

**INFLUENCE OF PROJECT MEETINGS ON  
IMPLEMENTATION PERFORMANCE OF CONSTITUENCIES  
DEVELOPMENT FUND SPONSORED CLASSROOM  
PROJECTS. A CASE OF ALDAI CONSTITUENCY FINANCIAL  
FY YEAR 2017/18**

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**DECLARATION**

This Research Project is my original work and has not been presented for a degree or any award in any other University.

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## **DEDICATION**

I wish to dedicate this work to my parents my dad Mr. Joshua Lagat, my mum Rose Lagat, my siblings Jacky, Aillen, Caren, Collins and my Nephew Jayden Kiprop for inspiring me to work hard in order to accomplish this proposal.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

BF	Bursary Fund
CDF	Constituencies development fund
CDFC	Constituency Development Fund Committee
CFC	Constituency Fund Committee
DAO	District Agricultural Officer
DDO	District Development Officer
DEO	District Education Officer
FY	Financial Year
KIPPRA	Kenya Institute of Public Policy Research and Analysis
LA's	Local Authorities
LASDAP	Local Authorities Service Delivery Action Plan
LATF	Local Authorities Transfer Fund
NARC	National Rainbow Coalition
NGO	Non-Governmental Organization
PAYE	Pay As You Earn
PEF	Poverty Eradication Fund
PIP	Project Implementation Plan
PIR	Project implementation review
PMC's	Project Management Committees
SPSS	Statistical Package for Social Scientists
VAT	Value Added tax

## ABSTRACT

The purpose of the study was to find out the influence of project meetings on implementation performance of CDF sponsored classroom projects. A case of Aldai Constituency Financial Year 2017/18. This study was guided by the following objectives; to determine the influence of kick off meetings on implementation performance of CDF sponsored classroom projects; to identify the influence of planning meetings on implementation performance of CDF sponsored classroom projects; to find out the influence of technical meetings on implementation performance of CDF sponsored classroom projects and to assess the influence of regular status meetings on implementation performance of CDF sponsored classroom projects. It was believed that the study findings was of great significance to the National CDF Management Board by highlighting measures to be employed to ensure that these projects are effectively implemented to deliver the intended outcomes. All the CDF Committees in the entire country also to stand the chance to gain from the study by being equipped with best project management practices. The research design to be used in this study is descriptive survey. This study have as its target, all the Project Management Committees (PMCs) currently implementing projects sponsored by the constituency development funds. The study targeted PMCS which consists of 101 Principals; 101 BoM's Chairpersons and 1 Farmer Manager .The researcher targeted 203 respondents. The study used census method since the target population was too small. The questionnaire items was developed in such a manner that majority of them was closed-ended, with just a few being open-ended. Data collection began when two corrected copies of the proposal have been submitted to the Kenya National Council for Science and Technology applying for a research permit. Once the permit was issued, the researcher hit the road by presenting the permit to all the relevant authorities to be allowed to collect data. Such authorities included the CDFC, Department of Social Development and leaders of the various project management committees. Data was analyzed using descriptive statistics, given that the study was packaged in a descriptive survey research design. Such descriptive statistics was in the form of frequencies and percentages and the analyzed information was presented in frequency distribution tables. The tool were used in data analysis was Statistical Packages for Social Scientist (SPSS. The findings aforementioned indicated that kick off meetings helps the team members to get to know each other as well as allowing the stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. These meetings provide all attendees with an opportunity to ask questions and get clarity and allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. Status meetings provide timely task updates to the entire team, by giving an avenue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team, Project managers track the progress of the project through status updates from team members, Project managers build accountability and transparency within the project and the team brainstorms solutions in Project status meetings.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Project meetings are an essential part of any project in relation to how well they are managed this is critical to the success of the project and yet many stakeholders and team members see project meetings as an interruption to their real work and a waste of valuable time. Studies done on schools' projects in some developed countries like USA, UK and Australia unravel various challenges faced by school principals in management of projects, (Kitavi and Westhuizen, 1997), For instance, they experience project specific problems related to implementation, financial resources, community relations and project management (Hale and Hunter, 2003). In Virginia USA, local school divisions and school boards are responsible for developing the educational and architectural program specifications as well as determining the number and type of classroom spaces needed for a school construction project (Virginia Department of Education, 2010).

According to a study by the American Management Association, effective meetings can accomplish many things for the company, such as: Conflicts are resolved, better decisions are made, team members realize their importance and time, effort, and money are well spent.

Globally, a number of studies have been accomplished that look into the completion rates of projects in constructions sectors. These studies show that serious problems exist in a broad cross-section of sectors, as pointed out by Calleam Consulting Ltd (2014).

In Africa, project failures generate a cycle of rising expectations and unfulfilled promises. A lot of time, effort and resources are invested to put more innovation into practice. This shows the need to relook at projects performance with a view of identifying the right success measures for appropriate application. Amponsah (2012), and Matta and Ashkenas (2003) noted that the problem to project failure lies with the traditional approach that shifts the project teams' focus away from the end result toward developing recommendations, new technologies, and partial solutions. In Malawi, a significant number of the educational projects administered under the ESSP have been plagued by delays, and other project management and delivery problems. The mitigation measures put in place to prevent poor project performance do not seem to have the desired effect (Chirwa,

Samwinga and Chakantu 2011). Igunnu et al. (2005) noted that faulty project management and execution are everywhere round the world; uncompleted government buildings due to lack of funds, new schools without desks or teacher, hospitals and health centers without drugs, abound (Mulkeen, 2010).

In Kenya, serious challenges have bedeviled the implementation of the FPE policy, (UNICEF & World Bank, 2009) especially with regards to infrastructural development. They include congested classrooms, limited physical facilities and shortage of qualified teachers, (KENPRO 2010). The Kenya government infrastructural policy is geared to achieve Universal Primary Education (UPE) has to have infrastructural developments in the wider international context. GOK (2012) Education Sector Report, 2013/14-2015/16 MTEF period, noted that the sector priority areas of expenditure will include Construction and improvement of infrastructure in learning institutions at all levels. This is an indication of how important infrastructural projects are important in the education sector.

Many projects fail due to mismanagement and lack of coordination among various stakeholders. In Kenya education projects like laboratories construction, the Kenya school equipment scheme, classroom construction, information communication technology, dining halls construction, water supply, among other projects have either been executed amid difficulties or worse never went beyond paperwork step. Their failure to be completed shortly before or after implementation, speaks volumes of project profligacy that though widely talked of, have not been documented. Success in project completion thus will depend mainly on good management and organization and close alignment between projects particular requirements and facilities provided at the local level (Ndagi, 2013).

Project meetings vary considerably depending on the organization and the people involved. Unfortunately they are often regularly scheduled meetings that once had a purpose but now people attend out of habit or obligation. Or they are ad-hoc meetings called as a knee-jerk reaction so some event for which no-one is prepared and so nothing is really achieved. What is clearly obvious is that every meeting should have an objective and that all the attendees should know what that objective is before they attend. So it is essential to clarify the purpose of the meeting for each and every meeting to ensure there genuinely is a purpose. Of course, it is perfectly acceptable that the purpose of a regular project meeting is to keep everyone informed of the progress of the project and to provide the opportunity to ask questions about the project. Build better stakeholder

relationships. Meetings are typical even a necessity for any organization. They are opportunities for members of the team or the company to exchange ideas and discuss objectives. Some employees may think that meetings are completely unnecessary, but if you hold an effective meeting, you can fulfill your goals while saving time, money, and talent. Effective meetings held in a Stamford, CT office space should be properly planned, organized, and controlled. It is also important that group members contribute to the discussion.

Nyaguthii and Oyugi (2013) reveal that implementation of CDF projects previously show a mismatch between the local nature of school capital expenditure decisions and financing for the operations and maintenance of such projects with local benefits. Also given the discretionary nature of capital spending and the intrinsic value attached to political symbolism in launching CDF projects, especially in secondary schools, more often, new projects are undertaken, while the existing ones are either left to deteriorate or are inadequately funded (Tanzi & Davoodi, 1998).

Mugo (2013) noted that many Secondary schools in Kenya have been receiving funding meant to establish or improve existing facilities such as classes, dormitories, laboratories, libraries, especially since the current Government took over in 2003. It was also established that most donors do not assess and evaluate projects that they had funded and do not give any recommendations and this affected the implementation of projects, (Mugo, 2013).

This study concentrates in Aldai constituency which as indicated earlier has numerous uncompleted projects in secondary schools. The County borders Meru Central, Buuri, Tigania West, Isiolo and Tharaka within the latitude 0o3' 45' North and 0o 2'30' South and latitudes 37o and 38o East, (GOK, 2012). It comprises two divisions: Miriga Mieru West (MMW) and Miriga Mieru East (MME) covering an area of 223,659km<sup>2</sup> (C.B.S, 2009). The district has a population of 149,144 people. The sub county has 43 secondary schools of which 26 are day secondary schools established through constituency development fund (Kaguri, Ibuathu, Njati, and Thiaine, 2014).

