

**INFLUENCE OF COMMUNITY PARTICIPATION ON THE IMPLEMENTATION OF
CONSTITUENCY DEVELOPMENT FUND PROJECTS IN PUBLIC DAY
SECONDARY SCHOOLS IN NYERICENTRAL SUBCOUNTY, KENYA**

BY

GLADYS WAIRIMU KARIOH

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2018

DECLARATION

I declare that this research report is my original work and has not been presented for academic purposes in the University of Nairobi or any other institution of higher learning.

Signature.....

Date.....

Gladys Wairimu Karioh

L50/60686/2011

This project report has been submitted with my approval as a University Supervisor.

Signature.....

Date.....

Dr. Lilian Otieno – Omutoko.

Senior Lecturer, University of Nairobi.

Open Distance and Electronic Learning (ODEL)

DEDICATION

This is a dedication to my late parents, Reuben Kario and Elizabeth Wambui for the love for education and their support in my early education.

ACKNOWLEDGEMENT

I thank the University of Nairobi for starting this course within the region. I appreciate most sincerely my supervisor, Dr. Lilian Otieno – Omutoko for guiding, encouraging and supporting me throughout the study. She continually gave me directions whenever I lost my way. I thank other lecturers and the entire staff of the University. I also appreciate the support of my classmates in MA in Project Planning and Management. I thank my family and friends for encouraging me and workmates for their understanding. Special thanks to J.W Kanyoko and J Nderitu for their technical support. I thank the manager and staff of Nyeri Central Constituency CDF Office for availing the necessary information and the Ministry of Education (Nyeri Central Sub-County Education Office) for their support. God bless you.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF FIGURES.....	ix
LIST OF TABLES.....	x
ABBREVIATIONS AND ACRONYMS.....	x
ABSTRACT.....	xiii
CHAPTER ONE : INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	6
1.6 Significance of the Study.....	7
1.7 Delimitations of the Study.....	7
1.8 Limitations of the Study.....	7
1.9 Assumptions of the Study.....	8
1.10 Definition of Significant Terms used in the Study.....	9
1.11 Organization of the study.....	11
CHAPTER TWO: LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 Historical Background of Community Participation.....	12
2.3 Levels of Community Participation in Implementation of Projects.....	14
2.3.1 Arnstein's Ladder of Participation.....	15
2.4 Community Participation in CDF Projects.....	18
2.4.1 Decision Making and Implementation of CDF Projects.....	18
2.4.2 Community's Resource Mobilization and implementation of CDF Projects.....	21
2.4.3 Monitoring and Evaluation and Implementation of CDF Projects.....	22
2.4.4 Procurement Process and Implementation of CDF Projects.....	26

2.5 Implementation of CDF Projects	28
2.6 Theoretical Framework.....	29
2.6.1 Stakeholders Theory	29
2.7 Conceptual Framework.....	31
2.8 Research Gaps.....	32
CHAPTER THREE : RESEARCH METHODOLOGY	33
3.1 Introduction.....	33
3.2 Research Design.....	33
3.3 Target Population.....	33
3.4 Sampling Procedure and Sample Size	34
3.5 Data Collection Instruments	34
3.6 Pilot Study.....	35
3.6.1 Validity of the Instruments	35
3.6.2 Reliability of Instruments	36
3.7 Data Collection Procedures.....	36
3.8 Data Analysis Procedures	36
3.9 Operational Definition of Variables.....	37
3.10 Ethical Issues	39
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION	40
4.1 Introduction.....	40
4.2 Return Rate	40
4.3 Background Information of Respondents	40
4.3.1 Gender.....	41
4.3.2 Age of Respondents	41
4.3.3 Level of Education.....	41
4.3.4 Awareness of CDF Projects	42
4.3.5 Types of Projects in the School	42
4.4 Community Participation in Decision Making	43
4.4.1 Holding of Consultative Meetings	43
4.4.2 Attendance of Consultative Meetings.....	44

4.4.3 Rating of Interaction among CDF Project Stakeholders.....	45
4.4.4 Level of Participation on Making Suggestions on CDF Project Decisions	45
4.4.5 Consideration of Suggestions	46
4.4.6 Reasons for not Making Suggestions.....	47
4.4.7 Involvement in any Stage of CDF Project Implementation.....	48
4.4.8 Stage of Involvement	48
4.4.9 Forum for Making Decisions on CDF Projects	49
4.4.10 Co-option in any CDF committee.....	50
4.5 Community Participation in Resource Mobilization	51
4.5.1 Resources Contributed by the Respondents.....	51
4.5.2 Type of materials Contributed by the Community	52
4.5.3 Respondents Skills Beneficial to CDF Projects.....	53
4.5.4 Frequency of Contributions	54
4.5.5 Rating of Community Involvement in Resource Mobilization.....	55
4.6 Community Involvement in Monitoring and Evaluation.....	56
4.6.1 Awareness of Monitoring and Evaluation Team	56
4.6.2 Co-option in Monitoring and Evaluation Committee	57
4.6.3 Frequency of Meetings to Discuss Project Progress.....	58
4.6.4 Soliciting of Recommendations Project Progress.....	59
4.6.5 Value of Recommendations.....	60
4.6.6 Frequency of Visiting Construction Site to Assess Project Progress	60
4.6.7 Frequency of Visit to Completed Projects to Assess Maintenance	61
4.6.8 Completion of CDF Projects.....	62
4.6.9 Quality of the Projects	63
4.7 Community Involvement in Procurement Process	64
4.7.1 Co-option in Tender Committee	64
4.7.2 Frequency of Receiving Tender Advertisements.....	65
4.7.3 Means of Advertising Tender	66
4.7.4 Rating of Community Participation in the Procurement Process	67
4.7.5 Adherence to Procurement Procedures	68

4.7.6: Tender Committee Independence	69
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	71
5.1 Introduction.....	71
5.2 Summary of Findings.....	71
5.2.1 Community Participation in Decision Making	71
5.2.2 Community Participation in Resource Mobilization	72
5.2.3 Community Participation in Monitoring and Evaluation.....	72
5.2.4 Community Participation in Procurement Process	73
5.3 Conclusion	73
5.4 Recommendations.....	74
5.5 Suggestion for Further Research.....	75
REFERENCES.....	76
APPENDICES.....	87
APPENDIX 1: QUESTIONNAIRE FOR PARENTS AND PMC MEMBERS	87
APPENDIX 2: INTERVIEW SCHEDULE FOR CHIEFS	92
APPENDIX 3: TRANSMITTAL LETTER.....	93
APPENDIX 4: RESEARCH PERMIT	95

LIST OF FIGURES

Fig 2.1: Arnstein’s Ladder of Participation	15
Fig 2.2 Conceptual Framework	31

LIST OF TABLES

Table 3.1: Population and Sample Size	34
Table 3.2: Operationalization of Variables	37
Table 4.1: The Gender of Respondents.....	41
Table 4.2: Age of respondents	41
Table 4.3 Level of Education.....	42
Table 4.4: Awareness of CDF Projects.....	42
Table 4.5 Types of projects.....	43
Table 4.6: Frequency of Holding Consultative Meetings.....	43
Table 4.7: Frequency of Attendance of Consultancy Meetings.....	44
Table 4.8: Rating of Interaction among CDF Stakeholders.....	45
Table 4.9: Level of Participation in Making Suggestions on CDF Projects.....	46
Table 4.10: Consideration of Suggestions	46
Table 4.11: Reasons for not making Suggestions	47
Table 4.12 Involvement in a Stage of CDF Project Implementation.....	48
Table 4.13: Stage of Involvement.....	49
Table 4.14: Forum for Making Decisions.....	50
Table 4.15: Co-option in CDF Committee	51
Table 4.16: Resources Contributed by the Community.....	52
Table 4.17: Type of Material Contributed by the Community	53
Table 4.18: Respondent's Skills beneficial to CDF projects	54
Table 4.19 Frequency of Making Contributions.....	55
Table 4.20: Rating Level of Community Involvement in Resource Mobilization	55
Table 4.21 Awareness of Monitoring and Evaluation Team	57
Table 4.22 Co-option in Monitoring and Evaluation Committee.....	58
Table 4.23 Frequency of Meetings to Discuss Project Progress.....	59
Table 4.24 Recommendations on Progress Solicited.....	59
Table 4.25: Value of Recommendations.....	60
Table 4.26: Frequency of Visiting Construction Site	61
Table 4.27: Frequency of Visit to Completed Projects.....	62

Table 4.28: Completion of Projects	63
Table 4.29: Quality of Projects	63
Table 4.30: Co-option in Tender Committee.....	65
Table 4.31: Frequency of Receiving Tender Advertisement	66
Table 4.32: Means of Advertising Tender	67
Table 4.33 Rating of Community Participation in Procurement Process	67
Table 4.34: Adherence to Procurement Procedures.....	69
Table 4.35: Tender Committee Independence	70

ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
CDF	Constituency DevelopmentFund
CDFC	Constituency Development Fund Committee
CPOC	Constituency Project Oversight Committee
DFID	Department of International Development
IEA	Institute of EconomicAffairs
IFAD	International Funds for Agricultural Development
KNAO	Kenya National Accounting Office
LATF	Local Authority Transfer Fund
LASDAP	Local Authority Service Delivery Action Plan
MP	Member of Parliament
NACCSC	National Anti-Corruption Campaign Steering Committee
NG-CDF	National Government-Constituency Development Fund
NGO	Non- GovernmentOrganizations
PAYE	Pay As You Earn
PMC	Project Management Committee
PPDA	Public Procurement and Disposal Act
SPSS	Statistical Package for Social Sciences
UK	UnitedKingdom
USA	United States of America

ABSTRACT

Constituency Development Fund is a devolved fund established by Constituency Development Fund Act (2003) with an aim of taking development to the citizens at the grassroot level within the shortest time. The Act went through amendments and finally replaced with Constituency Development Fund Act (2013) in order to align the Act to the major provisions of the constitution of Kenya (2010) including transparency and accountability, separation of powers and participation of the people. However, the slow implementation of the projects is a cause for concern. It is on this basis that this study aimed at investigating the influence of community participation on the implementation of Constituency Development Fund projects in Public Day Secondary Schools in Nyeri Central Sub-County, in Nyeri County. The objectives of the study are to; establish the influence of community participation in decision making; establish the influence community's resource mobilization; find out the influence of community's monitoring and evaluation and to determine the influence of community participation in procurement process on the implementation of Constituency Development Fund projects in Public Day Schools in Nyeri-Central Sub-county, Nyeri County. The study was informed by stakeholder's theory. The study adopted a descriptive survey design. The target population was 649 from four parents in the 10 Public Day Schools that have benefited from Constituency Development Fund, four chiefs and 50 project management committee members. Purposive and simple random sampling were used to select respondents. A sample of 144 respondents were targeted. Data was collected using a close ended questionnaire and interview guides. Reliability of the instrument was examined using split half technique. Validity was done by the experts in the department of project planning and management in the University of Nairobi as well as peer reviewing. Quantitative data was analysed and presented in tables of frequencies and percentages with the help of the Statistical Package for Social sciences (version 20). Qualitative data was content analysed. The study found that the community is not fully involved in decision making in CDF projects as projected in the statutory provisions. On resource mobilization the study concluded that community participation is low and mainly restricted to labor and materials. The study also found that community is inadequately engaged in monitoring and evaluation. The study also concluded that communities are not fully engaged in procurement process whose procedures are often flouted. The study recommends that members of the community should be enlightened on their role in decision making in regard to CDF project, not only in project identification but in the entire project cycle. This study recommended that the CDF Act to be amended to remove ambiguity on the role of communities in CDF project resource mobilization as well as provided for an independent body in which the communities would be represented to effectively monitor project implementation. The study also recommends that to effectively involving communities in the procurement process, representatives of public procurement authority should be part of the CDF tender committee to ascertain inclusion of various stakeholders as well as ensure procurement procedures are followed to the letter. The study will help to policy makers to understand to what extent are communities involved in the implementation of the Constituency Development Projects for the purposes of needs based interventions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Constituency Development Fund (CDF) is one of the policy tools for parliamentary involvement in community development. Baskin (2010), Ojwang and Bwisa (2014) argue that CDF projects are meant to safeguard communities from the centralized and often rigid impersonal governance of state institutions that may not pay attention to specific communities under the guise of administrative rationality. Different countries have different approaches to CDF but, there are distinct characteristics that differentiate CDF from rest of devolved initiatives or projects that are centred at the community level. Firstly, the central government raises funds and devolves them to constituencies. Secondly, each constituency gets its share of funds and MPs have some influence on how funds are spent. Lastly, funds are meant to be used in development initiatives that address to the needs and preferences of the local communities. (Tshangana, 2010).

Proponents of CDFs argue that, they give opportunities to the local communities to select the projects that are to be funded and how the funds are to be allocated and utilized. However, this would only be achieved if the local communities are informed about and engaged in all the activities of CDF project cycle. Maritim (2014) observed that for a project to realize the intended project outcome, project implementation which is a delicate undertaking must be all-inclusive. It is further noted that proper resource mobilization is absolutely necessary for any project to be successful. These views are supported by Kimani (2014) in his study on the role that the community played during the execution of Borehole Water Projects in Kerwa Sub-Location in Kiambu County which were CDF funded. He found out that the degree of community

engagement greatly determines the performance of water projects. A common occurrence is that where the MPs exercise excessive powers regarding CDF projects, usually community participation in selecting projects of their choice is low and often the communities lack access to information which limits their ability to query how those in authority have spent the funds. There is feeling that, there is need to come up with laws and institutions that will reduce MPs' influence and ensure that an opportunity is given to communities to fully participate in their prioritized projects. This would be only way to ensure that local communities reap the benefits of the devolved funds. (Tshangana, 2010).

In India, the government allocates equal amount of funds to each Member of Parliament (MP), however, there are developmental policy requirements that are promoted through Ministerial guidelines that MPs allocate some funds to vulnerable groups. The level of community participation is however low. According to ministerial guidelines, the initiatives recommended by the Members of Parliament (MPs) are workings which "meet the locally felt community infrastructure and development needs" but the MP is not obligated to consult the community or establish frameworks to ensure that the constituents are represented and involved in the identification of projects (Tshangana, 2010). In Jamaica, there is a requirement that the MPs develop a plan of projects to be undertaken in five year period and hand it to parliament. The plan is done in consultation with the Constituency Project Oversight Committee (CPOC) which is made up of representation from community based organizations, individuals with massive influence in society and government agencies. They identify prioritized projects in their constituencies (Baskin, 2010).

