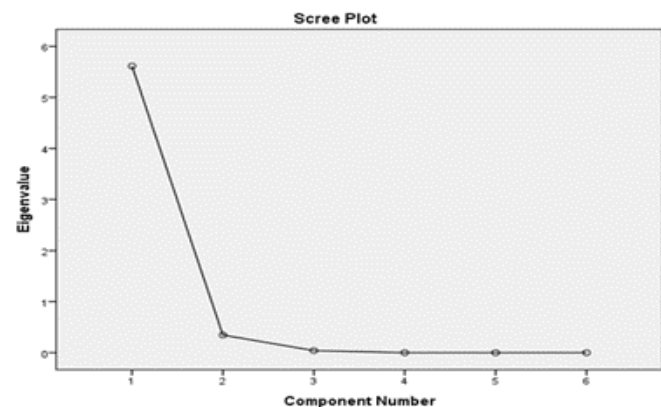
Source: Survey Data (2004)

By graphing the eigenvalues the relative importance of each variable becomes apparent. There is one variable with quite high igenvalues (Adequate funding) and the remaining other variables have relatively low eigenvalues, and so this graph has a very characteristic shape. There is a sharp descent in the curve followed by a tailing off. The cut off point for selecting variables is at the point of inflexion of this curve. From the plot we can extract variables with eigenvalues above one.

4.9 Factors that led to unsuccessful implementation of some CDF projects in public secondary schools within Kiminini constituency contrary to plan

The second objective of this study was to identify factors that led to unsuccessful implementation of some CDF education projects in Kiminini constituency contrary to plan. The researcher requested the teachers, parents and CDF committee members to give their level of agreement on factors that lead to unsuccessful implementation of CDF projects. The findings were indicated as shown in table 5.1 below: Information on this objective was guided by the following statement from the questionnaire "Factors that led to some projects not being implemented as planned". The options against each factor provided were: strongly agree, agree undecided, disagree, and strongly disagree.

Factor	SA		A		U		D		SD	
	F	%	F	%	f	%	f	%	f	%
Inadequate funding	35	11	29	9	0	0	70	22	186	58
Lack of community participation	106	33	103	32.1	0	0	70	22	41	12.9
Mismanagement of funds	96	30	218	68.1	0	0	0	0	6	1.9
Failure to prioritize the school community needs	102	32	106	33.1	0	0	80	25	32	9.9
lack of Political goodwill	90	28	224	70.1	0	0	0	0	6	1.9
Infective monitoring and evaluation mechanism	112	35	202	63.1	0	0	3	0.9	3	1
Corruption	83	26	231	72.1	0	0	3	1	3	0.9

Table 4.11: Response on unsuccessful factors

The frequencies in table 5.1 show lack of community participation, mismanagement of funds, failure to prioritize the school projects in terms of need, lack of Political goodwill, ineffective monitoring and evaluation mechanism and corruption in CDF projects. Majority of the respondents agreed (103, 218, 106,224,202 and 231 respectively). Frequency for Adequate funding strongly disagree and was highest (186).

Table 4:12: Descriptive Statistics for unsuccessful factors (Factor analysis).

	Mean	Std. Deviation	Analysis N
Inadequate funding	3.5000	.91882	200
Lack of community participation	1.9000	1.37822	200
Mismanagement of funds	2.2000	1.83763	200
Failure to prioritize the school community needs	2.3000	.91882	200
lack of Political goodwill	2.3000	.91882	200
Infective monitoring and evaluation mechanism	1.9000	1.37822	200
Corruption	2.0000	1.55308	200

Key: 1- strongly agree, 2- agree, 3-undecided, 4-disagree, 5-strongly disagree

From the results in the table above, the respondents generally disagreed with the fact that funding contributes to unsuccessful implementation of projects but they generally agreed that Lack of community participation, Mismanagement of funds, Failure to prioritize the school community needs, lack of Political goodwill, Infective monitoring and evaluation mechanism, and Corruption influence unsuccessful implementation of projects.

4.6 How the identified factors influence project implementation

The third objective of this study was to determine how the identified factors in objective one and objective two influence implementation of the CDF projects in secondary school in Kiminini constituency. Information on this objective was guided by objectives one and two. The respondents were requested to show their level of agreement to various aspects that they think contribute to successful and unsuccessful rate of implementation of projects. It came out clearly that the respondents strongly agreed that adequate funding immensely contributed to successful implementation of initiated projects.