## **1.2. Problem statement**

Aldai constituency had a total CDF allocation of Ksh.120, 013,783 for the financial year 2017/2018 According to the Auditor General's report (2015), this amount will be sufficient to fund all the projects to completion within the given year. However, by the end of the said period, 29 out



of 150 projects had not been completed, 18 of them being school projects which makes up 62% of all derailed projects. Of the 121 completed projects, 70 being school projects, 27 were carried forward from the previous financial year 2013/2014. The same report indicates that several school projects had failed including a building collapsing after completion. For projects that meet quality standards to be achieved on budget and within the desired time frame, effective administration of projects is essential. According to Ling and Ma (2014), a good percentage of project administrators lack the essential skills and capacity to ensure delivery of projects within the required standards.

In their study, Lugusa and Moronge (2016) established that lack of project meeting including kick off meetings; planning meetings; technical meetings and regular status meetings were major contributors to poor performance of project of classroom in Aldai Constituency. They however suggested similar studies to be done on other projects and sectors to establish if their findings can be generalized. Given the above tendencies in Aldai CDF project implementations and the various opportunities available for teachers to learn and adopt project meeting was need to ascertain how head teachers' skills in project management affects the delivery of CDF projects. There was therefore a need to carry out a study to establish the influence of project meetings on implementation performance of CDF sponsored classroom projects. A case of Aldai constituency financial year 2017/18.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of project meetings on implementation performance of CDF sponsored classroom projects in Aldai Constituency Financial Year 2017/18.

### **1.4 Objectives of the study**

This study was guided by the following objectives;

- i. To determine the influence of kick off meetings on implementation performance of CDF sponsored classroom projects.
- ii. To identify the influence of regular project status meetings on implementation performance of CDF sponsored classroom projects.
- iii. To find out the influence of special project meetings on implementation performance of CDF sponsored classroom projects.

- iv. To assess the influence of Project management review meetings on implementation performance of CDF sponsored classroom projects.

### **1.5 Research questions**

The study intended to provide answers to the following research questions.

- i. What is the influence of kick off meetings on implementation performance of CDF sponsored classroom projects?
- ii. What is the influence of regular project status on implementation performance of CDF sponsored classroom projects?
- iii. What is the influence of special project meetings on implementation performance of CDF sponsored classroom projects?
- iv. What is the influence of Project management review meetings on implementation performance of CDF sponsored classroom projects?

### **1.6 Significance of the study**

The examination could be critical to class organization and the service of training in the accompanying ways. It explore noteworthy factor that adds to fruitful finishing of development tasks of CDF support study hall. Empowers service of instruction, CDF and different funds to acknowledge difficulties of beginning executing totally. It was accepted that the examination discoveries will be of incredible essentialness to the National CDF Management Board by featuring measures to be utilized to guarantee that these tasks are adequately actualized to convey the planned results.

### **1.7 Delimitations of the study**

The investigation concentrated on impact of task gatherings on usage execution of CDF supported homeroom ventures. The ventures focused on those started by neighborhood network and all supported by CDF kitty.

### **1.6 Limitations of the study**

The examination was constrained by elements, for example, poor climate conditions which will present trouble in getting to the respondents, for most streets staying blocked. Additionally, the investigation will likewise confine by insufficient assets for spending on creating exploration

instruments just as other research related costs. Plus, a few respondents will likewise be reluctant to give data because of doubt of some nature.

Human mistakes and business were other constraining element of this investigation. This was on the grounds that a few information were acquired this exchange and meeting subsequently there was plausibility of human mistake in overlooking some indispensable data.

### **1.9 Basic assumptions of the study**

The investigation grounded on the fundamental suspicions that the information gathering instruments was legitimate and dependable in estimating the normal result, the example chose for the examination was as delegate to the objective populace in real attributes and that the respondents was eager to give data honestly and unbiased.

### **1.10 Definition of significant terms as used in the study**

<b>CDF Sponsored projects</b>	Constituency development interventions that are financially supported through government devolved funds (Ruth, 2013).
<b>Project implementation</b>	The actual execution of activities planned and organized for purposes of attaining the goals of a development intervention (Eden.2001)
<b>Project meetings</b>	Is the first meeting with the project team and the client of the project. This meeting would follow definition of the base elements for the project and other project planning activities (Bolton, 2006).
<b>Planning meetings</b>	can serve many different purposes but in order for a meeting to be effective it needs careful planning and structure (Oman, 2006)
<b>Regular status meetings</b>	intended to ensure a project stays on track and to give team members the chance to intervene early if problems arise (Carley, 2006).

### **1.11. Organization of the study**

This examination undertaking was composed in five sections. Part one highlights, foundation of the investigation, articulation to the issue, motivation behind the examination and centrality of the examination. Caught additionally in this section are the examination goals, look into speculation, confinements of the investigation and the essential suppositions of the investigation. This section similarly traces the delimitations of the investigation and the meaning of critical terms as utilized in the examination.

Section two highlights survey of writing where it centers around Project gatherings; arranging gatherings; Technical gatherings and Regular status gatherings too how these factors impact execution of CDF supported homeroom ventures. Part three highlights inquire about system and catches in subtleties the examination configuration, target populace, test size and test determination strategies, information accumulation techniques, and information gathering instruments. This section additionally blueprints instrument pre testing, instrument legitimacy,

instruments unwavering quality, and strategies of information gathering, just as techniques for information investigation. Part four and Chapter five shows demonstrates the discoveries, end and suggestion.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1. Introduction**

This section featured a discussion of literature review, capturing findings and recommendations of other studies which will be pivotal to this work. It generally seek to explore the extent to which other scholars had made contributions to the study of performance of CDF sponsored classroom projects and how this study will fit in those frameworks. In other words, it will provide answers to the questions about what researchers have so far investigated and the existing gap that needed to be bridged in the development of knowledge in this area of study, for no single scholar can claim monopoly of knowledge in a given field. Literature will be reviewed against the back drop of the major study variables. The chapter also presents the theory upon which the study is anchored, in addition to the conceptual framework.

#### **2.2. Concept of implementation performance.**

According to the study done Albert, H. (2004), implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

In an context, software or hardware implementation encompasses all the post-sale processes involved in something operating properly in its environment, including analyzing requirements, installation, configuration, customization, running, testing, systems integrations, user training, delivery and making necessary changes. The word "deployment" is sometimes used to mean the same thing.

For an implementation process to be successful, many tasks between different departments need to be accomplished in sequence. Companies strive to use proven methodologies and enlist professional help to guide them through the implementation of a system but the failure of many implementation processes often stems from the lack of accurate planning in the beginning stages of the project due to inadequate resources or unforeseen problems that arise (Bennet, R.1997).

An IT system implementation usually starts with negotiating a contract with a vendor, a usually meticulous process that defines set guidelines, deadlines and a payment schedule for the entire implementation process. Contract requirements could include the outline of system performance criteria, penalties related to issues and delays in the implementation process, documentation, training and issue resolution requirements as well as vendor support after the system goes live in case of problems. Having detailed requirements agreed to in writing is a benefit to companies since it gives managers and users clear requirements to be met at different points throughout the process and holds the vendor accountable for the product.

After a contract is agreed to and a project timeline is established, key business units must meet to discuss the organization's future roadmap, the project's scope and what a new system could achieve for the company. Usually, the main players at this stage include the IT team, top business executives and various sales teams, especially if the software/hardware being implemented is an enterprise-wide tool such as a CRM or ERP system.

With various levels of the organization working together, each department must agree on clear, quantifiable and well-defined goals for the project and what they each hope to gain out of using the new technology. The company's goals need to be measurable in order to assess results and to judge the success or failure of the system once it is implemented. Sometimes, this might require an auditor -- either from a third party, a vendor, or someone internally -- to be brought in to evaluate every customer-facing business process to diagnose problem areas or inefficiencies that need to be corrected. Once goals are established, the organization must develop a plan for checking in on the implementation's status that often includes a timeline focused on achieving set objectives through various stages of the implementation process. Key players in the implementation process typically meet regularly to discuss the project's progress, voice concerns and augment procedures as necessary. An organization may deem it necessary to appoint a program manager, someone with experience in the technical aspects of the technology as well as in project management, to oversee the implementation process from start to finish. Software implementations often involve people such as business analysts, solutions architects and technical analysts in the implementation process. After the process for any hardware or software implementation project moves through the planning stage, companies should gradually test the new system until it is ready to fully go live. A

pilot program, where a small test group within the company runs the system as part of a trial for a finite period of time, is often a key component to any implementation process (Bolton, P. 2006).

Typically, a subsection of tech-savvy workers within a company is enlisted to try the new system because they would be most keen on picking out glitches or shortcomings of the system to further help the implementation process. After testing is complete, training programs focus on educating users about the new system and how to use it before the system eventually is ready to go live. At the end of the implementation when the system is about to go live, companies typically review the entire process and verify that all tasks have been completed. Implementations inherently represent a change in a company's existing technological architecture so it is common for implementation processes to encounter problems on both sides of the go-live date. To account for this, companies should keep close relationships with vendors and consultants to help them fix issues as they come up. Common problems that arise during implementations include the missing of deadlines, going over budget for the entire project, underestimating hours that staff is devoted to a project, running into unexpected delays or blockages due to an external partner and facing the withdrawal of support from key stakeholders or various unforeseen consequences that could otherwise slow the process down (Oman, R. 2006).