In Uganda, a Constituency Development Committee (CDC) chaired by the MP designs and submits the projects to the District Project Committee (DPC). The DPC coordinates and monitors how projects are implemented however, there are loopholes such that operation's guidelines are circumvented by MPs, funds are channelled directly to MPs personal accounts, oversight mechanisms are lacking and most importantly, citizen's awareness of and participation in CDF projects are low (Baskin, 2010). In Tanzania, a new legislation has been enacted in an attempt to ensure Non- Governmental Organisations (NGOs) and community involvement and consultation in CDF projects. Section 10.4 of the CDF Act specifies that priority projects are identified per ward and the list forwarded to Constituency Development Committee Fund (CDCF).

In Kenyan perspective, CDF is one of the decentralisation strategies of national government aiming at controlling regional developmental inequalities through pay outs based on poverty index (20%), population (45%), land area (8%), Basic Equal Share (25%) (Ojwang and Bwisa, 2014). The CDF Act of Parliament of 2003 established the CDF fund. The Act went through amendments in 2007 and eventually replacement with CDF Act 2013 to align the operations of CDF with the principles of the Constitution of Kenya (2010) that require that there is transparency and answerability in the usage of public resources, separating powers among various arms of government and of greater importance, the need to give citizens an opportunity to participate in development initiatives .

The Act compelled the government of Kenya to make a remittance of 2.5% of national annual ordinary financial budget to Constituency Development Fund. The same Act compels each constituency to allocate 46.2% of its share to education sector. CDF funded educational projects

are designed to meet the market demands, national goals of education and individual needs(Simiyu,2015).In Nyeri Central Contituency, CDF has funded a total of 30 educational projects between the financial year 2015/2016 to 2017/2018. 60% of these projects are in public secondary schools which include construction of administration blocks, laboratories, dining halls, classrooms and staff houses.So far ten Public Day Secondary Schools have benefited from the kitty. Community participation is critical in all these projects and this was what research aimed at investigating.

1.2 Statement of the Problem

Vision 2030 (GoK, 2007) seeks to enhance the use of the CDF as a strategy for community empowerment through devolved public funds. The New constitution (2010), gives citizenry the power to govern themselves and makedecisions It also acknowledges communities' rights to deal with their issuesand to drive their development agenda. Omolo (2011) in her work "Policy Proposals on Citizens Participation in Devolved Governance in Kenya", however, notes an existing gap between policy and practices.Though policies have been formulated to guide communities' engagement in projects, communities still complain of not being involved.This leads to failure of projects despite massive financial allocations.

Several studies have been conducted on how the community participates in initiatives funded by various devolved funds started by the government to bring development to thegrassoot level.Otieno(2007),states that the District Focus for Rural Development (DFRD failed to meet the desired outcomes because of the fact that the local communities were not involved when the initiatives were being selected and executed.Authorities identified,implemented and monitored

most the projects while local people were only assembled and informed them of their problems thus using them as ‘rubber stamps’

Kwena,(2013) did a research on elements that influence how the community engages in the management of development initiatives funded by Local Authority Services Delivery Action Plans in Kilgoris Constituency and found out that 76% of those who responded had the view that the degree of community engagement in Kilgoris Constituency was at an all-time low. Ngondo(2014),observed that 68% of the projects funded by CDF in Kanyekini Ward,in Kirinyaga County to be below 50% complete, stalled or vandalized. Enquiries indicated that community lacked ownership of the projects as the community did not participate in the identification stage. In the same study,51% of the community members indicated that they had not been offered any opportunity to take part in the CDF project activity teams whatsoever when CDF projects were planned and implemented. All the above findings are an indication of low community participation in development initiatives leading to failures of projects despite the huge amount of pay outs made to constituencies every year and this formed the basis for this study. In Nyeri Central Sub-County some CDF projects have been reported to be slow in the implementation (MOE Nyeri County,2015). However, the influence of community participation in the implementation of CDF projects in Public Day Secondary Schools in Nyeri Central Sub-County had not received adequate attention, hence the study.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of community participation on the implementation of CDF funded projects in Public Day Secondary Schools in Nyeri Central Sub-County in Nyeri County.

1.4 Objectives of the Study

Objectives of the study were:

1. To establish the influence of community participation in decision making on the implementation of CDF funded projects in Public Day Secondary Schools.
2. To find out the influence of community participation in resource mobilization on the implementation of CDF funded projects in Public Day Secondary Schools.
3. To establish the influence of community participation in monitoring and evaluation on the implementation of CDF funded projects in Public Day Secondary Schools.
4. To determine the influence of community participation in the procurement process on the implementation of CDF funded projects in Public Day Secondary Schools.

1.5 Research Questions

1. What is the influence of community participation in decision making on the implementation of CDF projects in Public Day Secondary Schools?
2. What is the influence of community participation in resource mobilization on the implementation of CDF funded projects in public secondary schools?
3. What is the influence of community participation in monitoring and evaluation on the implementation of CDF funded projects in Public Secondary Schools?

4. What is the influence of community participation in the procurement process on the implementation of CDF funded projects in Public Day Secondary Schools?

1.6 Significance of the Study

CDF committees can use the study to help involve the community more in future projects. This research would also enlighten the community on its role in implementation of projects in the future. The study adds to knowledge which already exists on the domain of community engagement in the implementation of projects and the findings would also form a reference point for future researchers in the area of community involvement in CDF projects' implementation.

1.7 Delimitations of the Study

This research was confined to Nyeri Central Sub-County. Its focus is on CDF funded projects in 10 Public Day Secondary Schools from the financial year 2015/2016 to 2017/2018. The study was confined to Form four parents, PMC members and chiefs.

1.8 Limitations of the Study

Not all respondents may have been familiar with CDF guidelines as well as project management process which may affect the quality of responses. Others were illiterate and may not have given the needed information. This was overcome through interpretation using local language. The respondents who were suspicious and unwilling to give the required information were assured of confidentiality.

1.9 Assumptions of the Study

The assumptions of the study were;

- i. Respondents were aware of and informed of the activities in the project cycle
- ii. Respondents were aware of their responsibilities in the implementation of CDF projects
- iii. The respondents would provide reliable and valid information that would be used to make conclusions in regard to the study
- iv. The variables of study would remain constant in the course of research period and that the questionnaires would be returned duly completed

1.10 Definition of Significant Terms used in the Study

Beneficiaries: These are receivers or recipients of the CDF project benefits advantages. The beneficiaries of CDF projects are students, parents, suppliers, and neighboring community

Procurement process: Procurement refers to a process of tendering, purchasing and acquisition materials meant for the project

Community participation: This is the process whereby beneficiaries and general public are involved and influence the execution of development project.

Constituency: Refers to political unit represented by an MP in the National Assembly. This is constitutional unit through which CDF fund is channeled.

Constituency Development Fund: A fund set aside to stimulate development at the grassroots and managed at the constituency level.

Constituency Development Fund Projects: These are development interventions that are financially supported through CDF.

Decision Making: It is an act of making a choice or a judgment or a stand regarding any aspect of the project after making considerable observations.

Monitoring and Evaluation: Monitoring involves collecting information routinely on every facets of the project while evaluation is measurements, appraisal and making judgment on the output and impact of the project

Procurement: Refers to the process of tendering, purchasing and acquisition of project materials and services

Project Management Committee: It is a board or committee elected or nominated to identify and implement each project at the constituency

Resources Mobilization: Refer to gathering together material, human and funds that are to be invested in a development initiative.

Stakeholder: This is a group or person who can influence or be influenced by the outcomes of a project. In CDF projects in public day secondary schools, stakeholders are students, parents, suppliers and the wider community

1.11 Organization of the study

The study has five chapters, chapter one, has background information on the study, problem statement, purpose of the study, study's objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, significant terms are defined. In chapter two, literature related to study reviewed as follows; introduction, implementation of CDF projects, decision-making and implementation of CDF projects, resource mobilization and implementation CDF projects, monitoring and evaluation and implementation of CDF projects and procurement process and implementation of CDF projects, levels of participation, stakeholder's theory and historical background to community participation are also discussed and finally, the conceptual framework. Chapter three has the introduction, research design, target population, sampling and sample size, sampling procedure, research instruments, pilot testing, validity and reliability, data collection and analysis procedures. Chapter four covers data analysis, presentation, and interpretation. Chapter5 covers a summary of findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature related to influence of community participation on the implementation of CDF funded projects in secondary schools is reviewed here. This chapter contains historical background, theoretical and conceptual framework, and the various levels of community participation and participation in terms of decision making, resource mobilization, monitoring and evaluation and procurement process and implementation of projects.

2.2 Historical Background of Community Participation

The history of community participation in projects dated back to 1960s in United Kingdom (UK) when the Gulbernkian Foundation recommended the establishment of a centre for local development to support practitioners and to give advice to national and local governments on policy (Ngondo, 2014). Ngondo (2014) further notes that this came after efforts to create international utopia communities in USA and Australian had failed. Josiah Warren (1798-1948) attributed this failure to lack ownership in community activities. Projects would be identified for communities and implemented without their input in making decisions throughout the project cycle. In UK, in 1999, an organization was set up with the mandate of establishing professional code of standards for workers in development and education sectors operating within local communities. The organization (Paulo - National Training Organization for community education and Development) integrated community development, development education and community education (Ngondo, 2014).

Ideas of involving local communities in resource management and decision making in small-scale initiatives were being applied by participatory development movements spearheaded by Chambers (1983). The aim of the movements was to come up with strategies which would give the poor an opportunity to be knowledgeable players in developmental matters, while external participants would only be providers of finances. Top-bottom approach was being criticized by experts of social science, like Escobar (1995) and Scott (1998), as disempowering and ineffective. Elsewhere, community driven projects were gain popularity due to their successful outcomes. Such initiatives included an Association of self employed women in India and the Orangi slum upgrading and Iringa Nutrition projects in Tanzania (Krishma et al, 1997; Ngondo, 2014).

In Kenya, the concept of community participation in development initiatives came up in 1965 at a meeting organized by Ministry of Economic Planning and Development whose aim was to come up with solutions to problem of education, employment and rural development. The government developed Sessional Papers in its attempt to decentralize formulation and execution of national programs(Omolo, 2011).She notes that the most outstanding of the decentralized programmes was the District Focus for Rural Development (DFRD) that became operational in 1983.It aimed at creating defined tier in organizing development initiatives and service delivery and was a vehicle for identification, planning, implementation and coordination of development activities. Critics of the programme argued that DFRD was simply a transfer of national government powers outside the capital since it failed to offer the locals a chance to take part in decision making in developmental issues World Bank (2002), Ojwang and Bwisa (2014).Otieno

(2007), states that, DFRD failure to achieve the desired results, was due to the fact that the locals were not involved during selection and implementation of projects.

An attempt to further development in participatory approach in Kenya was in 1996 when Physical Act was made into law. The law made provisions for locals to be included in the making as well as actualization of physical and developmental plans. The statute had a shortcoming in that physical planning was concentrated in major urban centers excluding the rural communities living in far flung remote areas from participatory planning Okello et al (2008). Further attempts by the government to enhance community participation were in establishment of Local Authority Service Delivery Action Plan (LASDAP) and Constituency development Fund (CDF). Local Authority Service Delivery Action Plan (LASDAP) was a three year plan established in 2001 through a Ministerial circular whose focus was on poverty in sectors of infrastructure, health and education. (Kibua&Oyugi, 2006). CDF on the other side, concentrates on development initiatives at the constituency level, particularly the ones that are aimed at fighting poverty among the local communities.

2.3 Levels of Community Participation in Implementation of Projects

Participation demands that individuals contribute voluntarily and democratically, get involved in development effort, get equal share of the benefits achieved and make decisions related to setting of objectives, make policies, plan and implement programmes related to social and economic development UNESCO(1986), Mordzer-Ekpambo(2010). DFID(2002), outlines the various levels of participation from the lowest level(manipulation) ,where the local communities are manipulated to the highest level in the ladder (empowerment) where the power to make

decisions is in the hands of the locals. This view is shared by Arnstein who came up with six levels participation ladder.

2.3.1 Arnstein's Ladder of Participation

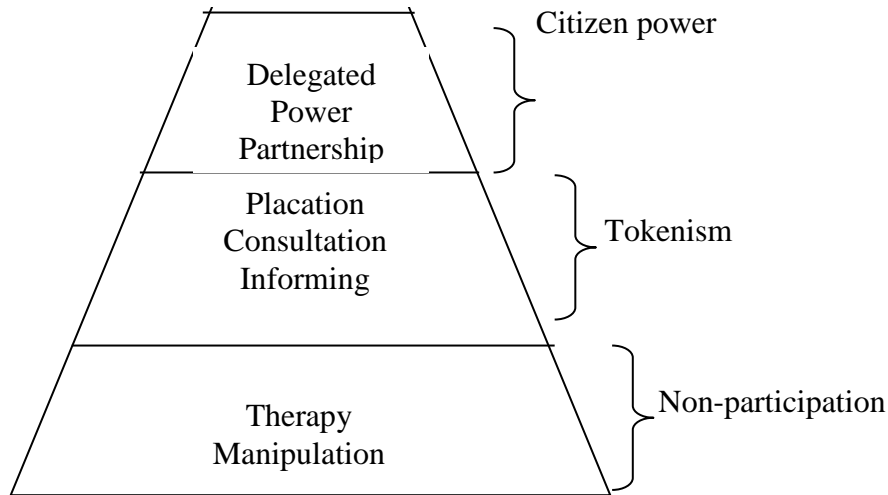


Figure 2.1: Arnstein's Ladder of Participation

Arnstein(1969) outlines six levels of participation from bottom where the community is manipulated, through to consultation and to the highest level where community genuinely participates in development issues (Figure 2.1). The ladder shows that, at the lowest level, there is more power in the hands of those in authority and non- engagement of the community members. Up the ladder, the management changes to welcome and accept more views from the local communities and involves them more. At the top of the ladder, community members achieve total control and it is at this level that projects mostly succeed. This theory is used to explain the correlation between the degree of community involvement and success in the execution on CDF projects (Mwakio and Derrick, 2015).

The ladder levels are categorized into three broad grades of effective participation. Non-participation consists of manipulation and therapy. This is where the community members are not directly engaged but there is manipulation such that they think they are part of decisions made. In this case, those in authority develop a false kind of participation, probably around a pre-determined decision (Kamuiru&Mbwisa, 2014).At this level, members of the community are hardly asked for their concerns, nor is information given to them, they are simply instructed what to do. Agencies plan and implement projects without involving the community members. This diminishes community's desires to own these projects leading to projects that are poorly maintained as well as high mortality. In CDF funded projects, it may be applied where the MP may have already selected a project and only uses the community to rubber stamp his/her decision.