Table 4:13 Correlations for successful implementation of CDF projects in school

			Adequate funding	successfully implementation
Spearman's rho.	Adequate funding	Correlation Coefficient	1.000	.375**
		Sig. (2-tailed)	.	.000
		N	200	200
	successfully implementation	Correlation Coefficient	.375**	1.000
		Sig. (2-tailed)	.000	.
		N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

The results show that adequate funding significantly influences successful implementation of projects at r = .375**. p < 0.001. Taking coefficient of determinant, adequate funding contributes 14.1 % variability in the successful implementation of school projects funded by CDF.

Table.4:14 Correlations for factors influencing unsuccessful implementation of CDF projects in the schools

	Factor		Unsuccessful project completion
Spearman's rho	Unsuccessful project completion.	Correlation Coefficient	1.000
		Sig. (2-tailed)	
		N	200
		Sig. (2-tailed)	.002
		N	200
	Lack of community participation in selecting projects	Correlation Coefficient	.388**
		Sig. (2-tailed)	.000
		N	200
	Mismanagement of funds	Correlation Coefficient	.388**
		Sig. (2-tailed)	.000
		N	200
	Failure to prioritize the school community needs	Correlation Coefficient	.388**
		Sig. (2-tailed)	.000
		N	200
	lack of Political goodwill	Correlation Coefficient	.388**
		Sig. (2-tailed)	.000
		N	200
	Infective monitoring and evaluation mechanism	Correlation Coefficient	.388**
		Sig. (2-tailed)	.000
		N	200
	Corruption	Correlation Coefficient	.402**
		Sig. (2-tailed)	.000
		N	200

**. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results in the table show that lack of community participation in selecting projects, mismanagement of funds, failure to prioritize the school community needs, lack of Political goodwill and ineffective monitoring and evaluation mechanism significantly influence unsuccessful implementation of school projects funded by CDF all at r=.388**, p= .001, and Corruption significantly influences unsuccessful implementation at r=.402**, p=.001. The two asterisk ** means the influence is so significant to be untrue. Taking coefficient of determinant of r^2=.388** for lack of community participation in selecting projects, mismanagement of funds, failure to prioritize the school community needs, lack of Political goodwill and ineffective monitoring and evaluation mechanism significantly influence unsuccessful implementation of CDF projects in the schools. Each contributes 15 % variability and corruption contributes 16.2 % variability in the unsuccessful implementation of CDF projects in the schools.

5.0   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study is to determine factors influencing implementation of constituency development fund projects in public secondary schools of Kiminini constituency, trans-Nzoia County. Descriptive survey research design is used using a simple random sampling technique; a sample size of 45public secondary schools out of the 109 secondary schools was selected. A sample size of 324 respondents from teachers, parents, and CDF committee members provided relevant data on which the study is based. The information from respondents was collected using structured questionnaires in which one hundred and thirty(130)questionnaires were administered to teachers, six (6)out of the ten(10) CDF committee members were interrogated using interview schedules, ninety one (91) questionnaires administered to students and ninety seven (97) administered to parents. An interview schedule was used to collect data from members of the CDF committee where clarity of information was required. A pilot study was carried out in ten beneficiary schools in Kiminini constituency in order to determine the validity and reliability of the instruments used to collect data. Descriptive statistics was used to analyze and thereafter interpret the results. The findings of the study are based on the research objectives which are as follows:

5.1.1 Factors that led to successful implementation of CDF projects in public secondary schools within kiminini constituency

About 80% of the respondents indicated that availability of adequate funds played a major role in enhancing successful implementation of the CDF projects. However the respondents tend to disagree that successful projects in the constituency were as a result of proper management of funds: 140 (70%) strongly disagree that there is proper management of funds, misappropriation of funds by project team leaders, delay in paying suppliers and even after the funds were availed attributed to stalling of some of the projects making some to take longer than expected to be completed. From the findings it was noted that no project was completed within the required time. Like construction of classrooms took an average of one year, library construction one and a half years, dormitory took an average of two years to be completed and latrines took the least time which was almost half a year. In ideal situation be-

fore commencement of a project, the stakeholders ought to be involved in selection of projects, and also given a chance to identify their need. However from the findings it came out evidently that this is not the case.140 (70%) disagreed that they were never involved in selecting projects and therefore it becomes difficult for the stakeholders to own the project since they feel their expectations and needs are not addressed as it is supposed to be. Once a project is initiated it is expected that continuous monitoring and evaluation is done so as to put those in charge of overseeing the project accountable thus enhancing accountability and transparency. From the findings the respondents indicate that there is no proper monitoring and evaluation mechanism and so they did not attribute the success of the projects implemented to effective monitoring and evaluation mechanism.