### **2.3 Concept of project Meeting**

Project Meeting ensure equitable development from the grass root, reduce regional imbalances and ensure resources are distributed across the country, the government of Kenya introduced the CDF kitty in 2003 as a way of helping each constituency realize their own important needs and address them (Auya & Oino, 2013). According to the CDF Act (2013), the fund is required to have funds not less than 2.5% of the national governments revenue yearly. Unlike other development funds that have numerous administrative layers, CDF funds are channeled directly to the local level. This gives the people on the ground power to make important decisions on their own welfare through establishing projects in the education and health sectors that have been a great challenge in local community development since independence (Auya & Oino, 2013). There are numerous issues arising in this form of decentralization and devolution approach taken by the Kenyan government. Physical structures, development principles and matters of service delivery and financing are some of the major issues underlying the decentralized economic meeting (Kibua & Mwabu, 2008). This calls for a need to understanding the pertinent issues underlying project



success including the project meeting cycle to ensure rural development and value for the CDF kitty (Awiti, 2008; Juma 2015).

Despite the heavy financial investment in CDF projects in Kenya, there are still rampant occurrences of project failure and delays. There are cases of favoritism and exclusion of some communities from development projects. According to Okungu (2006), almost all CDF funding including schools, roads, health projects and even bursaries are diverted to people closely related to the MP of the day. Occurrences where members of parliament give preference to those closely related to them or where they obtained greatest support during elections gives way for fraudulent activities and misappropriation of funds. Lack of knowledge in project meeting is another major setback in CDF success. Where the people on the ground lack the competence and skills in designing and implementing viable projects, then CDF becomes a big failure. According to Auya and Oino (2013), the incompetence of the executive committees was a major cause for projects taking long to complete and some not starting at all.

For projects in local communities to stand, then every participating unit has to accept and embrace the challenge of learning from the project beneficiaries (Warburton, 1994). Poor community participation is a major ingredient in CDF project failures (Juma, 2015). CDF fosters rural development and involving the local community is key in its success. The social structure of the society in the rural area coupled with the institutions on the ground are some of the determining agents of dealing with the problems in the Kenyan rural areas. These needs local people to play part in the development for sustainability. According to Moseley (2003), rural development initiatives should find ways of improving the lives of the local people with their own participation.

Other Studies show that people managing CDF projects are not conversant with the principles of project meeting. According to Ochieng and Tubey (2013), lack of project meeting skills and insufficient allocation of funds are major causes of project failure. Their study of Ainamoi constituency indicate that projects go beyond time since the amount of funds allocated is not sufficient to complete the project within one year. These sentiments are shared by Juma (2015) and Nakitare (2016) whose studies show that commitment from the project sponsor to release funds on time is a major success factor in ensuring project completion on schedule.

Project monitoring and evaluation is another major issue raised in CDF project implementations. According to Manei (2016), poor M &E procedures at the various project stages is key in CDF project failure. Ramkumar and Kidambi (2010) indicate that lack of information to on CDF projects impede any effort for M&E by independent bodies. Their research suggested that civil society should use a community based approach in contacting M&E and holding public officers accountable of how resources are utilized. Further, Nyaguthii and Oyugi (2013) indicate that community participation is key in CDF project implementation. Involving locals in identification, monitoring and implementation of projects increases their level of satisfaction. There is also need to fully utilize the report obtained from M&E initiatives (Ochieng, Chepkuto, Tubey, & Kuto, 2012). Juma (2015) denotes that community participation, proper fund meeting, needs analysis, political goodwill and effective M&E were key success factors. Nakitare (2016), adds that technical competence, monitoring and evaluation and economic risks were critical factors in CDF project's success. CDF is yet to actualize its primary purpose due to deviation from the primary objectives and replacement with overly political influence. Since its inception in 2003, CDF has been a great pillar in the education sector. According to Otieno, Nyadwaki, and Momanyi (2015), allocation of CDF bursaries to poor households was helpful in uplifting the lives of the community. CDF is also essential to the economic wellbeing of the society through provision of materials, labor supply, reduced expenditure on education and increased enrolled in schools at all levels. Research by Auya and Oino (2013) in North Mugirango constituency indicate that CDF has seen increase in number of schools in rural areas by 75%. This new schools and the initially existing ones has seen an increase in development like classrooms, toilets and laboratories courtesy of CDF. Majority of the population (61.5%) indicated that initially, classrooms in the public schools were not sufficient for the school population.

#### **2.4 CDF projects and policies**

Stakeholders are individuals, groups or organizations who, directly or indirectly, stand to gain or lose from a given development activity or policy. The Constituency development fund (CDF), which was established in Kenya through the constituency fund Act of 2003 (The Kenya Gazette the supplement no. 107 (Act no. 11) of 9 January, 2004, is one of igneous innovations of the National Rainbow Coalition (NARC) Government of Kenya. While there are several rules that govern the utilization of the fund (CDF Act, 2003) to ensure transparency and accountability, decisions over the utilization of the funds are primarily by the constituencies. Unlike other funds

From the Central Government (KIPPRA, 2006) through large and more layers administrative organs and bureaucracies, the funds under these programmes go directly to local levels. In essence the CDF provides individuals at the grassroots the opportunity to make expenditure decisions that maximize their welfare in line with their needs and preferences to the extent that the local population is better informed about their priorities. The choices made can be expected to be aligned to their problems and circumstances, thus the CDF can be considered a decentralized scheme that provides communities with the opportunities to make spending decisions that maximize social welfare. According to Nyege (2009), CDF is not used in support of political bodies/activities or personal award projects. A sitting MP is not a signatory to the CDF bank account but convenes the constituency CDF committees in respective constituency. The penalty for misappropriation of the funds (CDF) is a prison term of five years or Kenya shillings two hundred thousand ( Kshs. 200,000) fine or both. Although the CDF takes relatively small amount of national resources (2.5% of the Government's ordinary revenue collected every year), its impact can be significant if the funds are efficiently utilized, because the funds benefit the communities directly, it stimulates local involvement in development projects and as a result constituents are expected to have more information about the projects sponsored under this programme (CDF Act, 2003).

Key project implementers on CDF project include; Government, project manager, constituents, contractors, PMC, CDFC, NGOs, CDF board, government departmental heads from the relevant departments. The constituents should play a critical role in decision making because they are the beneficiaries of the projects and know well projects are beneficial to them (Flaman and Gallagher, 2001). Those projects should be projects that are beneficial to them hence community based. Thus the constituents should be involved at all stages of the project from initiation through planning, implementation and monitoring and evaluation be done at every of this stages.

## **2.4 Empirical Review**

### **2.4.1 Project meetings on implementation performance of CDF sponsored classroom projects**

Project meetings is a process by which individuals gain knowledge, skills and attitudes that are helpful in shaping man's destiny in life. Through the acquired knowledge, abstract theoretical constructs are tested with courage real life challenges, hence the educated always take control of events with courage, Lanin (2001). Education and project meetings are viewed as aspects of life that mould behaviour of individuals into desired state; impart skills and knowledge for solving

emerging problems and offer opportunities for innovation and creativity necessary in addressing future challenges, Zawadi (2004).

In business, whereas entrepreneurs may be influenced by some form of hereditary factors, serious and successful entrepreneurs are shaped to be equal to their tasks through education, Oshwal (2002.). He insists that modern business world can only be understood by learned entrepreneurs who possess the skills and knowledge required to keep pace with changes of globalization, Jack (2009) observes that since environment has become too complex to predict the charges that are likely to occur in future, it is no longer business as usual and businessmen must strive to remain awake in a pro-active manner to be able to deal with any force that may threaten their operations. Aggrey (2001) wonders why it has always been believed that anybody can implement projects successfully. He says that several projects are engaged in with the same attitude, but rarely exist beyond their first anniversaries, simply because “people are in business”. He warns that resources should not be committed into development ventures if the management is lacking, even in the basic business skills, for such enterprises were bound to fail.

In the study based on influence of project meetings on the implementation of sponsored projects in Nyeri district, Wamuhu (2010) indicated that project meetings in skills and knowledge of basic project management should be emphasized in order to steer projects effectively. She recommends that the government of Kenya should strengthen project management curriculum at all levels in education ladder to equip school leavers with project management knowledge that would help them obtain livelihood without having to rely on formal employment.

According to Zainabu (2008), self-help projects in Kwale district were discovered to be doing poorly, reason; lack of project meetings. She believes that a trained business person will be able to evaluate the course of a venture in view of both internal and external forces and fix any deviation if identified. One who lacks project meetings may imagine that business is bad with everyone and may remain helpless waiting for a period of good business only to find themselves doing other things committing similar mistakes.

It is through project meetings that PMCs can adopt variety in their enterprises, a strategy for appealing continuously to project beneficiaries. At times, some customers get fed up with certain products because of their same old looks and may prefer substitutes, but with a perceived value

addition, customer interests in the products will be renewed, Birmingham (2004). He recommends that business persons who help in raw agriculture products should device ways of adding value through processing into some finished forms. Knowledge that is required in project work in the modern times for purposes of remaining competitive is never ordinary, but more superior than that exhibited by rivals. Modern project management is done on a crowded field with the no participant to be underrated, yet this field is also ever changing, making it more sophisticated to be faced with simple skills, Amary (2006).