Degree of tokenism is the second grade which comprises of informing, consultation and placation. Informing will involve citizens being given reports of the happenings. The flow of information is one way where community members obtain the reports in the media. Consultation involves community's view starting to affect the power holders' opinion. The opinions of the beneficiaries are sought on major issues concerning how a project is identified, planned and implemented. At this point, the project agency considers the feedback from the community and puts it into account in designing and implementing projects (Simiyu, 2015). Placation is the stage in which citizens may be handpicked to be in the board that plans and makes decisions. The final level is the degree of power consisting of delegated power and partnership. Partnership involves those in authority and local community working together as partners. In CDF funded projects, this would apply where the MP, CDFC and community members jointly consult on how to

implement the CDF projects. Delegated power is where citizens start taking charge and the power holders hold negotiations with them. It is at this level that the community members are able to identify projects that satisfy their needs, execute, monitor and evaluate them.

Reports from National Anti –Corruption Campaign Steering Committee (NACCSC), (2008), point to the fact that the degree of community engagement in the entire cycle in CDF projects was low. The population that was found to have participated in CDF projects in whatever kind of activity was only above 25%. Only slightly above 20% participated in project identification and prioritization, 24.5% participated in actual project management and the population that got involved in project monitoring was 32.5%. This is an indication of low community participation. From the above findings, CDFC and MPs combined outdid the community in project identification and prioritization at 45.2% against 25.1%. Some factors that influenced the level of participation CDF funded projects are community's lack of awareness and unavailability of the constituents to take part in the project activities. In conclusion, the aim of CDF initiatives was to take development to the people at the grassroots level. It was a strategy to make communities own development projects in their localities and therefore, it is a requirement for them to get fully involved in them. Project success is dependent on the degree of engagement of the local people in key activities of the project and to facilitate this involvement, empowerment mechanisms must never be ignored.

2.4 Community Participation in CDF Projects

Community participation is a procedure where by a section of a population with mutual needs, staying in a certain locality are involved in identifying their needs, making decisions and setting up strategies to satisfy their needs (Adesina, 2010). According to Simiyu (2015), the surrounding community which reaps direct or indirect benefits of CDF project, needs to get engaged in the project from its inception, to implementation, up to its completion. Participation helps the citizenry to handle issues related to their communities which will including how institutions that serve them are controlled. This allows citizenry to take initial step; marshal available resources to be utilized in development and heighten the feeling of belonging to the community (Maritim, 2013). Shaeffer (2005) outlines particular activities that indicate a high level of involvement in broad development view, among others; collection and analysis of data, outlining priorities and setting objectives, identifying resources that are available, planning appropriate programmes, strategizing implementation of these programmes and sharing responsibilities among stakeholders, managing programmes, continuous monitoring of these programmes and eventually evaluation of the programme's outcomes (Maritim, 2013).

2.4.1 Decision Making and Implementation of CDF Projects

According to Draft on National Policy on Community Development (2010), Maritim (2013), participation calls for people to take part in making decisions regarding their development and well-being. The degree of which CDF funded projects could be implemented and sustained is dependent on among other factors, on the level to which the local community participates in making decisions related to the project. It is only when people are involved in making decisions that they readily to make the first step, gather available resources for use in development and

heighten a feeling of belonging (Okali and Farrington (1984; Mnaranara ,2010).Genuine decision making occurs when beneficiaries make decisions related to the how project is designed and implemented. Decision making role can be undertaken by those who benefit from the project exclusively or in consultation with other stakeholders on certain matters regarding the project (Simiyu, 2015). A participatory approach supports active involvement community in making decisions related to projects. This approach to decision making is gaining popularity not only among citizens who desire to participate more in running of their society, but companies, Non-Governmental Organizations, Development agencies, National and Regional Governments and scientists are also adopting the approach so as benefit from the its outcomes.(Ng'ondo, 2014).Mnaranara (2010) observes that involvement of the locals in making decisions is the most significant factor for classifying community participation. The more the local people are involved in making decisions, the greater the degree of participation. At the highest level of participation, decision making role is in hands of the community. It therefore important to have the power to make decisions transferred to the community so as achieve full empowerment.

It is argued that when the community is given the decision making role, it readily accepts to bear some costs of development. Community members maybe unwilling to get actively involved in project activities if they are not allowed to make decisions especially related to how funds are allocated and utilized. In situations where decision making is decentralized, community feels satisfied and ready to respond to problems unlike where it is centralized (Mnaranara, 2010).

Project Management Cycle includes project identification and selection, planning, implementation besides project monitoring and evaluation. It is crucial to engage the community in decision making throughout the entire project cycle. Failure to do so leads to project's failure

to achieve its set goals. An example is the District Focus for Rural Development (DFRD) programme of 1983 which made attempts to coordinate service delivery and development activities at the district level and it was focal point in rolling out development activities to the grassroots. The strategy has been criticized in that it merely transferred the control of central government to the district level as it did not support community participation in decision at the grassroots (Ojwang and Bwisa, 2014).

According to IEA citizens score card on CDF (2006) , only about a third was found to have participated in making decisions related to CDF projects especially in identifying the projects, location and monitoring and only a fifth was found to have participated in project implementation. According to NACCSC (2008), concerns have been raised that many CDF committees never engaged the community in making decisions related to project identification. The primary goal of CDF is to give community members a chance to make informed decisions related to projects in their localities particularly on expenditure. If this chance is denied, then the fundamental aim of the fund may not to be attained.

A study conducted in Kiminini constituency on elements that regulate the execution of projects that were CDF funded found out that decision making involved experts and professionals leaving out the community members and this was a drawback to the execution of CDF funded initiatives in the region(Juma,2015).A study conducted in Gambia on community based projects, revealed that sound practices of project management that incorporated community's decisions throughout the project cycle guaranteed effectiveness and efficiency at the project closure with desirable outcomes(Dayda, 2008; Maritim ,2013).These findings agree with Ouma (2009) views that

grassroots participation facilitates the community to acquire knowledge and make informed decisions regarding project implementation. In conclusion, contrary to centralization of decision making, all the above studies agree that, greater decision making by the communities yields people satisfaction, quicker response to problems and better project results.

2.4.2 Community's Resource Mobilization and implementation of CDF Projects

Communities possess a considerable amount of underutilized resources and energies which may be tapped through community engagement, applying a variety of realistic mechanisms that involve local population and if possible engage them in community development works (Mwesigye 2011). This is in agreement with Ojwang and Bwisa (2014) views that utilization of local resources is of significance to the implementation of local development projects. Communities possess resources that form reliable sources that set up working entities and they are crucial and essential for the sustenance of local development initiatives. Aghorlor et al (2013), state that local communities hold resources that are appropriate and useful for local projects. According Simiyu (2015), the community mobilizes a variety of resources including building materials, labor, expertise and land in support of educational initiatives. Bwisa (2008) observes that projects that do not utilize locally available resources tend to fail economically. Mechanisms should set up not only to establish channels for utilization of locally available materials but also encourage creativity and inventions among the local people (Ojwang and Bwisa, 2014).

According to Kimani et al (2009);Ojwang and Bwisa (2014), participatory approach which makes use of locally available resources and fosters participation of the vulnerable and

marginalized members of the community in CDF initiatives is a determinative element in the implementation and sustainability of these initiatives. A case study on CDF initiatives run by communities in Bangladesh showed that, motivation and strong commitment from community members form a crucial part in the management of community needs and demands (IFAD, 2007).CDF Act (2003) demands the use of locally available resources in the execution of CDF funded initiatives unless where local community lacks the ability to supply. Small and Medium Enterprises (SMSs) are, therefore, given opportunities to supply building materials and services to projects in their localities

Communities may mobilize funds to be used in projects. In a study done in Mlali and Mzumbe wards in Morogoro, Tanzania on community participation in the construction of primary schools, found out that 20% of the community made their contribution to the school construction in cash form (Mnaranara, 2010).According to IEA citizen report Card on the CDF (2006), community members acknowledged there are channels put in place to give the local communities opportunities to participate. This is done through supplying locally available building materials, community providing cheap labour or contribution in kind. These measures enhanced community participation in Makueni Constituency during the construction of Kitonyoni Dispensary which was CDF funded. The IEA citizens Report Card (2006) indicated that local communities provided bricks, sand and labour to CDF projects.

2.4.3 Monitoring and Evaluation and Implementation of CDF Projects

Monitoring is a continuous process right from preparation to the end of the project. It is conducted to ascertain that the activities of project progress in line with the work plan. This

assists projects managers to determine whether the objectives set out in the plan are being met. This is due to the fact that project management process has effects on the project's operations, its use as well as maintenance. (Albert, 2004; Lawal and Onohadebi, 2010; Adan,2012). When a project is well monitored, anomalies are detected early enough and adjustments made. Since monitoring involves continuous collection of data on every aspect of the project, it helps project managers make analysis of the existing conditions, detect anomalies and look for solutions, realize the pattern the project is taking, maintain the activities of the project as per the plan, determine progress in relation to the goals and set up new goals and targets for the future. Decisions on human, financial and material resources are arrived at during monitoring. The local community (men and women) should be involved in a participatory way as much as possible in gathering this information. Monitoring progress against measurable criteria is necessary (Ngondo, 2014). Comments from the local community must be incorporated and the project adjusted according to the dynamic needs of the beneficiaries hence successfully managing the process for acceptable results delivery.

Proper monitoring fosters decision making skills during implementation stage thus creating higher chances for sound project outcomes (Gyorkes, 2003). It helps the project managers be transparent and accountable in the way resources are used to all those who have a stake in the project such as financiers, those to benefit from the project and the general public. Monitoring retraces every relevant document and resources that were used during the project cycle (Passia, 2004; Uitto, 2004; Simiyu, 2015).Projects monitoring comprises of measurement, assessment, documenting and making analysis of all aspects the project continuously and giving feedback to

the stakeholders (Simiyu, 2015) DAC (2001).The purpose of monitoring is ensure that the project is implemented in a controlled environment to be able meet the set targets.

Evaluation assesses the design, implementation and outcomes of completed projects. It digs deeper to look at how relevant, efficient and effective a project is, as well as its impact and sustainability (Uitto, 2003, Simiyu, 2015). Ojwang and Bwisa (2014) summarize evaluation, an elaborate and comprehensive assessment of how effective and efficient the project outcomes are. It also helps to identify the gaps for future policy making. An evaluation should independent, credible and objective (FAD, 2004). Evaluation makes comparisons between the outcomes of the project and the goals set to be achieved in the project plans. They are two types of evaluations on basis of stage at which they are carried out. Formative evaluations aims at assessing how efficient the resources are used to yield outcomes and analyze project's strengths, weaknesses and threats and if the project is to achieve the set targets or there is need to redesign it (Passia, 2004, Simiyu, 2015).Summative evaluations are done once the project has been completed to assess all aspects of the project with an aim of identifying the achievements and failures as well as remedies and lessons (Shapiro, 2004; Simiyu, 2015). The purpose of evaluation is to establish if a project met the set targets and also strives to evaluate the impact of the project on the stakeholders.

Monitoring and evaluation complement each other but distinct (Passia, 2004).Both comprise gathering, measurement, assessment, documenting and making analysis on all aspects of the project continuously and giving feedback to the stakeholders. They are very essential functions in project management and making them work in projects, often brings confusion. (Simiyu,

2015). For a project to be acknowledged to have undergone successfully monitoring and evaluation, it must progress as scheduled (Time criteria), adherence to budgetary allocation (money criteria), meets essentially the targets outlined to be achieved (effective criteria), meets the needs of the beneficiaries (client satisfaction criteria). In CDF project, emphasis must be given to participatory monitoring and evaluation with actors being the community, project management committee (PMC), CDFC, relevant government departments.

According to (Cranell, 2000, Ngondo, 2014), attempts to set standards to aid evaluation over the past two decades, has led elaborate use and application of an all-inclusive approach. This approach aims at involving beneficiaries in management of projects and helping them to take more active role in improving their lives. “Purists” such as Korten and Chambers (2006) have attempted to reorganize development initiatives with an aim of enhancing community empowerment. They advocate for an “M & E for empowerment” strategy which stresses on learning at the grassroots. The approach also looks at ways of empowering of the ‘beneficiaries’ of the project by engaging them in evaluation (Ngondo, 2014). The idea of participatory monitor is supported by Adan (2010) who states that all actors or those who have a stake in the project should be incorporated in monitoring and evaluation process. He goes on to state that a community project monitoring must be community friendly, measures the achievement against the work plan and cost estimates. In conducting monitoring and evaluation the PMC ought to keep records of project work plans, activity progress reports, financial and procurement records.

Omolo (2011) cites a successful case of community monitoring and evaluation in Bolivia, where the community formed citizen surveillance committees which monitored how funds were

allocated and how procurement was done. This oversight mechanism greatly reduced corruption. In CDF projects, the Community, PMC, CDFC and relevant government departments are the main actors in participatory monitoring. However, there are inhibiting factors to community management of CDF funded projects. IEA Report (2006) stated that ignorance and apathy among the community and Committee members were some of the challenges facing community participation in projects.

2.4.4 Procurement Process and Implementation of CDF Projects

Procurement is gaining a lot attention globally in economic and business circles. Developing nations, including Kenya are developing legal organizational and institutional guidelines to streamline disorganized public procurement that has been witnessed for decades. In Kenya today, procurement system in the public sector is governed by the Public Procurement and Disposal Act (PPDA),2005 and Public Procurement and Disposal Regulation (2006) which provide for an elaborate structured mechanism for procurement process for public entities (Muange, 2013). The importance of procurement procedures is to ensure that all interested parties get fair treatment and that no party is discriminated in the procurement of goods and services. The regulation spells out steps to be followed in the procurement .The most preferred method of procuring goods and services is open tendering, unless where circumstances do not allow as specified in the regulation

The PPDA (2005), states the accounting officer has the responsibility of appointing a tender opening committee. The committee is mandated open every tender received prior to the deadline, assesses the submissions and awarded the tender to the winner (Simiyu, 2015). Mechanisms are put in place to ascertain that community members' involvement in the procurement process is

conducted in a transparent manner. These requirements include providing information on tendering, registering of contractors, suppliers and artisans, providing guidelines on how to tender and supply as well as establishing a committee to vet and recommend suppliers (Achoka, 2015; Simiyu, 2015).

Government disburses at least 2.5% of its ordinary revenue each financial year to constituencies for development of public projects. Such amount is enormous to the economy and needs proper financial management to receive the intended objectives. Therefore, procurement will play a critical role to achieve these objectives (Muange, 2013). The CDF Act (2005) is clear that materials to be used in the project should be sourced within the locality unless the local community lacks the ability to supply. This means that for CDF projects, procurement advertisements should be circulated to locals through churches, mosques, chief's barazas and posters in public places (Simiyu, 2015).