5.1.2 To identify factors that led to unsuccessful implementation of some CDF projects in public secondary schools within Kiminini constituency Contrary to plan.

The respondents were undecided as to if really funding played a role in determining the unsuccessful implementation of projects. But they seem to unanimously agree that lack of community participation, mismanagement of funds, failure to prioritize community needs, lack of political goodwill, and effective monitoring and evaluation do greatly contribute to failure of projects. From the findings140 (70%) agreed that lack of community participation did influence the project not being implemented as planned while only60 (30%) disagreed. On the issue of failure to prioritize community needs140 (70%) agreed while 60 neither (30%) disagreed. it is evident that most of the projects in the constituency were initiated by the area MP. though they seemed to be urgent, they were not a priority for the school community. Effective monitoring and evaluation mechanism greatly contributed to stalling of the established projects. This was deduced from the findings by the fact that140 (70%) strongly agree that there are no defined structures to hold those in charge of the projects accountable. Since this is not provided for clearly in the CDF act.140(70%) strongly agreed that mismanagement of funds did play a crucial role in hindering successful implementation of projects coupled with ineffective monitoring and evaluation mechanism hence none was held accountable for money released to fund specified projects but the said projects were not completed or not started at all. Some of the respondents felt that some locations had good rapport with the area MP and that is why most of the projects were initiated in their locations.140(70%) agreed that indeed political good will influenced to a larger extend implementation of projects while 60(30%) strongly disagreed with the statement.

5.1.3 How the Identified factors influence project implementation

Basing on objectives 1 and 2 the researcher established those factors that influenced the successful implementation of projects in Kiminini constituency were adequate funding, there was timely disbursement of funds to the various projects that were identified hence in schools where proper mechanism existed, projects were executed to completion. On the contrary a number of factors were established from the researcher's findings that contributed to failure of completion of the initiated projects. Ranging from lack of community project participation in selecting the projects, 140(70%) strongly agreed that this contributed to failure of projects. Indeed If the community is

not involved in project identification they tend not to own the project, conflict does arise because of conflicting needs of client and stakeholders and this does hinder progress of established projects. Mismanagement of funds does play a key role in determining implementation rate of a project. If the funds are not well managed and accounted for, suppliers not paid in time, there would be delay in delivery of raw materials hence no progress. The respondents felt that what the money was spent on is not what was budgeted for initially, the CDF committee members come up with parallel projects that see the diverging of funds to unplanned projects hence the initially planned for projects tend to take a long period of time before they are completed while some do not start at all. Inability to prioritize school needs seem also to influence implementation of projects hence when project identification process is not effectively done the school may have projects that are urgent to them being established but may not be a priority to them. Political good will did influence the levels of implementation: the respondents felt that some locations that had good rapport with the area MP had a number of projects not implemented compared to those that did not such closeness. Lack of accountability and transparency does affect project implementation: where none is held accountable, people tend to act the way they wish hence respondents felt that absence of effective monitoring and evaluation mechanism greatly contributed to many projects not being implemented as planned. Corruption among the project implementers in the constituency has attributed to stalling of projects and existence of ghost projects. Where people award tenders to the friends hence they do not complete the projects long even when funds have been disbursed and nothing is done.

5.2 CONCLUSIONS

Basing on the findings, the following conclusions were arrived at: First, the study established that most projects that were successfully implemented were because of adequate funding. Where proper mechanism existed to oversee project execution before the funds were disbursed resulted to successful completion of the established projects. Secondly the study established that most projects were not successfully implemented mainly because there were no popper mechanisms put in place to ensure this. This increased the number of incomplete and ghost projects. In order for a project to achieve a higher success rate, project cycle ought to be followed to the letter, to curb cases of aborted projects. Thirdly it was found out that lack of adherence to project cycle tremendously does affect performance of the projects. Stakeholders of a given project should always endeavor to come up with modalities that will ensure that maximum returns are attained in projects initiated, and sustainability of the projects.

5.3 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 pro-

vide professional advice on how to effectively initiate and manage projects up to the execution stage.

5.4 Suggestions for Further Research

The researcher suggests that further studies be conducted in the following areas;
1. The role of community participation in implementation of CDF projects
2. Monitoring and evaluation mechanism as a tool of managing CDF projects

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