According to Sign (2002) manual operations which depend on bare strength are steadily being faced out in production processes, and instead, technology is replacing human labour geared towards obtaining maximum gains, while reducing the cost of production. This is an indication that soon, only skilled personnel will be required rendering large population of untrained workers jobless. Strategies that are superior in nature are developed for use in business through manipulation of internalized skills and knowledge learned through project meetings and refined by experience, Lavender (2002). She notes that bringing variety into the market from time to time makes customers to build trust and loyalty in given business enterprise. She observes that variety does not just reside in the number of products released into the market; rather it should focus on value addition even if it means having one product whose value changes continuously.

Education provides an individual with a stock of knowledge that is applied to deal with business issues as they arise. Even if circumstances remain difficult to predict, education has the capacity to offer a continuum of suitable remedies that prove equal to the tasks, Tremory (2004). He advises that a business entrepreneur should engage in challenging project meetings experiences which offer knowledge and skills in full richness. Denny (2006), warns business persons dealing in primary products to guard against selling such commodities in their basic raw forms. She argues that raw materials fetch “raw pay” and the one who processes them reaps the benefits including that which should have gone to the original producer. In the light of this reality, project meetings in knowledge and skills for value addition must be emphasized

According to Jarya (2007), project meetings and education offer the greatest asset to an enterprise. Investing in human capital with the request skills and knowledge prove a worthy undertaking because workers with a wealth of knowledge make resources more productive. Whereas some organizations may choose to invest heavily in non-human resources, in business, one must realize

that success begins with resource deployment, and therefore resources must be allocated based on thoroughly throughout plans, which can effectively be done by trained personnel, Karaga et al (2005).

In the best interest of an enterprise, project meetings is emphasized, but this should not be overdone at the expense of other factors of production. Firms may engage in project meetings and spend much more than to be gained from such project meetings (Muktar,2005).

He proposes that professionals in different areas should be invited to the organization occasionally to induct workers on the job. He also suggested that computer software programmes done by qualified professionals can also be acquired to help workers gain knowledge at their own pace.

Kifoto (2006) says that even in simple business operations that are done in small scale, interpersonal skills that may have been acquired just through interpersonal skills that may have been acquired through introduction with others in the society is significant in growing an enterprise. With the acquisition of higher knowledge and skills organization resources will be made much more productive. From his study carried out in Javalpur India, Presona M. (2004) established that most businesses that were started in the recent times had registered enormous growth because project meetings in business management was almost mandatory in India. Through the knowledge and skills acquired entrepreneurs ere prepared to take up the challenges encountered in the business environment.

Looking at the influence of project meetings on productivity of brick-making projects in china, Syang Wan

(2010) observed that brick-making was one of the most profitable undertakings in the rural areas of China, yet remained the greatest contributor to environmental degradation. Continuous production of bricks in total disregard of their effects on the environment must be discouraged by adopting modern brick making technology which is environmentally friendly. To be able to adopt such never to technologies in brick making, prior project meetings is necessary in handling such machines.

In India, bricks are also being made and this industry provides employment to several rural folks, though regarded as a great pollutant of the environment when undertaken in its traditional form.

With the introduction of brick-making machines, this sector has been improved. Several brickmaking persons have been trained in using the technology making these projects productive, Cole (2009). In Kenya local development interventions have become very popular with people in both rural and urban areas. Those who engage in these initiatives have learned how to add value to the locally available raw materials to deliver gainful project outputs, Mogore (2010).

#### **2.4.2 Kick off meetings on implementation performance of CDF sponsored classroom projects.**

A kickoff meeting is the first meeting with the project team and the client of the project. This meeting would follow definition of the base elements for the project and other project planning activities. This meeting introduces the members of the project team and the client and provides the opportunity to discuss the role of team members. Other base elements in the project that involve the client may also be discussed at this meeting (schedule, status reporting, Kick off meetings Feedback should be on the use of the project. The Constituencies Development Fund Act, 2003 and Constituencies Development Fund (Amendment) Act, 2013 have created several official bodies to carry out specific functions to ensure the smooth running of the CDF.

The CDF law states clearly that the district government has an important role to play in the implementation of CDF projects. According to the Act, the departmental head of the relevant ministry should oversee CDF projects under his/her docket and maintain records of disbursements and progress of projects, Mito (2009).

With the revised Act, 2013 the role of the District Development Officer (DDO) is the development officer under the Ministry of Planning and National Development has been taken over by the officer of the Board. The Fund account manager who is the officer seconded to the constituency issues the Authority to Incur Expenditure (AIE) on CDF account. The District Accountant is a mandatory signatory on all CDF cheques. The District Accountant must maintain separate CDF books of accounts in accordance with government audit regulations. The District Accountant must also ensure compliance with procurement guidelines. He/she must also ensure that all projects have a Project Committee and that they have the capacity to handle procurement and maintain proper records. Under recent regulations, the District Accountant is also a mandatory member of the projects tender committee.

In Kenya, Kinyoda (2009) did a study on the level of participation in project identification and selection by constituents a case of Makadara CDF. The study recommended that the government and civil society should facilitate public awareness campaigns. Further, there should also be guidelines on how public participation should take place. Mochiemo (2007) did a study on the contribution of the community in successful completion of CDF projects in Kitutu Chache constituency Kisii central District and found that the government NGO's, CDF and any other body which would like to start a project in a community should involve and encourage contributions of the community from the initial identification of a project to end and ensure successful completion and sustainability. Further, Kairu (2010) did an analysis of the factors that influence successful management of the CDF. The case of Gatanga constituency and recommended that there should be adequate transportation at the constituency level for effective M & E of the projects. There is need for strict enforcement of the provisions of CDF act in CDC formation to reduce problems in implementation of the CDF projects.

#### **2.4.3 Project management review meetings on implementation performance of CDF sponsored classroom projects.**

In the light of the need to attain social, economic and political development of the people Planning meetings enhances implementation performance of CDF projects, which leads to fundamental dilemma which can only be unlocked by extensive engagement of the efforts of the local communities to take actions through community based development projects. Across the world today, common challenges are approached through collective efforts and several such outfits include: European Union, African Union, and AGOA, IGAD, ECOWAS, EAC as well as grass root groupings. However, a nagging perception on the sustainability of these initiatives in addressing the needs of the people ought to be subjected to second opinion.

The degree to which community CDF Sponsored projects could be sustained depends, among other factors, on the extent to which group members are involved and participate in decision making. Participation involves people taking part in decision making relating to their development and welfare, Draft of the national policy on community development (2010). It added that participation enables people to manage affairs of their communities including controlling institutions that serve them. It permits people to take initiatives; mobilize local resources for use in development; and increase a sense of belonging to the community.



Shaeffer (2005) provided some specific activities that involve a high degree of participation in wider development context including: collecting and analyzing information; defining priorities and setting goals; assessing available resources; deciding on planning programmes; designing strategies to implement these programmes and dividing responsibilities among the participants; managing programmes; monitoring progress of the programme; and evaluating results and impacts.

It is vital to observe that where participation is low, people are rarely consulted, nor given information; they are merely told what to do. The agency plans and implements its programmes which reduces people identification with it as well as poor maintenance and high mortality of projects. Where it is high, people gain control of the process, they are guided by an agency to identify their problems and make key decisions. Otieno (2007) argued that the District Focus for rural Development (DFRD) strategy could not achieve much as most projects were identified, implemented and monitored by the government while local people were only used as “rubber stamps” by assembling them and informing them of their problems.

It does not escape the attention of any keen observer to notice that failure to involve the people in community based development projects has been manifested in negative attitudes in which people become reluctant and even vandalize development projects such as community water pumps for lack of ownership. Harvey and Reed (2006) observed that participation can take different forms, including the initial expression of the demand for water, the selection of the technology and its siting, the provision of labour and local materials, cash contribution to project cost, selection of management type and even the water tariffs to levy. In concurrence with this view, Ouma (2009) found out that grass root participation encourages the community to learn and make informed decisions on the implementation of the projects. He further observes that involvement enhances ownership and hence empowerment of the community. He recommends that community based development organization’s internal structures be strengthened to be accommodative of the efforts of as many stakeholders as possible.

In his study, Ogutu (2010) notes that community involvement and participation in the NGO water projects is fundamental at different stages of the project cycle. He points out that community participation facilitates capacity building for sound management of water projects by the community members on sustainable manner. Jean P. and Gasparf G. (2008) noted that largely as

a response to critiques of top-down development and of growing awareness of low effectiveness of aid absorption in poor countries, the international donor community has recently adopted the community-based development approach. They observe that such an abrupt shift in aid strategies is questionable, not because the approach is wrong, but because of the entry into the field of numerous agencies with little or no experience in participatory development.

Cardwell (2008) in his case study of Philippines, based on sustainability of rural development projects pointed out that such projects are demand-driven based on perceived needs of participating communities with involvement and support from local government and other key service providers. In these projects communities are to take charge of their developments with improved access to knowledge, technologies and resources.

The Kenya National Commission on Human Rights Report (2006) about the assessment of the Kenya's implementation of the relief food programme attributed lack of effectiveness of relief food interventions in Kenya to the collapse of local structures in which community is not involved in identification, delivery and monitoring of the aid provided.