In a study conducted on community participation in rural borehole water projects that were CDF funded in Kerwa sub-location in Kiambu county, the level of community involvement in budgeting and procurement in Nyakiada Water project was low hence the low performance of the project while better performance of Podo Water Project was linked to high level of community involvement in project budgeting and procurement process (Kimani, 2014). When the community actively participated in tendering and procurement process, project implementers will tend to exhibit greater accountability and transparency in the ways they operate and the project will be implemented to meet its objectives using the allocated resources and within the stipulated time.

2.5 Implementation of CDF Projects

The government established CDF as a devolved fund through an Act of Parliament in 2003. The fund was aimed at delivering development to the people at the grassroots within a short time and to control regional imbalances in development. Funds are disbursed to constituencies based on Basic equal share (25%), land coverage (8%) poverty index (20%), population (45%), Fiscal Responsibility (2%). The Act went through amendments in 2007 and replacement in 2013 to align the CDF operations with the principles of the Constitution of Kenya (2010) which emphasized on transparent and accountable operations of public entities, separation of powers among various arms of government and of greater importance the involvement of community in management of development initiatives. The ambitions of the government to achieve the Millennium Development Goals and Vision 2030 have led to increased allocation of funds to CDF (Ojwang and Bwisa, 2014).

CDF derives its funds from ordinary government revenue collecting from Value Added Tax (VAT), statutory deductions, withholding Tax, taxation from imports, exports manufactured goods. 2.5% of government's ordinary revenue goes to CDF each financial year (Adan, 2012). The government has rolled out other devolved funds including are Youth Enterprise Fund. All devolved funds focus on fighting poverty, narrowing gap in resource distribution as well as empowering the members of the community at the grassroots. It is important to note that for devolved to achieve their intended outcomes, community members must play an active role.

The value of a project is to deliver benefits to its stakeholders. Rajablu (2014) claims that stakeholders' behavior and management determines project portfolio success. These views are

shared by Keogh, Foorie, Watson and Gay (2010) in a study on the department of health and sciences which proved that stakeholders' involvement led to success in the development of a new curriculum. This means that for CDF projects to deliver benefits, community members as stakeholders must be actively involved in the entire project cycle.

2.6 Theoretical Framework

A theory is a group of assumptions that attempts to give a rational explanation and predictions about a phenomenon. Theoretical framework holds or supports a theory of a research study. It attempts to introduce and describe the theory that explicates the existence of the research problem under investigation (Laabaree, 2009)

2.6.1 Stakeholders Theory

The stakeholder's theory emerged as a result of a paradigm shift from the traditional view of shareholder capitalism. Co-operative managers conducted the affairs of the corporations/organizations in the interest of the stockholders (Freeman, 1984). The shift puts emphasis on the modern corporation's responsibilities towards other stakeholders than merely the owners. Freeman (2006) states that the organization itself ought to be regarded as a group comprising of stakeholders and its aim ought to be to manage their aspirations, needs and opinions. Managers of organizations have a duty to manage the stakeholders and at the time ensure that they manage the organization for the benefit of these stakeholders.

According to Evan and Freeman (1990) stakeholder's theory has two fundamental principles. The organization ought to be run in such a way that, it will deliver benefits to the stakeholders

and the stakeholders should be engaged in making decisions which affect their lives. Freeman (2004) further notes that the activities, opinions and viewpoints of the stakeholders are so crucial that they must be considered in the running of the organization. He states that, the views of the all the interested parties and their actions are very important and should be considered in the management of companies .He adds that the stakeholders have a right to take measures against a director/manager who failsto work effectively. In case of CDF projects, the members of the community as stakeholders can disciplinary measures on a manager who fails in performance of duty.

Fortaine,Haamar,Schmid (2006) state that management must establish and operationalize a system that creates satisfaction among all the interested parties. The primary undertaking in this system is to bring harmony between relationships and aspirations of all stakeholders in a manner that ensures success of the organization. Though, the theory was initially applied in co-operate world, today, stakeholder theory has found grounds not only in economics but also in philosophy and sociology. Non-Government Organizations (NGOs) and community based projects are borrowing from it. In CDF projects, several stakeholders are identified, these are students, parents, teachers, suppliers, employees and of special interest are the members of local community who may not only benefit from the project outcome, but can be harmed by and can influence the project. They should therefore be given a chance to participate in the entire project cycle.

2.7 Conceptual Framework

Independent Variables

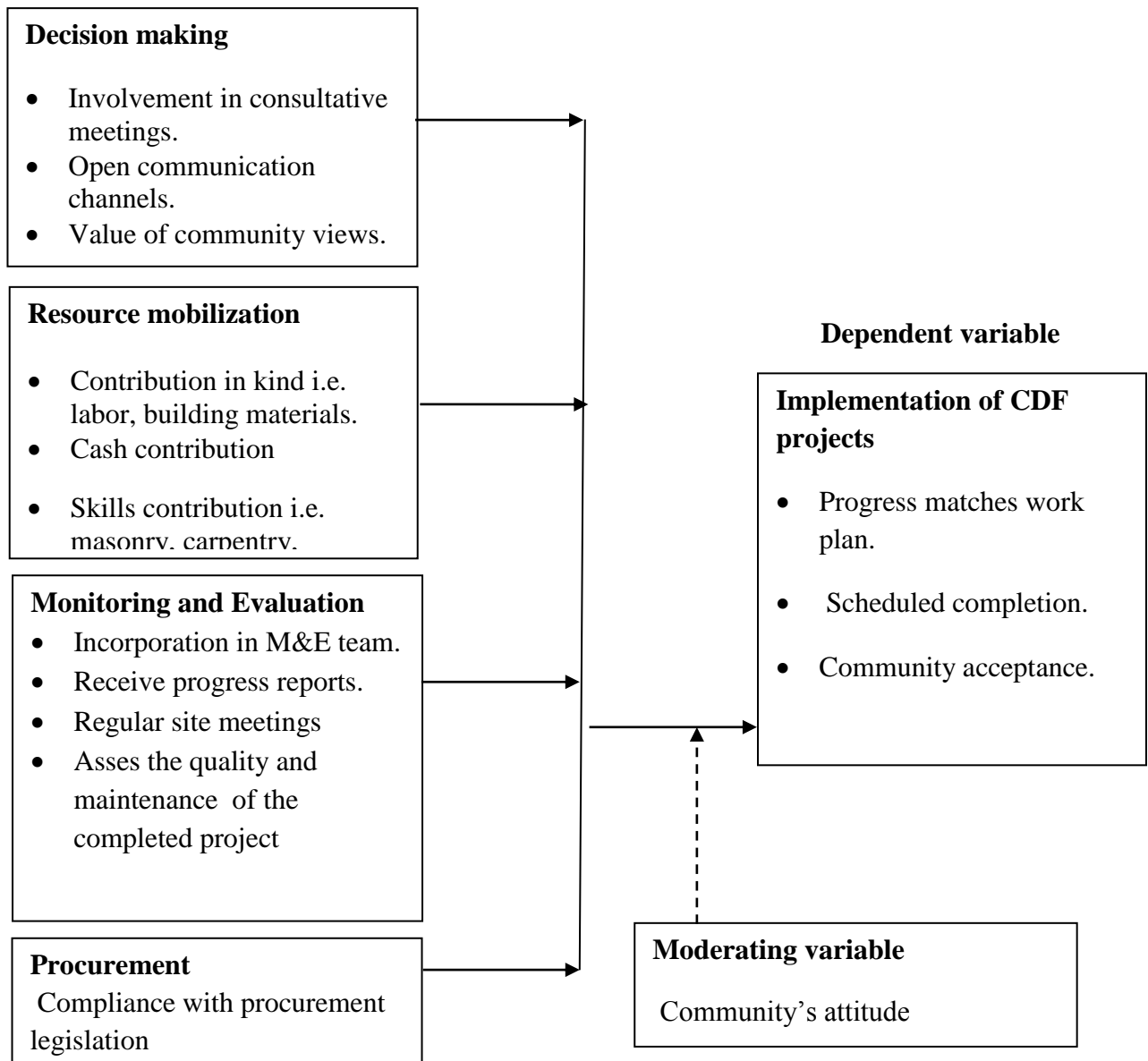


Figure 2.2: Conceptual Framework

2.8 Research Gaps

Several researches have been done on community's role in the execution of projects, for example, Adan (2012), did a study on how stakeholders influence operations of CDF funded projects in Isiolo North Constituency. Simiyu(2012) did a study on role of the Board of Management in the completion of CDF projects in Secondary Schools in Bumula Sub –County. Wanderi(2010) did a study on challenges to the execution of CDF projects in Nyeri Town Constituency. All the above studies concentrated on the influence and role of officials of the projects such as CDFC, BOM and government officers ignoring the beneficiaries (non-official stakeholders).The influence of parents as the direct beneficiaries of the outcomes of CDF funded projects in Public Day Secondary Schools is hence included in this research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research design, target population, sample and sampling procedure, instruments of data collection, reliability and validity are discussed here. It also discusses the operational definition of variables, techniques of data analysis and ethical issues.

3.2 Research Design

Descriptive survey design is adopted for the study. The researcher is able to collect information through conducting interviews and using questionnaires on a sample of individuals. Descriptive survey design is suitable for collecting information about people's attitudes, opinions and habits or any of the variety of education of social issues (Orodho, 2009). The researcher formulated questions to solicit the required information, identified individuals who were sampled and as well as the ways in which the survey was to be carried out. The descriptive survey design is favored due to its effectiveness in collection of information from a big number of cases at a particular time (Mugenda&Mugenda, 2003).

3.3 Target Population

The target populations was 649 form four parents, in 10 Public Day Secondary Schools in Nyeri Central Sub-County that have benefited from CDF funds from financial year 2015/2016 to 2017/2018, four chiefs in the locality of the schools and 50 PMC members.

3.4 Sampling Procedure and Sample Size

Sampling involves choosing of a small group of people to be studied and whose findings represent the big group from where they were chosen (Orodho, 2009). Purposive sampling technique is adopted in selecting four chiefs. In this technique, the researcher is allowed to use the individuals who possess the desired information in connection to the research objectives (Cohen, Manion & Morrison, 2007). One hundred and thirty parents; 13 per school and 10 PMC members, one per school were picked through simple random. This forms 20% of the target population respectively. Orodho (2009), states that a sample size of at least 20% is adequate for a survey study. Names of parents and PMC members were obtained from the records in the school. Their names were written in pieces of paper and picked through simple random. The sample size was 144 respondents. Population and sample size is shown in Table 1.

Table 3.1: Population and Sample Size

Respondents	Population	Sample
Chiefs	4	4
PMCs	50	10
Parents	649	130
Total	720	144

3.5 Data Collection Instruments

Data was collected using questionnaires and interview guide. Questionnaires were administered to parents and PMC members. The questionnaire items are closed ended. Closed ended questions are preferred because they easily guide the respondents as they only make a choice out of a set of choices given, besides, this sort of questions allows data to be easily coded. The questionnaire

technique is preferred because it enables the researcher to capture a wider range of respondents' perception within a short period of time and also because of its cost effectiveness (Mugenda&Mugenda, 2003). It is also the most appropriate when addressing sensitive issues particularly on study that deal with anonymity to avoid reluctance or deviations from respondents (Oso&Onen, 2002).Interviews are important data collection instruments when in-depth and broad view of respondents is to be sought respectively (Litchman, 2006). Moreover, multiple data collection techniques enhance validity of findings (Patton, 2010).

3.6 Pilot Study

This is prior testing of research instruments on individuals who will be excluded in the main study. This pretesting is done so as to improve the reliability and validity of the instruments. The instrument content, sequence, meaning and ambiguity are checked, and, any weakness detected is rectified. Piloting was done in one Public Day Secondary school in the bordering Tetu Sub-County which had benefited from CDF.

3.6.1 Validity of the Instruments

Validity is the extent to which the test measures what it is meant to measure (Kothari, 2004).To improve validity, the questionnaire was designed in a simple; easy to understand language. An individual is supposed to give an intelligent judgment on how accurate instruments are before the actual research. Expert's judgment as well as review by peers was used to establish the validity of the research instruments

3.6.2 Reliability of Instruments

It is degree of consistency of results that research instrument produces after repeated trials (Kothari, 2004). To assess reliability, the split-half method was applied in which the items of the questionnaire were organized and separated into two halves on the basis of odd and even appearances. Each part of the instrument was administered to the same pre-test sample. A reliability coefficient was calculated to show reliability of data. All the items recorded coefficient of 0.7 and above. A coefficient of 0.7 and above is an indication of a high degree of reliability (Nunnally&Bernstain, (1994).

3.7 Data Collection Procedures

A letter to introduce the researcher was obtained from the University of Nairobi which was later used to get authority to conduct research from NACOSTI. Authorization was sought from Nyeri County Education Office to be able to visit schools that have CDF funded projects. Distribution of questionnaires to parents was done through students while the researcher personally distributed questionnaires to PMC members and had interviews with chiefs.

3.8 Data Analysis Procedures

Data analysis is done to satisfy the objectives of the research and to enable the researcher to get answers to the research questions (Bryman and Crammer, 2007).This is reducing the raw data from the field into interpretable form. Raw data collected from the field was checked, cleaned and coded. Qualitative data was then arranged into themes, categories and patterns. Quantitative data were summarized using descriptive statistics such frequencies and percentages. Statistical

package for Social Sciences (Version 20.0) was used in data analysis and results were presented in tables.

3.9 Operational Definition of Variables

Table 3.2: Operationalization of Variables

Research objectives	Variables	Indicators	Measurement scale	Type of analysis
To investigate the influence of community's participation decision making on the implementation of C.D.F funded projects in public secondary schools.	<u>Dependent</u> Implementation	<ul style="list-style-type: none"> • Progress matches work plan. • Scheduled completion. • Community acceptance. 	Ordinal Nominal	Quantitative
	<u>Independent</u> decision making	<ul style="list-style-type: none"> • Involvement in consultative meetings. • Open communication channels. • Value of community's view. 	Ordinal Nominal	Qualitative
To establish the influence of community's resource mobilization on the implementation of CDF funded projects in public secondary schools.	<u>Dependent</u> Implementation	<ul style="list-style-type: none"> • Progress matches work plan. • Scheduled completion. • Handover documents. • Community acceptance. 	Ordinal Nominal	Quantitative
	<u>Independent</u> Resource contribution	<ul style="list-style-type: none"> • Contribution of labor, building 	Ordinal	Qualitative

		<ul style="list-style-type: none"> materials. • Cash contribution • Skills contributed. 		
To establish the influence community's participation in monitoring and evaluation on the implementation of CDF projects	<p><u>Dependent</u> Implementation</p> <p><u>Independent</u> Monitoring and evaluation</p>	<ul style="list-style-type: none"> • Progress matches work plan. • Scheduled completion. • Handover documents. • Community acceptance. • Incorporation in M&E team. • Receive regular progress reports. • Making regular site visits. • Assess quality and maintenance of the completed project 	<p>Ordinal Nominal</p> <p>Ordinal Nominal</p>	<p>Qualitative</p> <p>Quantitative</p>
Influence of community's participation in the procurement process on the implementation of CDF funded projects		<ul style="list-style-type: none"> • incorporation in tender committee • Adherence to procurement procedures 	<p>Nominal</p> <p>ordinal</p>	<p>Qualitative</p> <p>Quantitative</p>

3.10 Ethical Issues

The researcher sought and received research permit from National Commission for Science, Technology and Innovation (NACOSTI) to be able to conduct the research. Authorization was given from the County Education Office (Nyeri County) which enabled the researcher to visit schools and administer questionnaires. Participants gave informed consent to be used in the research and the researcher ensured that they participated voluntarily. The respondents were also made aware that the information gathered would be for academic use only. The respondents remained anonymous and any information given by the respondents was kept in confidence.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Data analysis, presentation and interpretation are discussed here. The purpose of this study was to establish the influence of community participation on the implementation of CDF funded projects in Public Day Secondary Schools in Nyeri Central Sub-County in Nyeri County. The study had four objectives; to establish the influence of community participation in decision making; to establish the influence of community's resource mobilization; to find out the influence of community's monitoring and evaluation and to find out the influence of community participation in procurement process on the implementation of Constituency Development Fund projects. The sample was four chiefs within the locality of schools that have benefitted from CDF, 10 PMC members and 130 parents of the 10 sampled schools.

4.2 Return Rate

One hundred and ten questionnaires were returned which represents acceptable return rate of 78.6 %. A return rate of 70% minimum is considered sufficient (Mugenda and Mugenda, 2003). A face to face interview was carried out with local chiefs while a questionnaire was administered to the parents and PMC members in line with the study objectives.

4.3 Background Information of Respondents

In this segment background information; Gender, age and level of education is summarized

4.3.1 Gender

Table 4.1 shows the gender of respondents. It was notable that on gender female formed 51.8% while males were 48.2% which represent almost gender parity in parental representation which may represent gender parity in findings.

Table 4.1: The Gender of Respondents

Gender	Frequency	%
Male	53	48.2%
Female	57	51.8
Total	110	100

4.3.2 Age of Respondents

Table 4.2 shows analysis of age of respondents. Majority of respondents (40.9%) were of the middle ages. Younger parents may be more abreast of CDF operations than older people which further authenticated the findings.

Table 4.2: Age of respondents

Age (yrs.)	Frequency	%
31-40	35	31.8
41-50	45	40.9
51-60	18	16.3
Above 60	12	10.9
Total	110	100

4.3.3 Level of Education

Table 4.3 shows the level of education of respondents. Majority (60%) have secondary school level of education. As a result they respondents may provide informed information

Table 4.3 Level of Education

	Level of Education	Frequency	%
	Primary	24	21.8
	Secondary	66	60
	Tertiary	20	18.2
Total		110	100

4.3.4 Awareness of CDF Projects

Table 4.4 shows level of awareness of CDF projects and the type of projects in the school. Majority (84.5%) of respondents were aware of CDF projects. This is perhaps due to the importance of CDF in community development. The findings concur with Miano (2010) who also discovered that the bulk of respondents are aware of CDF projects.

Table 4.4: Awareness of CDF Projects

Statement	Response	Frequency	Percentage
Awareness of CDF Projects	Yes	93	84.5
	No	17	15.5
Total		110	100

4.3.5 Types of Projects in the School

Table 4.5 shows the common types of CDF projects in the school. Majority of respondents (40.9%), point out that most of CDF projects in the schools are classrooms perhaps to cope with increased enrolments as a result of free education policies. The same has been reported by Kioko (2013) who contended that one of the CDF achievements in Mavoko Constituency is adding number of classrooms to cope up with high enrolments in secondary schools.

Table 4.5 Types of projects

Type of projects	Frequency	%
Classroom	45	40.9
Dining	32	29.1
Administration block	20	18.2
Laboratory	13	11.8
Total	110	100

4.4 Community Participation in Decision Making

The first objective sought to examine community participation in decision making. Results are presented and discussed below.

4.4.1 Holding of Consultative Meetings

The respondents were asked about frequency of holding consultative meetings. The results are presented in Table 4.6.

Table 4.6: Frequency of Holding Consultative Meetings

	Frequency	Percentage
Regularly	21	19.1
Occasionally	24	21.8
Rarely	30	27.3
Never	35	31.8
Total	110	100

Table 4.6 indicates that majority of respondents pointed out that consultative meetings are never (31.8%) or rarely (27.3%) held. Only 19.1% of the respondents supported that meetings were held regularly. The findings were corroborated by data from interviews in which a respondent pointed out that consultative meetings are quite rare. Low frequency attendance of consultative meetings may point at low participation in decision making. This goes contrary to CDF Act of 2013 (Section 23:2,3,4) (GoK,2013) which demands regular meetings to make decisions on projects.

4.4.2 Attendance of Consultative Meetings

Respondents were asked about attendance of consultative meetings. The results are presented in Table 4.7. Majority of respondents pointed out that meetings are never (33.6%) or rarely (25.4%) attended. Only 18.2% of respondents attend the meetings regularly. Poor attendance was also reported by one of the interview respondents. Similar findings were reported by Sitati(2014) in Saboti Constituency. Poor attendance may reduce chances of full participation of stakeholders in decision making in community projects.

Table 4.7: Frequency of Attendance of Consultancy Meetings

	Frequency	Percentage
Regularly	20	18.2
Occasionally	25	22.7
Rarely	28	25.4
Never	37	33.6
Total	110	100

4.4.3 Rating of Interaction among CDF Project Stakeholders

Respondents were asked to rate interaction among CDF project stakeholders. The results are presented in Table 4.8. Results indicate that majority of respondents (38.2%) are of the view that the relationship among CDF stakeholders is just average. One of the interview respondents described the relationship as ‘lukewarm’. Poor relationship among stakeholders was likewise reported in a research on CDF projects in Gatanga Constituency (Gichuru, 2006). Poor relationship among interested parties may predict poor performance in CDF project implementation as decisions are likely not to be consultative.

Table 4.8: Rating of Interaction among CDF Stakeholders

	Frequency	Percentage
Very Good	21	19.1
Good	32	29.1
Average	42	38.2
Poor	15	13.6
Total	110	100

4.4.4 Level of Participation on Making Suggestions on CDF Project Decisions

Respondents were asked to rate level of involvement in making suggestions on CDF project decisions. Results are presented in Table 4.9. Results indicate that majority of respondents (40.1%) are of the view that the level of involvement is low .Only 13.6% of respondents rate participation as high. Low level of participation in making suggestions on CDF projects has been reported in Uganda and India by Tshangana (2010). Gichuru (2016)cites lack of adequate consultation when making decisions especially the local community is a key challenge that is facing CDF.

Table 4.9: Level of Participation in Making Suggestions on CDF Projects

	Frequency	Percentage
High	15	13.6
Average	36	32.7
Low	44	40.1
None	15	13.6

4.4.5 Consideration of Suggestions

Respondents who agreed that they participated in making suggestions were asked if their views are considered when decisions are being made on CDF projects. The results are shown in Table 4.10.

Table 4.10: Consideration of Suggestions

Response	Frequency	Percent
Always	11	11.6
Sometimes	45	47.4
Rarely	19	20
Never	20	21
Total	95	100.0

Results in Table 4.10 indicate that majority of respondents (47.4%) were of the view that their suggestions are sometimes considered. Nevertheless, a fairly large number of respondents were of the thought that their suggestions are rarely (20%) or never considered (21%).

Data from interview also indicated that there are times when the views of the community are considered especially in identification stage. However, one of the residents argues that

sometimes the CDF management under the patronage of local MP for will go for projects that will yield a political mileage which may be against wishes and needs of some local community members. A Study by Wasike (2016) in Bomet East Constituency also concurs that community suggestions especially at identification stage of CDF projects are usually considered.

4.4.6 Reasons for Not Making Suggestions

Respondents were asked reasons for not making suggestions. The results are shown in Table 4.11

Table 4.11: Reasons for not making Suggestions

	Frequency	Percentage
Not interested	3	20
Intimidation	2	13.3
Others will make decisions	9	60
None	1	6.7
Total	15	100

Results in Table 4.11 indicate that majority of respondents (60%) are of the view that others will make decision while 20% and 13.3% cite not being interested and interested and intimidated respectively. This implies that majority of respondents who do not make suggestions do not own the CDF projects. One of the interview respondents opined that some community members feel that they are not part of the CDF projects when their suggestions are not considered. As a result, they tend not to make suggestions on CDF project implementation. The findings concur with an

earlier report by NACCSC (2008) which argued that once the people realize CDF decisions are based on the whims of MP and CDF committee majority opt not to take part.

4.4.7 Involvement in any Stage of CDF Project Implementation

The respondents were asked to state if they participate in any stage of project implementation. The findings are presented in 4.12 .The results indicate that majority of respondents (58%) pointed that they had not participated while only 42% agreed they had participated. Response qualitative data also confirm that not everybody is involved as there is normally poor attendance of community meetings which are also somewhat rare. This further confirms low engagement of community in making decisions. The findings concur with the findings of study on community’s involvement in successful execution of Constituency Development Fund projects in Mwea constituency (Nyaguthie and Oyugi, 2013).

Table 4.12 Involvement in a Stage of CDF Project Implementation

	Frequency	%
Yes	64	58
No	46	42
Total	110	100

4.4.8 Stage of Involvement

The respondents were further asked at what stage of involvement. The findings are shown in Table 4.13

Table 4.13: Stage of Involvement

	Frequency	Percentage
Identification	31	67.4
Design and planning	3	6.5
Implementation	5	10.9
Monitoring and evaluation	7	15.2
Total	46	100

Findings in Table 4.13 show that majority of respondents 67.4% were involved in the identification stage. One of interview respondents pointed out that to fulfill the public participation requirement for expenditure of government, community is normally involved identification of the projects especially through public barazas. However, in critical stages of implementation and monitoring and evaluation, participation is little at 10.9% and 15.2%. One of the respondents elaborated that once the projects have been subjected to public participation during identification, the public is somewhat ignored in critical areas of implementation and, monitoring and evaluation. The findings agree with Wasike (2016) who reported that community participation is normally engaged in identification stage which is usually aimed at gaining project implementation and utilization of public funds legality.

4.4.9 Forum for Making Decisions on CDF Projects

Respondents were asked about the forums in which they make decisions on CDF projects. The results are presented in Table 4.14

Table 4.14: Forum for Making Decisions

	Frequency	Percentage
Community barazas	42	38.2
Facilitated focus groups	15	13.6
Informal neighborhood meetings	18	16.4
In school meetings	35	31.8
Total	110	100

The results in Table 4.14 indicate that majority of respondents (38.2%) were of the opinion that decisions are made at public baraza's. Data from interview also indicate that community barazas are taken as public participation forums in which members of parliament use to legitimize their preferred projects. A significant number of respondents (31.8%) are of the opinion decision are made during school meetings. Indeed, one of the interview respondents conceded that upon devolution in 2013 schools meetings have significant forums for decision making for CDF projects which largely focus on national government roles mainly education. The findings are consistent with the view of Omia (2013) who reported that public barazas are commonly used to sensitize people on CDF especially on community project needs.

4.4.10 Co-option in any CDF committee

Respondents were asked whether community members are co-opted in CDF Committee. Results were presented in Table 4.15

Table 4.15: Co-option in CDF Committee

	Frequency	%
Yes	19	18.1
No	91	81.9
Total	110	100

Results in Table 4.15 shows that majority (81.9 %) of respondents indicated that community members are not co-opted in CDF committee. Data from the interviews corroborate that CDFC members are usually appointees of the MP therefore the community members may feel that they are not adequately represented. The findings concur with TISA (2009) report on low representation of communities in organs that make decisions regarding the management of CDF fund. A similar observation was made by IEA (2008) in which poor representation of communities in CDF was reported.

4.5 Community Participation in Resource Mobilization

The second objective sought to examine community participation in resource mobilization.

Results were presented and discussed below.

4.5.1 Resources Contributed by the Respondents

Respondents were asked on what resources they contributed most to CDF projects. Results are presented in Table 4.16

Table 4.16: Resources Contributed by the Community

	Frequency	Percentage
Building materials	40	36.3
Cash	19	17.3
Labour	51	46.4
Total	110	100

Results in Table 4.16 show that the major contribution by the community is labor (46.4%) followed by building materials (36.3%) and the least contribution is cash. Data from interviews confirm that labor for a fee is normally hired from the community and cash contribution is minimal. One of the respondents elaborates that in case of a school projects needy parents are given preference to enable them pay fees for their children in the respective schools. The findings concur with Omia (2010) who reported that in Kangemi ward local community largely contribute labor to CDF projects. Same views were also shared by Maritim(2013) who reported that in Bureti Constituency local communities provide paid labour to CDF projects.

4.5.2 Type of materials Contributed by the Community

Respondents were asked the kind of building materials mostly contributed by the community to the CDF projects. The results are presented in Table 4.17. From the findings the bulk of the respondents (50%) are of the view that timber/wood is the material most contributed to CDF projects by the community. Data from interviews also confirm that timber /wood is most common building material that can be sourced locally. However, some business people around contribute, sand, cement and blocks. One of the respondents pointed out that community

contributions especially in school supplement CDF funds which are allocated annually causing delay in completion. Maritim (2013) also agrees that materials that are largely contributed by local communities largely include timber/wood due to their local availability. Wasilwa (2015) argues that community contribution of resources to projects such as CDF is critical to their sustainability.

Table 4.17: Type of Material Contributed by the Community

	Frequency	Percentage
Sand	10	16.4
Blocks	22	20
Timber/wood	55	50
Cement	13	18.2
Any other	10	15.4
Total	110	100

4.5.3 Respondents Skills Beneficial to CDF Projects

Data was collected on skills among community members, which are beneficial to CDF projects. Results were shown in Table 4.18. Results indicate that the most important skill in CDF project is masonry (49.1%) followed by carpentry (41.8%). Data from interviews also confirm that since CDF projects involve putting up concrete buildings masons and carpenters are largely required. However, on electrical and architectural, only 5.5% and 3.6% of the respondents were of the opinion that the skills are required. Similar findings have also been reported by Omia (2011) that most of CDF projects require masons and carpenters as most involve putting up building structures. He also points out that utilization of local skills in project implementation is central to effective project sustainability.