There is need to expand opportunities for local communities in the management of local resources. This will ensure that communities are able to make informed decisions that may have an impact on their livelihood, The Kenya Law Alliance Report (2009). The report of a case study of Hunter Gatherer communities in Kenya acknowledged that integrationist – community – centered approach should be used to advance, not only the community user rights to forest resources, but it should also involve them in the management of these resources for sustainability.

Munro (2009) indicated that a main challenge to those in development is the hard realization that any programme working in isolation only delivers up to a certain level. Those on the other hand, who manage to weave together partnerships or programmes that are able to work in conjunction with other organizations end up delivering much more and eventually end up with broader ownership among the communities being developed. Such programs are the ones that are sustainable in the long run.

In a manner that appears to qualify Munro's view, the Ministry of Planning and National Development Strategic Plan (2004/05-2008/09) recognized that involvement of the stake holders in the past has been minimal owing to absence of national policy framework to guide the effective

participation of all the stake holders in the formulation of the development agenda; the legal frame work does not provide for an inclusive consultative process in the national planning , monitoring and reporting; and that the District Focus for Rural Development (DFRD) strategy that was designed to facilitate the participation by the grass roots in development process is largely ineffective and hence unsustainability of such initiatives.

In a recent survey showing massive wastage of devolved funds, Ochanda (2010) blamed the poor handling of devolved fund kitties on incoherent synergy among stake holders, less community participation, ambiguous governance structures and failure to respect basic constitutional principles of checks and balances. As a rejoinder to Ochanda's observation, Katula (2010) in the same report warns that 'the mess in handling of the devolved kitties is a pointer to what should be expected from the counties.'

Antony Gitonga reporting for The Standard on 11th of February, 2011, featured the theme: "Leaders Problem Stalled Projects in the area" indicated that the civil leaders in Naivasha called on CDF national board to inspect stalled projects in the area. While addressing the press in Naivasha, the civil leaders observed that the CDF office had become a 'one-man-run show' leaving locals and stake holders in the dark, added the report. Gitonga's report is a replica of common experiences in several parts of the country typical of people complaining of the dissatisfying project outcomes.

The sustainability of any particular project will depend on its overall impact on participating households, rather than simply on the outcomes of individual activities. Implied is that the way a project is implemented can have magnified influence on its long term sustainability. By fostering participatory approaches, remaining flexible in the face of inevitable setbacks and strengthening the capacity of the stakeholders to plan and manage future actions, ensures a lasting impact on the vulnerable communities, IFAD (2007).

Participation of community members in community based development interventions is thus considered crucial, for it creates a sense of project ownership. Nihanya (2004) giving her encounters with women of Beit Shemash, a town near Jerusalem notes that participation of community members in development initiatives should be emphasized, without which meaningful success will remain a mirage. She highlights how several community and health organizations

formed a project that drew on the guiding principles and strategies of empowerment, participation, multidisciplinary collaboration and equity thereby enhancing the attainment of project goals.

A key lesson from the global studies on the sustainability of community-based development projects is the necessity of people involvement in development initiatives. Menlo (2011) suggested that if beneficiaries are able to express their views and set up projects that meet their needs, they are more likely to work and even pay to sustain the system. This explains why external support agencies around the world rely upon community level organizations to respond to community demands and assist in planning, construction and maintenance of projects. People's participation in project work contributes to the attainment of project objectives that meets the needs of the implementing community based group.

Participation of people in community based development projects is equally considered a vital component of sustainability by Clinica Verde (2010). Providing health and hope for women and children living in poverty in Nicaragua observed that it always come to that, the people, whether in mature and wealthy democracies, those of more recent vintage, or countries struggling to create representative government, the people themselves ultimately must take responsibility for their own affairs. She further pointed out that the people themselves must fashion and determine their destiny. From the discussion, project's success is depicted as dependent on the level of participation of the people in key project activities, and to facilitate people's participation, empowerment mechanisms must never be ignored. This is important as a people whose capacities are low will surely have little to contribute to a development intervention.

#### **2.4.4 Special meetings on implementation performance of CDF sponsored classroom projects**

Running a project initiative heavily depends on special meetings of tasks to accomplish organizational goals, Jean (2002). A project intervention is established on the platform of availability of resources invested with the sole purpose of gaining interest; hence resource mobilization is a fundamental requirement for project success, Prusona (2003). According to Jared Ogari (2001), no project venture can operationalize any superior competitive project idea at a resource disadvantage, for ideas may just remain so, if there are no resources to set them in a motion. Business success is not only determined by other factors of production, but with sound resource base, an organization is good to go.

Investigating the influence of financial resources on the implementation of small project ventures in the cottage industry in India, Jamal (2004) indicated that Indian's cottage projects started with the production of simple household items, but have improved over time surprising the traditional industrial nations of the world with popular industrial products. He observed that, this great milestone achieved in the growth of cottage industry in India was facilitated by the government's interest in allocating funds to the industry as it was creating job opportunities to the citizens. He further noted that it was because of the growth of the cottage industry in India that saw the growth of financial institutions which drew over 50 percent revenue from this informal industry. Chiany Young (2006), while reporting from his study conducted in the informal sector in China, on the contribution of resources on the implementation of community projects, noted that China's economy has been growing steadily because the government heavily invested in this sector. With this government effort, the informal sector in China, beaming with huge production has made enormous contribution to the GDP of the county.

Examining the relationship between resource mobilization and implementation of small scale community projects in Trinidad and Tobago in the West Indies Islands, Mijean (2007), noted that productivity of an enterprise was a direct consequence of availability resources. He further enumerated the resource types that influence business success as, fixed assets, operating cash and skilled personnel. He cautions that business persons with sound financial base should not take holiday that ones funds are accessed, business will automatically grow, but must be concerned about the effective utilization of such resources by engaging competent personnel, in key business tasks. Shamala S. (2006) pointed out, in her study on factors influencing viability of brick making projects in Busia County that bricks remained the most popular building material in Kenya, yet lack of resources to transport those products to competitive markets exposed them to exploitation by the brokers whose prices were poor.

Investigating the influence of resource mobilization on productivity of hawked agricultural products in Bomet county, Chepkorir (2010) established that due to lack of resources to put up green shades for selling agricultural products such as green maize, fruits, vegetables and Irish potatoes, sellers resorted to lining directly along the road with their products targeting potential consumers on transit, exposing them to adverse weather conditions. Occasionally, travelers on

vehicles take off before paying. Besides, these products are also exposed to adverse weather conditions lowering their values.

#### **2.4.5 Regular status meetings on implementation performance of CDF sponsored classroom projects.**

Awareness creation of regular status meetings is the fundamental phase in community mobilization that sets the tempo for engaging a community into sustainable action. It is a process of raising people's consciousness through conscientization, that is, the quest for self-awareness and critical awareness. Self-awareness entails the examination and understanding of personal state of an individual on the basis of needs and problems while critical awareness demands suitable actions that address such conditions. CDF Sponsored projects therefore provide impetus for addressing people's development needs. Development is a process by which members of a society inspire themselves and the institutions in ways that enhance their ability to mobilize and manage resources sustainably to produce sustainable and justify improvements in their quality of life consistent with their aims and aspirations (Kabanda, 2007).

In Kabanda's view, sustainable development is attained majorly through a people's inspiration process in the mobilization and management of resources, but rarely on external interventions. Responding to the UN 2010 report on poverty index that placed Nyanza second last after North Eastern, Patrick Ajwang observed, "It is high time Nyanza awake from its slumber, to make full use of its vast natural resources and technical expertise in order to move from a food- deficit to a food- surplus region, with better incomes and livelihoods for her people." It is worth noting, though amazingly, that a visit to Nyanza reveals a lot of actions in the form of development projects and availability of vast natural resources, with little change in the people's lives. It is therefore incumbent upon the community stakeholders to be aware of such opportunities to be exploited, for sustainable development hardly depends on external interventions but on home grown initiatives. Awareness creation should be regarded as a crucial undertaking in the sustainability of community based development projects since it does not only enable the community members to identify community felt needs and promote community interests, but it also facilitates good leadership and democratic decision- making. It has emerged that many Kenyans have little or no information on the existence and management of devolved funds, giving corrupt officials the leeway to line their pockets (Oywa, 2010). He further indicates, while responding to a survey that revealed massive

wastage of devolved funds, that most tax payers do not know most local authorities spend the LATIF funds. The budget days they conduct are mere publicity shows with no details on how the funds were spent. If sustainability of community based development projects were to be attained, awareness creation must be pre-requisite and all those with varied stakes are sensitized to recognize their roles and mandates in such projects. On a similar note, the draft national policy on community development, (2010) reiterated that members of a community must be aware of their needs or problems and be motivated to take actions to solve them. This draft equally emphasizes that solution to community problems are effective and sustainable if they emanate within the community and championed through the efforts of community members, and that this reality is achievable by way of awareness creation.