Table 4.18: Respondent’s Skills beneficial to CDF projects

	Frequency	Percentage
Masonry	54	49.1
Carpentry	46	41.8
Architectural	4	3.6
Electrical	6	5.5
Total	110	100

4.5.4 Frequency of Contributions

The respondents were asked how frequent of contributions were made. The results were presented in Table 4.19. From the findings the bulk of the respondents (47.3%) stated that members of the community were asked to contribute occasionally. Only 18.2% and 9.1% are of the view that contributions to CDF objects are done very frequently and frequently respectively. Data from interviews also confirm that community members are asked to contribute occasionally because CDF projects are periodic. One of the respondents further elaborated; Community members especially parents in the schools where CDF projects are taking place are occasionally told to contribute to hasten the project to a state of use as the schools wait for CDF allocation to complete the project’. The findings concur with a report by Tshangana (2010) who points out that especially due to lack of adequate CDF funds communities are sometimes asked to contribute to hasten project completion as well as maintenance. Further, the author explains that resource mobilization concept of CDF is not clear which contributes to occasional contributions. Gathoni and Ngugi (2016) argue that despite the provision of community participation in CDF projects for resource mobilization aspect is vague.

Table 4.19 Frequency of Making Contributions

	Frequency	Percentage
Very frequently	10	9.1
Frequently	20	18.2
Occasionally	52	47.3
Rarely	28	25.4
Total	110	100

4.5.5 Rating of Community Involvement in Resource Mobilization

Data on rating of community involvement in resource mobilization was analyzed.

Results were presented on Table 4.20

Table 4.20: Rating Level of Community Involvement in Resource Mobilization

	Frequency	Percentage
Very Good	11	10
Good	21	19.1
Average	47	42.7
Poor	31	28.2
Total	110	100

The results presented in Table 4.20 indicate that majority of respondents (42.7%) reported that the level of community engagement in resource mobilization is average while 28.2 % ranked the level of involvement as poor. Data from interview confirm that resource mobilization among the community is poor. One of the respondents argued that the community has the

potential to boost CDF resources if properly mobilized. He elaborated that; 'I have never seen the CDF committee engage the national government coordinators like chiefs in mobilizing the community to support the CDF projects to hasten completion of designated projects'. The same view is shared by Tshangana (2010). He points out the envisaged community participation in CDF project implementation has hardly been reflected in resource mobilization. Awiti (2008) also argue that CDF project implementation is largely viewed in terms of resource allocation from the public coffers and hardly in terms of mobilizing resources from the community.

4.6 Community Involvement in Monitoring and Evaluation

The third objective sought to examine community involvement in monitoring and evaluation.

Results are presented below.

4.6.1 Awareness of Monitoring and Evaluation Team

Data was analyzed on awareness of existence of monitoring and evaluation team. Results are presented in Table 4.21. Results indicate that majority of respondents (79%) were unaware of existence of Monitoring and Evaluation Team. Interview respondents were also of the view that they were unaware of the existence of a special monitoring and evaluation team. One of the respondents explained that the CDF management committee normally takes the role of monitoring and evaluation otherwise a special team to monitor and evaluate projects is rare. The findings agree with Ngondo (2014) who also reported that in Kanyekini Ward a majority of respondents (59.6%) were unaware of the existence of special monitoring and evaluation team. According to Gichuru (2016) CDF Act is not very clear on monitoring and evaluation at

local level. Indeed, the role of monitoring and evaluation has been allocated to national CDFC committee.

Table 4.21 Awareness of Monitoring and Evaluation Team

	Frequency	%
Yes	23	21
No	87	79
Total	110	100

4.6.2 Co-option in Monitoring and Evaluation Committee

Respondents were asked indicate if they have ever been co-opted in monitoring and evaluation team. Results are presented in Table 4.22. The results show that majority (82.6 %) have never been co-opted the monitoring and evaluation team. Data from interview contend that monitoring and evaluation committee is normally restricted to PMC members and National CDFC. Co-option from ordinary community members is rare (.Ngondo (2014) also confirm members of the community are hardly engaged in monitoring and evaluation. On similar vein (Omiya,2011) supported that since CDF management committee is appointed at the behest of local MP co-option local community members in such an important committee is rare.

Table 4.22 Co-option in Monitoring and Evaluation Committee

	Frequency	%
Yes	19	17.4
No	91	82.6
Total	110	100

4.6.3 Frequency of Meetings to Discuss Project Progress

Respondents were asked their opinion on frequency of meetings to discuss progression of the CDF projects. Results are presented in Table 4.23. Results show that majority; 44.5% and 21.8% are of the opinion that meetings to discuss progress are never and rarely held respectively. Data from interviews also confirm once the progress has been identified, community members are not adequately kept abreast of the progress. One of the interview respondents explains; ‘monitoring and evaluation is restricted to committee members otherwise ordinary community members are normally kept in the dark apart from when they are required to contribute, The findings agree with findings of a study conducted by Ngondo (2014) who also reported meetings are rarely held to monitor progress of the projects. Similar observation was made by Nyaguthii and Oyugi (2013). They reported that in Mwea constituency consultative meeting to monitor progress of CDF projects are hardly done. Yet monitoring and evaluation is key to effective project implementation (GOK, 2013).

Table 4.23 Frequency of Meetings to Discuss Project Progress

	Frequency	Percentage
Regularly	16	14.5
Occasionally	21	19.2
Rarely	24	21.8
Never	49	44.5
Total	110	100

4.6.4 Soliciting of Recommendations Project Progress

Respondents were asked whether their concerns over progress are solicited. The results are presented in Table 4.24 indicate the bulk of the respondents (59%) support that their recommendations on project progress are not solicited. Only 41% are of the opinion that recommendations are solicited. Data from interviews also confirm due to limited opportunities to air views on project progress, recommendations to improve project progress are hardly solicited for. The findings agree with findings of a study conducted by Ngondo (2014) in Kanyekini ward in Kirinyaga County.

Table 4.24 Recommendations on Progress Solicited

	Frequency	%
Yes	45	41
No	65	59
Total	110	100

4.6.5 Value of Recommendations

The respondents were asked whether the recommendation on progress of the project is valued. The results are shown in Table 4.25. The results show that majority of respondents (40%) are of the opinion that recommendations are poorly valued. One of the interview respondents pointed out that opinions of the community on progress of the project may not be highly valued because once the project is identified their involvement wanes. The results concur with views of Gichuru (2016) who pointed out that in Gatanga and Kitui Central constituencies who reported that opinions of community members have no say when it comes to monitoring and evaluation. However, Ngondo (2014) had a different view. He reported that views of local community during monitoring and evaluation are fairly considered.

Table 4.25: Value of Recommendations

	Frequency	Percentage
Highly valued	12	26.7
Fairly valued	15	33.3
Poorly valued	18	40
Total	45	100

4.6.6 Frequency of Visiting Construction Site to Assess Project Progress

Respondents were asked how often they construction site to monitor progress. Results were presented in Table 4.26.

Table 4.26: Frequency of Visiting Construction Site

	Frequency	Percentage
Very frequently	4	3.6
Frequently	12	10.9
Sometimes	33	30
Rarely	50	45.5
Never	11	10
Total	110	100

The results in Table 4.26 show that majority of respondents (45.5%) are of the opinion that rarely visit the construction site to assess progress while 3.6% and 10.0% were of the opinion construction site were visited very frequently and frequently respectively. Data from the interviews also indicate that community members hardly visit construction site. One of the respondents elaborates; you cannot just visit the construction site unless you are members of monitoring and evaluation committee and also be called for a meeting. Same findings had been reported by Ngondo (2014). Awiti (2008) argues that one of the setbacks of CDF project implementation is lack of effective monitoring and evaluation. He argued that community members are hardly kept abreast of the progress of CDF projects.

4.6.7 Frequency of Visit to Completed Projects to Assess Maintenance

Respondents were asked to express their thought on frequency of visit to completed projects to assess maintenance. Results were presented in Table 4.27. According to the results bulk of the respondents are of the view they never (41.8%) and rarely (21.8%) visit the completed projects to assess maintenance. Data from the interviews also confirm that there almost no concern from

the community especially when the project is over. Similarly, Ngondo (2014) reported that majority of respondents did not visit projects after project implementation. According to Tshangana (2010) CDF Act (GoK,2007) does provide effective framework for project management after completion. As a result many CDF projects become dilapidated within a short while due to lack of maintenance.

Table 4.27: Frequency of Visit to Completed Projects

	Frequency	Percentage
Regularly	18	16.4
Occasionally	22	20
Rarely	24	21.8
Never	46	41.8
Total	110	100

4.6.8 Completion of CDF Projects

Respondents were asked about completion of CDF projects. Results are presented in Table 4.28. Results indicate that the bulk of the respondents (40%) are not sure of the completion of the projects. Further, 23.6% and 20.9% contend that projects have stalled and are behind work plan respectively. Data from interview also contend projects are hardly completed in time. One of the interview respondents pointed out that there is a CDF school project that has stalled for the five years, yet it was scheduled to be completed within two years. Incomplete CDF projects also have been reported in Mwea Constituency (Nyaguthii & Oyugi, 2013), Kisumu Rural and Alego Usonga Constituencies (Awiti, 2008) and, Kitui Central and Gatanga Constituencies (Gichuru, 2016). According to Ngondo (2014) delay of CDF projects is a major impediment

to achievement of CDF goals. Awiti (2008) adds that the unprecedented delay of CDF projects denies community the value of public money.

Table 4.28: Completion of Projects

	Frequency	Percentage
As per the work plan	17	15.5
Behind work plan	23	20.9
Stalled	26	23.6
Not sure	44	40
Total	110	100

4.6.9 Quality of the Projects

Data on opinion of respondents on quality of CDF projects was analyzed. Results were Presented on Table 4.29

Table 4.29: Quality of Projects

	Frequency	Percentage
Very high	16	14.5
High	14	12.7
Average	17	15.5
Poor	25	22.7
Not sure	38	34.6
Total	110	100

The results presented in Table 4.29 indicate that majority of respondents (34.6%) are not certain about the quality of the projects while 22.7% and 15.5 % describe the projects as of poor and average quality respectively. Data from the interview also confirm that as a result of ineffective monitoring and evaluation, the quality of projects is often compromised. Poor quality of projects have been reported in Wundanyi Constituency (National Taxpayers Association, 2012), Chepalungu Constituency (Chepkirui, 2016) and Mwea Constituency (Nyaguthii & Oyugi, 2013). According to Gichuru (2016) CDF projects in Gatanga Constituency are characterised by poor workmanship which compromises the quality and purpose of the projects. Tangaza (2010) also acknowledges poor quality of CDF projects in Tanzania, Uganda and Zambia. Lawal and Onohaebi (2010) argued that project monitoring by concerned institutions is necessary and of utmost gain because of the improved perceptiveness they give to ensure quality of the project.

4.7 Community Involvement in Procurement Process

The fourth objective sought to examine community involvement in procurement process.

Data was analysed, presented and interpreted below.

4.7.1 Co-option in Tender Committee

Respondents were asked whether they have ever been co-opted in the tender committee. Results are presented in Table 4.30

Table 4.30: Co-option in Tender Committee

	Frequency	%
Yes	47	43
No	63	57
Total	110	100

Results indicate that majority of respondents (57.0%) have never been co-opted in tender committee. Data from interviews confirm that tender committee membership is restricted to CDF committee members who are largely relying on the choice of Member of Parliament. The results are consistent with Omia (2011) who reported that in Kangemi ward, members of the community feel unrepresented in tender committees as members are usually cronies of local MP. According to Awiti (2008) and Gichuru (2016) the role of the MP as the custodian of CDF funds diminishes the significance of the community especially in roles such as tendering which may predict CDF project implementation timeliness as well as quality.

4.7.2 Frequency of Receiving Tender Advertisements

Respondents were asked on frequency of receiving advertisement for the tenders. The results were presented in Table 4.31

Table 4.31: Frequency of Receiving Tender Advertisement

	Frequency	Percentage
Regularly	21	19.1
Occasionally	39	35.5
Rarely	34	30.9
Never	16	14.5
Total	110	100

According to the findings, the majority (35.5%) were of the opinion that frequency of tender advertisement was occasional while 30.9 % respondent advertisements rare. Data from interview confirmed that CDF projects are occasional as funds are released periodically hence advertisement for tenders tend to be occasional. Omia (2011) also corroborates that advertisement for CDF funds are occasional.

4.7.3 Means of Advertising Tender

Respondents were asked for their views on the means through which tenders were advertised. Results were presented in Table 4.32. According to the findings majority of the respondents (55.4%) were of the view that advertisement is through posters while 20% had the opinion that tenders are advertised in religious centers. Data from interviews also confirm that most advertisement are made through local posters especially to ascertain the requisite local public involvement in the implementation of CDF projects. Ngondo (2014) reported similar results. According to CDF Act (GoK, 2013) and NG-CDF Act (GoK, 2016).Tenders should be awarded locally unless the situation is not applicable. Consequently, tender advertisement

through local posters and churches would perhaps go a long way in ascertaining that the locals take the tenders.

Table 4.32: Means of Advertising Tender

	Frequency	Percentage
Local churches/mosques	22	20
Posters	61	55.4
Chief barazas	8	7.3
Print media	19	17.3
Total	110	100

4.7.4 Rating of Community Participation in the Procurement Process

Respondents were asked to rate community participation in the procurement process. Results were presented in Table 4.33

Table 4.33 Rating of Community Participation in Procurement Process

	Frequency	Percentage
High	10	9.1
Average	13	11.8
Low	46	41.8
None	41	37.3
Total	110	100

The results in indicate majority of respondents (41.8%) rated participation in procurement as low. Only 9.1 % rated community participation in procurement process as high. Interview respondents also confirm although tenders are openly advertised tender awarding process is

somewhat secret. One of the respondents elaborates; ‘the process of awarding tenders is shrouded in secrecy under the patronage of local MNA’. The findings concur with a report by Tshangana (2010) who observed in awarding of CDF tenders in Kenya and Uganda engagement of local community is minimal. Low participation in procurement in CDF projects has also been reported by Omia (2010) in Kangemi ward in Nyandarua by County by Kamau and Rotich (2015). Low rating of community participation in procurement process is against the Public Procurement Act (GoK, 2005) as well as CDF Act (GoK, 2013).