Accessibility to information leads to fostering commitment of the community members to embrace ownership and sustainability of the community based development projects by assessing suitability of local resources in conducting community activities; while at the same time seek external supplements. Sustainability of rural development projects must include the promotion of indigenous knowledge systems and practices, rural resource management and enhancement, and the use of natural resources in production systems, Richard Cardwell (2008). He adds that the concepts have to be introduced early through creation of awareness in a manner that will ensure participation in resource management in the long term. In occurrence with Cardwell, the need for awareness creation is also echoed by Colletta Suda (2010) on the dissemination of the draft project meetings manual on community development, urging the District Gender and Social development Committees to ensure sustainability of community based development projects by first mobilizing and sensitizing the community on social development programmes.

Further building on the need for awareness creation on the sustainability of community based development projects, the National Draft policy on community development (2010) indicated that most of the devolved funds such as the Constituency Development Funds (CDF), the Local Authority Transfer Funds (LATF), the Youth Enterprise Development Funds (YEDF), the Women Enterprise Funds (WEF) among others are issued as loans to groups, but there has been a challenge in repayment as communities have the perception that no one can hold them accountable for funds provided by the government. In other situations, communities are not aware of the existence of

these devolved funds, adds the draft. Such revelations put to doubt the sustainability of community based development projects, consequent to lack of emphasis on the need for awareness creation.

Aid isn't working in Kenya, but the Aid lobby pretends it is. They do so by treating Kenya as one vast Potemkin village. Africa's Potemkin village has been erected by well-meaning- outsiders. Reality is either distorted or hidden behind false assumptions, phony statistics and misleading language due to lack of awareness by local communities, Michael (2008/2009). It is evident that external intervention in total disregard of raising awareness of local communities on their development roles only builds outside agencies at the expense of community members. In this context, sustainability of community based development projects remain a dream that will never be operationalized.

Owiti (2008) commenting on partnership to empower communities in Africa, between Microsoft and Aghakan foundation, indicated that in order to promote rural economic development, the two organizations plan to expand access to information and technology through Aghakan's foundation existing rural support programme. Owing to the fact that every organization is concerned with the impact of its programmes in the society, and to ascertain that such initiatives are effective, awareness creation is considered a mandatory undertaking.

On its report based on the assessment on Kenya's implementation of relief food programme, the Kenya National Commission on Human Rights (KNCHR), (2006) alluded to the significance of awareness creation on the sustainability of community based development projects. It observes that during humanitarian emergencies, lack of knowledge by beneficiaries, particularly women and children, about humanitarian assistance process and their rights to it contributes towards increasing their vulnerability to abuse and exploitation.

### **2.5 Theoretical framework of the study:**

According to Tromp and Kombo (2002), theoretical framework refers to a collection of interrelated ideas based on theories allowing understanding realm of the problem, helping conceptualize the topic in its entirety and to acknowledge the problem from a wider perspective for objectivity. In many fields, theories and propositions about concepts and relationships have been formulated. This study was grounded on Mc Clelland's achievement theory. This theory was considered suitable



since the study was based on motives that drive PMCs to perform tasks in certain ways which was also Mc Clelland's major preoccupation in the theory.

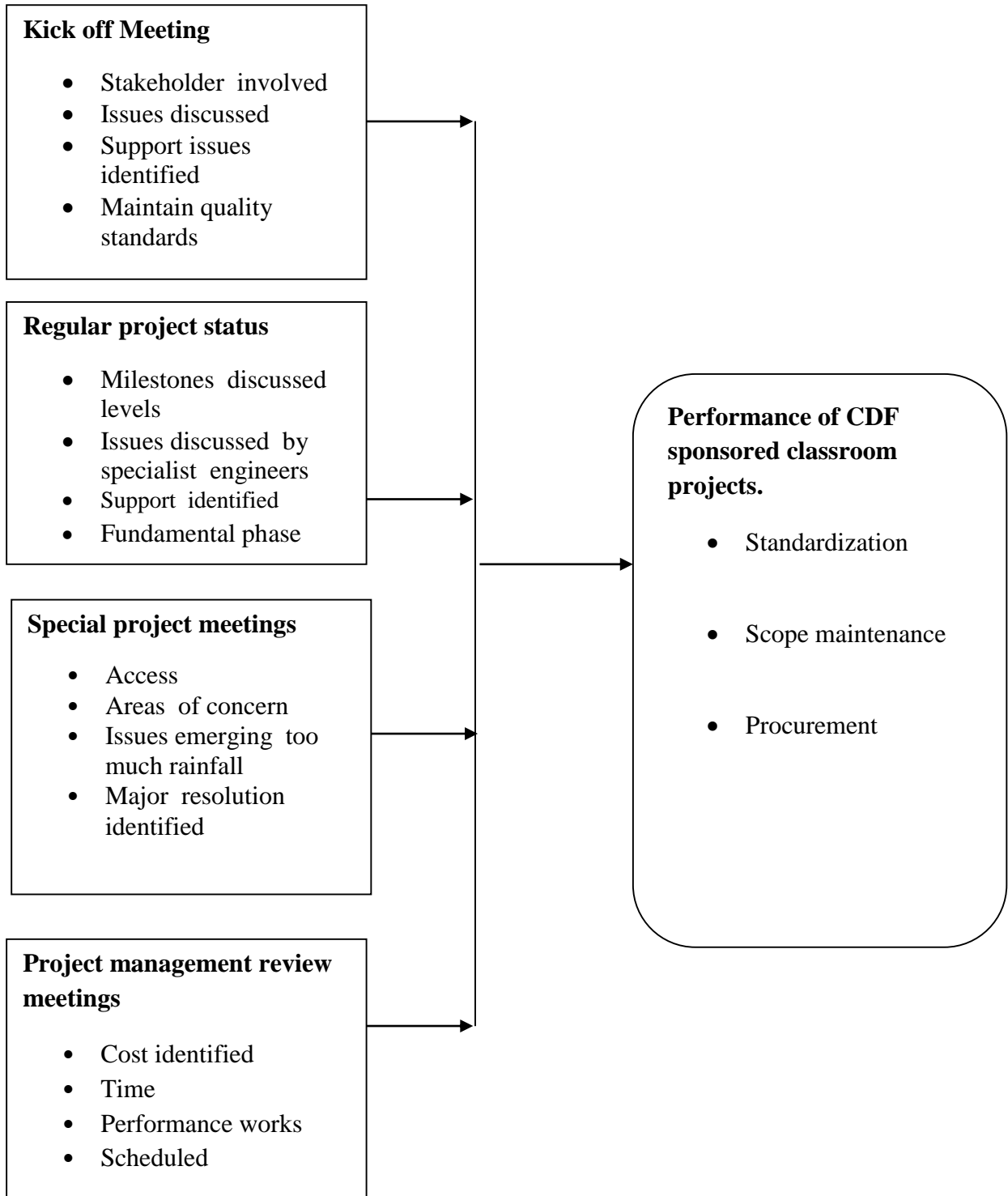
Project meetings vary considerably depending on the organization and the people involved. Unfortunately they are often regularly scheduled meetings that once had a purpose but now people attend out of habit or obligation. Or they are ad-hoc meetings called as a knee-jerk reaction to some event for which no-one is prepared and so nothing is really achieved. What is clearly obvious is that every meeting should have an objective and that all the attendees should know what that objective is before they attend. So it is essential to clarify the purpose of the meeting for each and every meeting to ensure there genuinely is a purpose. It is concerned with the 'why' of human behavior and explains why people behave in certain ways, Angela (2006). Mc Clelland developed the theory which classified people's needs within the organization in three categories which he called motivational needs; need for affiliation, achievement and power. Need for affiliation was associated with workers at the lower level of the organizational hierarchy and meant that human beings need meaningful relationships and places of work are considered to provide the ground upon which workers seek to strike worthy relationships. Need for achievement was associated with middle-level workers and entails workers' desire to be seen as achieving more for the organization. Need for power was associated with the top management and he observed that employees at this level are driven by a strong desire to alter the course of events or make a strong impression on others and events hence want to be in control of situations and people.

Connecting achievement theory to this study, the researcher noted that motivation played a significant role in influencing PMCs to enhance effort for effective implementation of the CDF Sponsored projects in Aldai Constituency F.Y2017/18. In order to increase employee productivity in organizations, workers at every level in the hierarchy of the organization must be made to feel that their needs are catered for in order to get motivated for higher productivity. Management should also negotiate that workers ought to be treated on the basis of their needs rather than universally to boost their performance.

## 2.8 Conceptual Framework

### Independent Variable

### Dependent Variable



## **2.6 Gaps in Literature Review.**

Even though each constituency under the umbrella of constituency development funds committee (CDFC) is responsible for implementation CDF sponsored classroom projects the management of CDF and is the vehicle of disbursing funds to the grass root level as well as allocation mechanisms for projects within the constituency, the management faces varied challenges ranging from the Project identification, planning, implementation, monitoring and evaluation criteria and structure in managing CDF projects.

Given the fact that CDF is still relatively new concept in terms of funding projects in Kenya, some of the constituents of Aldai Constituency F.Y2017/18 may not accept the move as some of the projects are seen as avenues to enrich some of the committees. This may be due to the fact that most of the key players are not aware of their role in the projects which makes their sustainability diminished. The committees are full of malpractices which have seen many of the projects not being completed in time. Although the funds are decentralized by the Central Government from Treasury to CDF Board and finally to constituencies, the performance of CDF projects is still dismal, yet a lot of funds have been spent on several projects that are ongoing, some have stalled and others done at a status of wanting. This study sought to answer questions on the roles of key players on implementation of CDF such as CDFC, PMC and Government Officials involvement when identifying, planning, implementing, monitoring or evaluating CDF projects. Most of the studies cited in the literature are conducted on projects in the developing countries or other areas whose strategic approach and financial footing is different from that of Buret Constituency.