4.7.5 Adherence to Procurement Procedures

Respondents were asked whether procurement procedures were adhered to. Results were presented in Table 4.34. Majority of respondents (35.5%) were of the view that procurement procedures were rarely followed. Interview respondents also agree that procurement procedures are hardly followed. They point out that once the tenders are advertised, other procedures are not open and transparent. The findings are consistent with reports by EACC (2012) National Taxpayers association (2014) and IPSOS Survey (2014) . Failure to adhere procurement procedures is against article 227 of Kenya constitution (ROK, 2010) which requires that when a public entity is contracting for goods and services, it should do so in a manner that portrays fairness, equity, transparency and cost effectiveness.

Table 4.34: Adherence to Procurement Procedures

	Frequency	Percentage
Always	17	15.4
Sometimes	21	19.1
Rarely	39	35.5
Never	22	20
Total	110	100

4.7.6: Tender Committee Independence

Respondents were asked their opinion on tender committee independence. Results were presented in Table 4.35. Results presented indicate that majority disagree (49.1%) and strongly disagree (9.1%) that the tender committee is independent. Data from the interview also confirm that the committee operates at the behest of the MNA cronies which compromises the committee independence to hold open and transparent procurement processes. Omia (2011) had similar findings Kangemi ward in which tender committee was reported to be manipulated by the local MP. Manipulation of tender committee was also reported in Zambia (Chibomba, 2013) and Uganda (Tshangana, 2010). Lack of tender committee independence was also reported by EACC (2012) and KNAO (2015). Lack of Tender committee independence compromises accountability mechanisms as envisaged in CDF Act, 2003 amended 2007, consequent CDF Act, 2013 and most recent NG-CDF Act, 2016.

Table 4.35: Tender Committee Independence

	Frequency	Percentage
Strongly agree	11	10
Agree	18	16.4
Not sure	17	15.4
Disagree	54	49.1
Strongly disagree	10	9.1
Total	110	100

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives a sum-up of the fundamental findings of the study, discussion of findings, conclusion and recommendations. Suggestions on areas for further research have been made.

5.2 Summary of Findings

The aim of study was to establish the influence of community participation in the implementation of constituency development fund projects in public day secondary schools in Nyeri Central Sub county Kenya.

5.2.1 Community Participation in Decision Making

Respondents were of the opinion that consultative meetings on CDF projects were never (31.8%) or rarely (27.3%) held. They were also of the opinion that consultative meetings were poorly attended 33.6% never attended while 25.4% rarely attended. Interaction among CDF Project Stakeholders was rated average (38.2%) and described as lukewarm. Level of participation in making suggestions in CDF projects was described as low (40.1%). Among the few respondents who make suggestions are of the view that sometimes (47.4%) their suggestions are considered. Majority of Respondents (60%) also feel that failure to make suggestions is due to belief that others will make decisions on their behalf. Respondents (42%) are of the opinion that majority of the members do participate in any stage of the project. However, majority of respondents (67.4%) are of the view that those involved in any stage of CDF project implementation take part in the identification stage. Decisions on CDF projects are largely done

in community barazas (38.2%) and majority of respondents (81.9%) were of the opinion they are not co-opted in the CDFMC.

5.2.2 Community Participation in Resource Mobilization

The major contributions of the community to CDF projects were labor (46.4%). And materials (36.3%). Specifically, skills that were most required in labor contribution are masonry and carpentry. Among the materials majority of respondents (50%) were of the position that timber/ wood was the material most contributed by the community to CDF projects. However, frequency of contribution of resources was occasional (47.3%). while majority (42.7%) rated Community involvement in resource mobilization as average.

5.2.3 Community Participation in Monitoring and Evaluation

Majority of Respondents; 79% and 82.6%; were neither aware of existence of a team to monitor and evaluate projects nor co-opted in the monitoring and evaluation committee in the CDF project management respectively. Majority of respondents (44.5%) were of the view that the meetings to evaluate project progress are never held while 21.8% contended that meetings were rarely held. Majority of respondents ;59% and 40%; are of the opinion that recommendations of the community members are on the progress are not solicited for and whenever they are made they are poorly valued respectively. Majority of respondents (45.5%) are of the opinion that they rarely visiting of construction site to assess project progress are rare. Similarly, a majority of respondents (41.8%) support that they never visit the site of completed projects to assess projects. Majority of respondents; 40% and 34.6% are not sure of both completions of projects as well as their quality respectively.

5.2.4 Community Participation in Procurement Process

Majority of respondents (57%) were not co-opted in CDF tender committee. Majority 35.5% admitted that (35.5%) frequency of receiving tender advertisement were occasional. The Majority (55.4%) also were of the opinion that advertisements for the tender are mainly through local posters. Majority (41.8%) rated participation of community in procurement as low while adherence to procurement procedures was considered rare by the majority of respondents (35.5%) is rare. Majority of respondents (49.1%) disagree that tender committee is independent.

5.3 Conclusion

The study concluded that the community is inadequately engaged in decision making in CDF projects as projected in the statutory provisions. This was attested by rare holding of consultative meetings which are poorly attended, average level of interaction among CDF stakeholders, low level of participation in making suggestions, belief that others will make suggestions, lack of involvement in every stage of project implementation and lack of co-option in CDFC.

On resource mobilization the study concluded that community participation is low and mainly restricted to labor and materials. Skills notably masonry and carpentry are mostly required while materials contributed are mostly timber/ wood.

The study also concluded that community is not fully involved in monitoring and evaluation as indicated by reported lack of awareness on existence of monitoring and evaluation team, absence of representation in monitoring and evaluation committee, absence of meetings to evaluate

project progress, failure to solicit and consider views of community on progress of CDF projects, rare visiting of construction site assess completion and maintenance, and lack of awareness of completion as well quality of projects.

The study also concluded that communities are not fully engaged in procurement process as demonstrated by reported lack of cooption in tender committee, low rating of community participation in the procurement process, flouting of procurement procedures and lack tender committee independence.

5.4 Recommendations

From the conclusion, community participation in decision making is wanting. Therefore, the study recommends that the community members be enlightened on their vital role in decision making regarding CDF projects to avoid apathy, and that they should participate in the entire project cycle.

It is clear that communities are not adequately utilized in resource mobilization. This study recommends that amendments that the CDF Act should be made to CDF remove ambiguity on the role communities in CDF project resource mobilization. This may help to tap the potential of communities to mobilize resources to compliment CDFs.

From the conclusion there is low engagement of communities in monitoring and evaluation. Therefore, this study recommends amendment to CDF Act to provide for an independent body in which the communities would be represented to effectively monitor project implementation.

The study also recommends that to effectively involving communities in the procurement process, representatives of public procurement authority should be part of the CDF tender committee to ascertain inclusion of various stakeholders as well ensure procurement procedures are followed to the letter.

5.5 Suggestion for Further Research

A study should be done to examine the strategies to improve community's involvement in devolved funds projects. Another study should be done on project management competencies of CDF committee members. A study should also be done on effectiveness of the legal framework governing CDF projects.

REFERENCES

- Achoka, J.K. (2003). *Parent involvement in Secondary Schools management. The case of Busia and Uasin Gishu District in Kenya*. Unpublished Doctoral Thesis. Kenyatta University, Nairobi.
- Adan, I.H. (2012). *Influence of stakeholders 'role in performance of Constituency Development Fund Projects: A case of Isiolo North Constituency Kenya*. Unpublished Thesis. University of Nairobi, Kenya.
- Adesina, S. (1990). *Some aspects of School Managements. Ibadan: Educational Industries*. Nigeria Limited.
- Albert, H. (2004). *Handbook of Project Management Procedures*. England: TTL publishing Ltd.
- Awiti, V. (2008). *An assessment of The Use and Management of Development Funds: The case of Constituencies Development Fund in Kenya*. Masters of Arts, University of Hague, Netherlands.
- Babbie, E. (1989). *The practice of social research*, Belmont, Washington DC USA, Wadsworth Publishing Company.
- Bamberger, M. (1998). *The role community participation in development economic development*. Institute of the World Bank: Washington DC, USA.
- Baskin, M.M. (2010). *The role of parliamentarians in facilitating grassroots projects. Constituency Development Funds (CDFs) As a Tool of Decentralized Development*. New York: Centre for International Development, University of New York.

- Beringer, C; Jonas, D&Kock, A. (2012).Behavior in internal stakeholders in project portfolio management and its impact on success. *International Journal of Project Management.Vol(3)* pp830-846.
- Bomett, E. &Mutie,N. (2014).The role of Constituency Development Fund in provision of secondary school education in Kenya.*International Journal of Scientific and Technology Research, Vol, 3, p 91-99.*
- Centre for Governance and Development. (2007).*National Devolved Funds report. Institutional Structures and Procedures. Nairobi: Government Printer.*
- Chambers, R. (1983). *Rural Development —Putting TheLastFirst. Essex, England: Longmans Scientific and Technical Publishers; New York: John Wiley*
- Chepkirui, G. (2016).*Factors affecting the performance of CDF development projects in Kenya; a case study of Chapalungu Constituency in Bomet County.*Masters Project, Maasai Mara University.
- Chesiyna,P. and Wanyoike .(2016). *Determinants of effective implementation of constituency development Projects in Baringo Central Constituency, Kenya.* UnpublishedMasters Projects, JomoKenyatta University of Agriculture and Technology
- Chibomba,D.(2013).*The Constituency Development Fund as a tool for Community Development: A case study of Katuba Constituency in Zambia.* Masters Project University of Western Cape.*Constituency Development Funds: Scoping Paper.*

- Dekkar, A and Qing, Y. (2014).Stakeholder's management issues and leadership in project management.The way forward.Wuhan University of Technology Mafangshan, Wuchang-Wunan, China.*International Journal on EducationandResearch.Vol 2.Wuchang-Wuhan, China.*
- EACC. (2012).*Annual report 2010/2011.* Nairobi: Ethic and Anti-Corruption Commission.Freeman,R.(1984).*Strategic management: A Stakeholder approach*,PitmanPress, Boston.
- Gathoni, J., &Ngugi, K. (2016). Drivers of effective project performance in national government constituency development funded projects in Kiambu County, Kenya.*International Academic Journal of Human Resource and Business Administration, 2 (2),22-40.*
- Gichuru, J. (2016).*The Formulation and Practice of the Constituency Development Fund in Kenya: A Case Study of People's Participation in its Projects in Gatanga and Kitui Central Constituencies.* Phd Thesis University of Nairobi.
- GoK.(2013a).*CDF Act of 2013.* Nairobi: Government Printer.GoK (2016).*NG-CDF Act :* Nairobi: Government Printer.
- GoK .(2007a). *Vision 2030.* Nairobi, Government Printer.
- GoK .(2013b).*Constitution Working Papers Series No. 5,* Society for International Development (SID).
- GoK. (2005). *Public Procurement and Disposal Act 2005.* Nairobi: Government printer.
- GoK.(2006). *Public Procurement and Disposal Regulation.*Nairobi.Government Printer.
- GoK.(2007b). *CDF Act, 2007.* Nairobi: Government Printer.

- GoK.(2015).*National Government Constituencies Development Fund Act .No 30 of 2015*.Government Printer, Nairobi.
- IEA.(2008). *Kenyans' Verdict. A Citizens Report Card on the Constituencies Development Fund (CDF)*:Nairobi.
- Institute of Economic Affairs .(2006).*Kenyans' Verdict:A Report Card on Constituencies Development Fund(CDF) Vol 7*,Nairobi:Institute of Economic Affairs.
- Juma, M.N. (2015). Factors influencing implementation of Constituency Development Funds projects in Public Secondary Schools in Kiminini Constituency, Trans-NzoiaCounty.Jomo Kenyatta University of Agriculture and Technology,Kitale Campus, Kitale Town, Kenya.*InternationalJournalofTechnology Enhancements and Emerging engineering Research.Vol 3,issue 05*
- Kairu R. N. (2010). An analysis of the factors that influence successful management of the CDF.The case of Gatanga constituency, Kenya.Unpublished MA project. University of Nairobi
- Kairu, P. N andNgugi,P.K.(2014). Factors influencing effective implementation of Constituency Development Fund Projects in Machakos Town Constituency.Machakos County in Kenya.Jomo Kenyatta University of Agriculture and Technology, Kenya.*Internatinal Journal of Current Business and Social Sciences Vol 1, Issue 2*.
- Kamau, P &Rotich, G. (2015).Effect of internal control system on procurement procedures in constituency development funded projects. A case of Nyandarua County, Kenya .*International Journal of Economics, Commerce and Management United Kingdom.Vol.3 issue 6*.

- Kamau,(2015). Factors affecting successful completion of Constituency Development Funded Projects in Kenya.A Case of NyandaruaCounty.Jomo Kenyatta University of Agriculture and Technology, Kenya.*International Journal on Economics, Commerce andManagement .Vol 3 Issue 5.*
- Kariuki,D.K and Misaru J.(2013).Socio-economic status and participatory development in Kenya. University of Nairobi.*International Journal of Humanities andSocialSciences.Vol 3.No1.*
- Kibebe, L.W andMwirigi P.W.(2014). Selected factors influencing effective implementation of Constituency Development Fund (CDF) Projects in KimililiConstituency, Bungoma,County,Kenya.MoiUniversity,Eldoret.*InternationalJournal of Science and Research.*
- Kisaka, L. (2015). *Factors influencing the identification of projects funded byConstituency Development Fund in Public Secondary Schools in Kenya.ACase Study of KanduyiConstituency, BungomaCounty.*University of Nairobi, Kenya.Unpublished Masters Project.
- KNAO .(2014). *Report of auditor general on financial statement of Constituency Development Fund in Kenya for the year ended 30th June 2013.* Nairobi:KNAO.
- Kombo, D.K. and Kimani, E.N. (2011).An Investigation of Community Participation in the Development of Schools and Income Generating Projects in Rural Areas in Kenya.Kenyatta University, Nairobi, Kenya.*British Journal of educational Research1 (1).*pp58-68.
- Kombo,D. and Tromp,D.(2006).*Proposal and thesis writing. An introduction.*Pauline Publications, Africa.

- Kothari, C. (2004). *Research methodology: Methods and techniques*. New Age International (P) Limited, Mumbai, India.
- Kurt F. and Warren, A. V. (1987). *Contribution of beneficiary to development project effectiveness*. University of Maryland and Massachusetts Institute of Technology, John Wiley and Sons Ltd, U.S.A.
- Kwena, G. (2013). *Factors affecting community participation in the management of development projects through Local Authority Service. Delivery Action Plans: A Case Study of Kilgoris Constituency, Narok County*. University of Africa, Kenya. Unpublished Masters Project.
- Lawal, T & Onohaebi, S. O. (2010). Project Management: A Panacea for Reducing the Incidence of Failed Projects in Nigeria. *International Journal of Academic Research*, Volume 2, No. 5, pp 55-62
- Litchman, M. (2006). *Qualitative research in education*. Thousand Oaks: Sage publications.
- Mahamoud R., Govindan M. and Wan Fadzillah (2015). Managing for stakeholders. The role of stakeholders-based management in project success. Multimedia University, Malaysia. *Asian Social Science Vol 11, No 3*. Canadian Centre of Science and Education.
- Mantel J. M. & Meredith J. A. (2003). *Project Management a Managerial Approach* (5th) Edition USA, John Wiley & sons.
- Maritim, R. (2014). *Factors influencing the implementation of CDF funded projects in Bureti Constituency, Kenya*. Masters Project University of Nairobi.
- Maritim, K. R. (2013). *Factors influencing the implementation of CDF Funded Projects in Bureti Constituency, Kenya*. University of Nairobi. Unpublished Masters Project.

- McMillan, J. H & Schumacher.(2001).*Research in Education, a conceptual introduction*.McGrawhill:USA.
- Miano, E .(2010). *Factors influencing factors influencing community participation in cdf funded projects: a case of Mathira constituency, Nyeri County, Kenya*. Master's Thesis University of Nairobi.
- Muchiri, M.S. (2014). *Determinants of success of Constituency Development Projects inMbooniConstituency, Makueni County, Kenya*.Kenyatta University, Kenya.Unpublished Masters Project.
- Mugenda,O.&Mugenda,A.(2003).*ResearchMethods:QuantatitativeandQualitativeapproaches*.Nairobi,Laba graphic Services.
- Muhammad, S.A. andNorainiB.T .(2011). External factors inhibiting community participation in development.University of Malaysia.*Int.J.Eco.Res.2(1)*. 16-22.
- Munns,A.K., and Bjerimi, B.F.(1996).The role of project management in achieving project success.Eisevier Science Ltd and IPMA. University of Dundee,Scotland,U.K.*International Journal onproject Management.Vol14, No 2*.pp81-87.
- Murdock, A.(2014). *Stakeholder Theory, Partnership and Alliances in Health CareSector of the UK and Scotland*.International Public Management Network.
- Mwangi P.M. (2011).Ways Constituency Development Fund promotes Secondary Education in Laikipia West District.EgertonUniversity ,Kenya.*AcademicJournals of Education Research and Reviews.Vol 8*.pp 682-690.

- Mwaranara, T. (2010). *Importance of community participation in the ongoing construction of primary schools. case study of Mlali and Mzumbe Wards, Morogoro, Tanzania*. University of Agner, Tanzania. Unpublished Masters Project.
- NACCSC. (2008). *Common Corruption Issues and Recommendations .Appendix II. Progress Report To The Patron: His Excellency Hon. Mwai Kibaki, Third President of the Republic of Kenya*. The National Anti-Corruption Campaign Steering Committee (NACCSC) 2008.
- Ngigi, G.N. (2015). *An assessment of community participation in Constituency Development Funded Project. A Case of Laikipia East District, Kenya*. Chuka University, Kenya. *Research on Humanities and Social Sciences*. Vol 5, No. 10. Chuka.
- Ngondo D . (2014). *Influence of community participation in project management processes on the timely completion of CDF projects in Kanyekini Ward – Kirinyaga County, Kenya*. Masters Project University of Nairobi.
- Ngondo, D.M . (2014). *Influence of the community participation in project management process on the implementation of CDF projects in Kanyekini Ward, Kirinyaga County, Kenya*. University of Nairobi: Unpublished Masters Project.
- Nunnally, J & Bernstein, I. (1994). *Psychometrics Theory*. (3rd Ed). New York: McGraw-Hill.
- Nyaguthii, E & Oyugi L.A. (2013). *Influence of community participation on successful implementation of Constituency Development Fund Projects in Kenya. A case study of Mwea Constituency, Jomo Kenyatta University of Agriculture and Technology, Kenya*. *International Journal of Education and Research*. Vol 1. No 8.

- Oino, P.G., Towett, G., Kirui, K.K. and Luvega, C. (2015). The dilemma in suitability of Community Based Projects in Kenya. *Global Journal of Advanced Research*. www.gfar.org. *Global Journal on Advanced Research*. Vol 2, Issue 4. pp 757-768.
- Ojwang, W.O and Bwisa, H.M. (2014). Role of participatory management development Fund Projects. A Case Study of Maragwa Constituency. Jomo Kenyatta University of Agriculture and Technology. *International Journal of Academic and Social Sciences*. Vol 4, No 10.
- Omia, D. (2011). *Community Participation In Constituency Development Fund (CDF) Projects in Kangemi Ward, Westlands Constituency*. Masters Project, University of Nairobi.
- Omolo, A. (2011). *Policy proposals on citizens' participation in Devolved Governance in Kenya*. The Institute of Social Accountability (TISA), Nairobi, Kenya.
- Orodho, J.A. (2009). Teaching of writing research proposal and reports in Education and Social Sciences. *1st Edition*. Mosaic Publishers, Nairobi.
- Passia. (2002). Civil Society empowerment: Monitoring and Evaluation www.passia.org/seminars/monitoring.htm (Accessed on 21/3/2017).
- Patton, M. (2010). *Qualitative Evaluation and Research Methods*. Oaks: SAGE Publications, Inc.
- Paul, S. (1987). *Community participation in development projects*. The World Bank Experience. World Bank. Washington D.C.
- PSOS. (2014). *A survey on implementation of CDF projects in Kenya*. Nairobi: IPSOS
- Republic of Kenya. (2008). *NACCSC Report. The Constituency Development Fund. An Examination of Legal Structural management and Corruption issues in Kenya*. Nairobi: Government Printer.

- RoK. (2010). *Constitution of Kenya*: Nairobi: Government printer. Tshangana, A. (2010).
- Romero, R.G. (2009). *Decentralization, accountability and the MPs Elections. The Case of the Constituency Development Fund in Kenya*. University of Oxford. iiG Briefing Paper 02. www.iig.ox.ac.uk.
- Rugendo .C .(2012). *Influence of stakeholders role on performance of Constituencies Development Fund Projects. A Case Study of Isiolo Constituency, Kenya*. University of Nairobi, Kenya.
- Sandberg, P. (2012). Project perspectives. An Annual Publication of International Project Management Association Vol 34.
- Schroeder, L. (2000). Social Funds, the Maxwell school of citizenship and public affairs, Syracuse University: Eggers Hall: NY, USA.
- Simiyu, C.N. (2015). *Influence of Board of Management on completion of Constituency Development Funded Projects Public Secondary schools in Bumula Sub-County Kenya*. University of Nairobi, Kenya. Unpublished Masters Project.
- Sitati, D. (2014). *Influence of Constituency Development Funded Projects selection on alleviation of poverty: A case of Saboti Constituency, Kenya*. Masters project University of Nairobi.
- Thorlow J. and Dukeshire, S. (2002). *Challenges and barriers to community participation in Policy Development. Rural communities impacting policy project*. “www.ruralnovascotia.ca.”
- TISA. (2009). *The CDF Status Report December 2009*. Report by the Institute for Social Accountability Nairobi.

- Tshangana, A.H. (2010). *Constituency development funds scoping paper*. International Budget Partnership (IBP). Keniworth, Cape Town. South Africa. Email: alisoh@pdg.co.za. Scoping Paper.
- Uitto J,A. (2004). Multi-country co-operation around shared waters: *Role of Monitoring and Evaluation. Global Environmental Change, 14(1): 5 – 14.*
- Wanderi,S.(2010).*Challenges Influencing Implementation Constituency Development Funded Projects. A Case of Nyeri Town Constituency, Kenya* .University of Nairobi, Kenya. Unpublished Masters Project.
- WasikeJ,I.(2016).*Influence of Community Participation on the Implementation of Constituency Development Funded Infrastructural Projects in Public Secondary Schools in Bomet Sub-County, Kenya*.University of Nairobi, Kenya. Unpublished Masters Project.
- Wasilwa, C (2011).*Effect of Community Participation on Sustainability of Community Based Development Projects in Kenya*. Master of Arts, University of Nairobi.
- Wasilwa, C.(2015). *Effect of community participation on suitability of Community Based Development Projects in Kenya* ,Bella Research Consultants .World bank Document. (2007). Community Development Fund Project (CDF) Phase I Slice II (multi-Donar Trust Fund National, The Republic of Sudan.
- Wilden,R&Biesenthal,C.(2014).MultiLevelGovernance;Trendsandopportunities.*International Journal of Project Management 32(2014) pp1291-1308.*

APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PARENTS AND PMC MEMBERS

KINDLY ANSWER THE FOLLOWING QUESTIONS

SECTION A: BIO DATA OF THE RESPONDENT

- 1) State your gender: Male() Female()

- 2) Indicate your age in years:
 31-40 years () 41-50 years () 51-60 years ()
 Above 60 years ()

- 3) Indicate your level of education:
 Primary () Secondary () Tertiary ()

- 4) Are you aware of any C.D.F project in the school:
 Yes () No ()

- 5) If yes, which one(s)?
 - i. Classrooms ()
 - ii. Dining Hall ()
 - iii. Laboratory ()
 - iv. Administration block ()

SECTION B: DECISION MAKING

- 1) How frequent are the consultative meetings held? Regularly () Occasionally ()
Rarely() Never

- 2) How often do you attend consultative meetings among parents, school administration and
CDF committees in regard to C.D.F project(s) in the school?
Regularly () Occasionally () Rarely () Never ()

- 3) How do you rate the interactions among stakeholders (parents, project management committee and Community leaders and CDF committee)
- Very Good () Good () Average () Poor ()
- 4) What is your level of participation in making suggestions when decisions related to C.D.F projects in the school are made? High () Average () Low () None ()
- 5) Are your suggestion considered? Always () Sometimes () Rarely () Never ()
- 6) If your answer in Question 4 above is None, what is your reason for not making any suggestions regarding the project
- i. Not interested ()
 - ii. Intimidation (fear) ()
 - iii. Others will make decisions ()
- 7) Are you involved in decision making in any stage of the project? Yes () No ()
- 8) If yes, which one;
- i. Identification ()
 - ii. Design/planning ()
 - iii. Implementation ()
 - iv. Monitoring and evaluation ()
- 9) Have you been co-opted in any committee on the implementation of C.D.F project(s) in the school?
- Yes () No ()

10) In what forum did you make decisions;

- i. Community barazas()
- ii. Facilitated focus groups ()
- iii. Informal neighborhood meetings ()
- iv. In school meetings()

SECTION C: RESOURCE MOBILIZATION

1) Which resource have you contributed most for use in the C.D.F project?

- i. Building materials ()
- ii. Cash ()
- iii. Labor ()

2) What kind of building materials have you contributed to the project/s?

Sand () Stones () Timber/ wood () Cement ()

3) Which of your skill/s have been beneficial to CDF project/s in the school?

Masonry () carpentry () Architectural () Electrical ()

4) How frequently do you make this/these contributions

- i. Very frequently ()
- ii. Frequently ()
- iii. Occasionally ()
- iv. Rarely ()

7) How would you rate the level of community's resource contribution to the C.D.F project in the school?

Very Good () Good () Average () poor ()

SECTION D: MONITORING AND EVALUATION

1) Are you aware of any team that has been formed to monitor the progress of the CDF project in the school?

2) Yes () No ()

3) Have you been co-opted in any committee to monitor the progress of the project?

Yes () No ()

4) How often do you attend meetings to discuss the progress of the project?

i. Regularly ()

ii. Occasionally ()

iii. Rarely ()

iv. Never ()

5) Have your views/concerns/recommendations been solicited concerning the progress of the C.D.F project in the school? Yes () No ()

6) If 'yes' how were your views/concerns and recommendations valued?

i. Highly valued ()

ii. Fairly valued ()

iii. poorly valued ()

7) How frequently do you make visits to the construction site to assess the progress of the project?

i. Very Frequently ()

ii. Frequently ()

iii. Rarely ()

iv. Never ()

2) How often do you receive procurement advertisements for the project supplies?

Regularly () Occasionally () Rarely () Never ()

3) How are procurement advertisements for project's supplies made?

i. Local churches/mosques ()

ii. Posters ()

iii. Chief's barazas ()

iv. Print Media ()

4) How do you rate the participation of the members of the community in the procurement process?

High () Average () Low () None ()

5) Procurement procedures are followed to the letter

Always () frequently () sometimes () rarely () Never ()

6) Tender committee has the independence to do its work

Strongly agree () agree () not sure () disagree ()

strongly disagree ()

APPENDIX 2: INTERVIEW SCHEDULE FOR CHIEFS

- 1) In your opinion how is the community involved in making decision concerning CDF projects in the school
- 2) What is your role of your office in decision making concerning CDF projects in the school?
- 3) In what ways is the community involved in resource mobilization in CDF projects?
- 4) What is the role of your office in resource mobilization?
- 5) How is the community involved in monitoring and evaluation?
- 6) How is your office involved in monitoring and evaluation of projects?
- 7) How participatory is the procurement process?
- 8) To what extent is procurement transparent and open?

APPENDIX 3: TRANSMITTAL LETTER

Gladys W. Karioh

P.O. Box 312,

Nyeri

Dear Respondent,

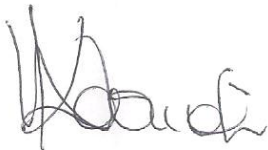
RE: FILLING OF THE QUESTIONNAIRE

Am a student at the University of Nairobi, pursuing a Masters Degree in Project Planning and Management. **I am conducting a research on the Influence of Community Participation in the Implementation of C.D.F Projects in Public Day Secondary Schools in Nyeri Central Sub-county.**

I humbly request for your assistance in responding honestly to all items in the questionnaire. All information given will be treated confidentially and will only be used for the academic purposes

Your co-operation and assistance will be highly appreciated.

Yours faithfully,



Gladys WairimuKarioh


APPENDIX 4: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. GLADYS WAIRIMU KARIOH
MUKURWEINI, has been permitted to
conduct research in Nyeri County

on the topic: COMMUNITY
PARTICIPATION IN IMPLEMENTATION OF
CONSTITUENCY DEVELOPMENT FUND
(CDF) PROJECTS IN PUBLIC DAY
SECONDARY SCHOOLS IN NYERI
CENTRAL SUB- COUNTY, NYERI COUNTY.

for the period ending:
17th August,2019

Permit No : NACOSTI/P/18/99644/23833
Date Of Issue : 18th August,2018
Fee Recieved :Ksh 1000



[Handwritten Signature]
.....
Applicant's
Signature

[Handwritten Signature]
.....
Director General
National Commission for Science,
Technology & Innovation