## **2.7 Summary of Literature Review**

The CDF Act recognized that monitoring and evaluation form critical components of projects activities and thus provides that not more than 2% of the total budget fund for the constituency shall be funds set aside as a project to be use in carrying out monitoring and evaluation of ongoing projects and capacity building for various operatives this exercise.

Monitoring is also important to ensure that activities are implemented as planned and evaluation is equally important to insuring that factors which hinder proper performance of the project are identified and corrected in time for the project to progress as initially plan. This helps the project managers to measure how well they are achieving their targets. Based on the reports, the Monitoring and Evaluation team will be able to come up with an evaluation check list which would

guide its assessment for each project visited. Evaluation tools include a pre-set template format used by ministry of planning and national development. The methodologies used include direct observation, project files document perusal (where available), photographic recordings, and interviews with people on site. In conducting monitoring and evaluation, the teams should look at: Project Work plans, Activity Progress Report and Project financial, procurement, lessons learned worth replication, gender sensitivity and overall management.

The CDF Act 2013 envisage that Constituency Development Fund Committee and the Board shall be responsible for monitoring the implementation of the project and may designated a subcommittee, a ward committee or project committee, the functions of monitoring an ongoing project to the ward administrator and sub-county administrator and the sub county projects committee. Emphasis must be given to participatory monitoring with actors being: The community, Project Management Committee, CDFC Constituency Development Fund Committee, DPC and Relevant Government Departments, and the community. The following are the key prerequisites in community project monitoring: Must be Community friendly monitoring; Measure the achievement against the work plan and cost estimates; All PMCs must be advised to keep record of materials, Equipment, Funds received and utilized; All PMCs must prepare progress reports on project implementation; All PMCs must be advised to identify problems and bottlenecks. The advantages of participation in monitoring include: common undertaking, enhancing accountability, better decisions, performance improvement, improved design and more information. Regardless of whether the project audit is conducted mid-term on a project or at its conclusion, the process is similar. It is generally recommended that an outside facilitator conduct the project audit. This ensures confidentiality, but also allows the team members and other stakeholders such as the CDFC, PMC and government officials to be candid.

This phase ensures sustainability of the project or recommends changes in the project to ensure the goals and objectives are achieved (Love et al., 2005). Monitoring and Evaluation consists of those processes performed to observe project Implementation so that potential problems can be identified in a timely manner and corrective action can be taken, when necessary, to control the implementation of the project.

Monitoring the project variables (cost, effort, scope, etc.) against the project management plan and the project performance baseline (where we should be); Identify corrective actions to address

issues and risks properly (How can we get on track again); Influencing the factors that could circumvent integrated change control so only approved changes are implemented (Wayne and Wittig, 2002).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter deals with the research methodology to be used in the study. It outlines the research design, target population, sample size and sample selection. It also features data collection instruments, instruments pre-testing (piloting), instrument validity and instrument reliability. This chapter also presented data collection techniques, methods of data analysis and operationalization of the study variable.

#### **3.2. Research Design**

The research design to be used in this study is descriptive survey. Descriptive survey is concerned with describing, analyzing and reporting conditions that exist in the present of a particular individual or group, Kothari, (2003). The Descriptive statistics research design is suitable in situations where the study intends to describe and portray characteristics of an event, situation or a group of people, community or a population as they exist, Dell, (2003)

#### **3.3. Target Population**

The study targeted PMCS of the year 2017/2018 which consists of 10 wards in Aldai Constituency. Data was mainly from past project meetings information either as recorded or remembered by respondents. The target population was distributed in the table below by using purposive sampling

#### **3.4. Sample Size and sample selection**

##### **3.4.1. Sample Size**

A census was conducted whereby all the 242 respondents were sampled since the target population is small and manageable.

**Table 3.1 Total Population and sample size**

<b>Ward</b>	<b>Principals</b>	<b>BoM's Chairpersons</b>	<b>Farm Manager/PMC</b>
Chemase	19	19	1
Chepkumia	12	12	0
Kabwareng	10	8	0
Kaptumo	9	9	0
Kemeloi	14	14	0
Terik	7	7	0
Koyo	8	8	0
Maraba	13	13	0
Ndurio	12	12	0
Kibwareng / Chebilat	17	17	0
<b>Sub Total</b>	<b>121</b>	<b>121</b>	<b>1</b>
<b>Total</b>	<b>243</b>		

Source: Aldai Constituency Financial Fy Year 2017/18

### **3.5 Research Instruments**

Structured questionnaire was used to collect information from the respondents .The questionnaire items was developed in such a manner that majority of them was closed-ended, with just a few being open-ended. This was one to ensure that both quantitative and qualitative data was obtained for purposes of describing phenomena and also making inferences on the target population.

Questions were geared towards answering research objectives .The questionnaire were preferred because it is easy to administer, cheaper and timely in use to make it possible to obtain data required to meet specific objectives of the study .This involved meeting face to face with various respondents, particularly PMCs who was implementing CDF Sponsored projects in Aldai Constituency F.Y2017/18.

#### **3.5.1 Plot-testing of the instrument.**

Pilot-testing means pre –testing the instruments with a few respondents to test their accuracy, and a pre-test sample should be between 1%-10%, Mugenda and Mugenda (2003). In this study, a pre-test sample of 10% was used in which the questionnaire items was finally rephrased to eliminate any ambivalence. The pretest sample was therefore 24 respondents.

### **3.5.2: Validity of the Instrument**

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inference which are based on the research results.

The validity of the instrument also reflected on the items which was structured in simple language to enable the respondents to respond to the questions with ease, and these items adequately covered the research objectives. The research instrument's validity were established through expert judgment and review by peers.

### **3.5.3: Reliability of the instruments**

Mugenda and Mugenda (2003) define reliability as a measure of degree to which a research instrument yields consistent results after repeated trials. Reliability in research is influenced by random error. As random error increases, reliability decreases. Random error is the deviation from true measurement due to factors that have not effectively been addressed by the researcher.

Errors may arise from inaccurate coding, ambiguous instructions to the respondents and level of fatigue by both the researcher and the respondents.

Reliability concerns will be addressed through the split half method, in which the questionnaire items was arranged and divided into two halves on the basis of odd and even appearances. Each part of the instrument was therefore administered to the same pre-test sample and coefficient of correlation obtained with an Alpha value of 0.82, proving that the data collection instrument was reliable.

### **3.6: Data collection procedures.**

Data collection began when two corrected copies of the proposal have been submitted to the Kenya National Council for Science and Technology applying for a research permit. Once the permit was issued, the researcher hited the road by presenting the permit to all the relevant authorities to be allowed to collect data. Such authorities included the Aldai Constituency F.Y2017/18 CDFC, Department of Social Development and leaders of the various project management committees.

### **3.7: Methods of data analysis**

Data was analyzed using inferential statistics, given that the study was packaged in a descriptive survey research design. Such descriptive statistics was in the form of frequencies and percentages



and the analyzed information was presented in frequency distribution tables. The tool was used in data analysis was Statistical Packages for Social Scientist (SPSS)

### **3.8. Ethical Considerations**

The major ethical problem in this study was the privacy and confidentiality of the respondents. Obtaining a valid sample entailed gaining access to specific lists and files of the various PMCs from Aldai Constituency CDF Office which itself was an infringement on the privacy and confidentiality of the respondents. The respondents allowed the freedom to ignore items that they did not wish to respond to.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

Data findings and analysis in form of percentages, tables and figures is presented in this chapter. Field data obtained from sampled households was investigated using descriptive statistics.

#### 4.2 Response Rate

Out of 242 questionnaires that were distributed to the respondents for the study 200 were successfully filled and brought back. This represents a response rate of 80%. According to Nachmias (2009) a response rate exceeding 50% was believed to be sufficient for analysis.

#### 4.3 Background Information

This section presents the back-ground characteristics of the respondents in the study showing the gender, age, marital status, level of education were captured.

##### 4.3.1 Gender

The study sought to determine the gender parity among the respondents and the results generated were as follows,

**Table 4.1 Showing Gender of Respondents**

Gender	Frequency	Percent	Total
Male	117	58.5	58.5
Female	83	100.0	100.0
Total	200	100.0	

It was indicated that gender of respondents were male and female. Therefore the findings shows that majority of the respondents were male 117 (58.5%) while the minority were female 83 (41.5%). This indicates that both men and women believe that project meetings have an influence towards the performance of constituencies fund development in Aldai constituency.

### 4.3.2 Showing Age

The age of the respondents can determine the level of awareness concerning influence of project meetings on implementation performance of constituency's development fund sponsored classroom projects.

**Table 4.2 Showing Age of Respondents.**

Age	Frequency	Percent	Total
20-25	41	20.5	26.5
26-30	47	23.5	50.0
31-35	48	24.0	74.0
36-40	32	16.0	90.0
Above 40	20	10.0	100.0
Total	200	100.0	

The results of the findings as shown in table 4.2 above revealed that a majority of the respondents were between 31-35 with the highest frequency of 48 and a percentage of 24, while those above 40 years old got the lowest frequency of 20 and a percentage of 10. This implied that those between 31-35 years were dominant and more willing to share awareness about the influence of project meetings towards the performance of constituencies fund development in Aldai constituency as compared to those above 40 years old.

Those between 20-25 years had a frequency of 41 and a percentage of 20.5, 26-30 years old had a frequency of 47 and a percentage of 23.5, 36-40 years old had a frequency of 32 and a percentage of 16.

### 4.3.3 Marital status

The study also sought the marital status of the respondents as discussed below.

**Table 4.3 showing the marital status**

Marital status	Frequency	Percent	Total
Single	11	5.5	5.5
Married	110	55.0	60.5
Divorced	79	39.5	100.0
Total	200	100.0	

It was shown from the findings that single people were 11(5.5%), married 110(55.0%) and divorced 79 (39.5%). From the findings was indicated that majority of the respondents were married 110 (55.0%) while the minority were single 11(5.5%).This shows that respondents who are married were aware that project meetings have an influence towards the performance of constituencies fund development in Aldai constituency.

#### **4.3.4 Level of Education**

Respondents with different levels of education participated in the study.

**Table 4.4 Showing level of Education.**

Level of Education	Frequency	Percent	Total
Primary	12	6.0	6.0
Secondary	58	29.0	35.0
University	130	65.0	100.0
Total	200	100.0	

It was shown from the findings that the level of education of the respondents who were in primary level was 12 (6.0%), Secondary 58 (29%), university and 130 (65%) From the findings was indicated that majority of the respondents were post secondary 130 (65%) while the minority were primary 12(6.0%).This shows that respondents with different levels of education participated in the study and were aware that project meetings have an influence towards the performance of constituencies fund development in Aldai constituency.

**4.4 The influence of kick off meetings on implementation performance of CDF sponsored classroom projects.**

**Table 4.5 Showing the influence of kick off meetings on implementation performance of CDF sponsored classroom projects.**

Kick off meetings on implementation performance of CDF sponsored classroom projects.	N	Mean	Std. Deviation
Stakeholder involvement participation of interest groups	200	4.0150	1.13632
Support issues identified kills and knowledge for solving emerging problems and offer opportunities	200	4.0900	1.17849
Issues discussed project meetings are viewed as aspects of life that mould behaviour	200	3.9300	1.14528
Maintain quality standards skills and knowledge required to keep pace with changes of globalization	200	3.6250	1.20484
Valid N (listwise)	200		

This indicated the influence of kick off meetings on implementation performance of CDF sponsored classroom projects. Responses were elicited on a 5-point likert scale which was transformed into the continuum scale. The study findings shows that Stakeholder involvement participation of interest groups (M= 4.0150, SD =1.3632). Kick off meetings also allows Support issues identified kills and knowledge for solving emerging problems and offer opportunities (M=4.0900, SD=1.7849). These meetings provides all Issues discussed project meetings are viewed as aspects of life that mould behaviour (M=3.9300, SD=1.14528) and It allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. (M=3.6250, SD=1.20484). Therefore the findings shows that majority of the respondents noted that kick off meetings allows stakeholders to understand milestones, risks, assumptions, and constraints

concerning the project with a mean of 4.0900 while the minority were of the opinion that kick off meetings allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project ( $M=3.6250$ ,  $SD=1.20484$ ). The findings concur with the study done by Lanin (2001), kick off meetings is a process by which individuals gain knowledge, skills and attitudes that are helpful in shaping man's destiny in life. Through the acquired knowledge, abstract theoretical constructs are tested with courage real life challenges, hence the educated always take control of events with courage, Education and project meetings are viewed as aspects of life that mould behaviour of individuals into desired state; impart skills and knowledge for solving emerging problems and offer opportunities for innovation and creativity necessary in addressing future challenges, Zawadi (2004).

#### 4.4.1 Stakeholder involvement and participation of interested groups.

**Table 4.6 Showing Stakeholder involvement and participation of interested groups.**

Stakeholder involvement and participation of interested groups.	Frequency	Percentage	Total
Gives clarity to the objective of the project.	24	12.0	12.0
Helps identify critical and non-critical stakeholders for the project	20	10.0	22.0
This kick-off can act as a key input in the next kick-off with the internal team.	92	46.0	68.0
Members discuss of the project limitations in terms of deliveries.	64	32.0	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

According to the findings on stakeholder involvement and participation of interested groups a majority of the respondents agreed that kick-off meetings can act as a key input in the next kick-off with the internal team with a frequency of 92 and a percentage of 46 while a minority were of the view that kick off project meetings helps to identify critical and non-critical stakeholders for the project with a frequency of 20 and a percentage of 10. A frequency of 64 with a percentage of 32 agreed that members discuss of the project limitations in terms of deliveries in the course of kick off meetings whereas a frequency of 24 with a percentage of 12 were of the view that these meetings give clarity to the objective of the project.

**4.4.2 Members identify support issues as well as knowledge for solving emerging problems and opportunities offers.**

**Table 4.7 Members identify support issues as well as knowledge for solving emerging problems and opportunities offers.**

Members identify support issues as well as knowledge for solving emerging problems and opportunities offers.	Frequency	Percent	Total
Members think about the project through the eyes of the customers	33	16.5	16.5
Everyone writes down what they think will make the project a success (Have the team post up their ideas.)	32	16.0	32.5
The project manager records any risks that were uncovered to be followed up with external teams afterwards.	48	24.0	56.5
Members clear up uncertainties and disagreements to whatever extent they can.	87	43.5	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	



**Table 4.8 Showing Provides all attendees with an opportunity to ask questions and get clarity**

Provides all attendees with an opportunity to ask questions and get clarity	Frequency	Percent	Total
The team walks through the chosen agenda but don't spend time going into a ton of detail about each activity.	38	19.0	19.0
The team establishes common goals and purpose in completing the work.	28	14.0	33.0
The project manager educates the team and develops cohesion to avoid floundering in front of a client.	38	19.0	52.0
The team works together to come up with a solid plan that's going to instill confidence in the client,	96	48.0	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

The findings in relation to how members identify support issues as well as knowledge for solving emerging problems and opportunities offers were realized as follows; a majority believed that during kick off project meetings members clear up uncertainties and disagreements to whatever extent they can with a frequency of 87 and a percentage of 43.5 while a minority with a frequency of 32 and a percentage of 16 believed that everyone writes down what they think will make the project a success (Have the team post up their ideas.). A respondent agreed that members think about the project through the eyes of the customer with a frequency of 33 and a frequency of 16.5The project manager records any risks that were uncovered to be followed up with external teams afterwards.

#### **4.4.3 Provides all attendees with an opportunity to ask questions and get clarity**

The question of whether these meetings provides all attendees with an opportunity to ask questions and get clarity received a response as enumerated below; a majority of the respondents believed that the team works together to come up with a solid plan that's going to instill confidence in the client with a frequency of 96 with a percentage of 48% while a minority were of the opinion that the team establishes common goals and purpose in completing the work with a frequency of 28 and a percentage of 14. A number of the respondents agreed that the team walks through the chosen agenda but don't spend time going into a ton of detail about each activity with a frequency of 38 and a percentage of 19 whereas a frequency of 38 with a percentage of 19 opined that the project manager educates the team and develops cohesion to avoid floundering in front of a client.

**4.4.4 Maintain quality standards skills and knowledge required to keep pace with changes of globalization, assumptions and constraints concerning the project.**

**Table 4.9 Showing Maintain quality standards skills and knowledge required to keep pace with changes of globalization, assumptions and constraints concerning the project.**

Maintain quality standards skills and knowledge required to keep pace with changes of globalization, assumptions and constraints concerning the project.	Frequency	Percent	Total
Background of the project is explained.	32	16.0	16.0
The agenda is tendered and the attendees get to know the topics to be discussed in the meeting.	51	25.5	41.5
The project charter is explained and its contents inclusive of project objectives.	48	24.0	65.5
Expectations are set.	69	34.5	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

The findings on maintenance of quality standards skills and knowledge required to keep pace with changes of globalization, assumptions and constraints concerning the project recorded the following response; a majority of the respondents believed that expectations of the team are set in these meetings with a frequency of 69 and a percentage of 34 while a minority agreed that the background of the project is explained with a frequency of 32 and a percentage of 16. A section of the respondents agreed that the agenda is tendered and the attendees get to know the topics to be discussed in the meeting with a frequency of 51 and a percentage of 25.5 whereas a frequency of 48 and a percentage 24 agreed that the project charter is explained and its contents inclusive of project objectives.

### Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-1.232	.322		-5.564	.000
Stakeholder involvement participation of interest groups	.209	.179	-.325	-1.708	.022
Support issues identified kills and knowledge for solving emerging problems and offer opportunities	.221	.179	.234	1.921	.033
Issues discussed project meetings are viewed as aspects of life that mould behaviour	.834	.243	.681	4.246	.024
Maintain quality standards skills and knowledge required to keep pace with changes of globalization	.745	.234	.552	4.136	.023

#### a. Dependent Variable: implementation performance

From the findings indicated in table 4.7 above it shows a constant of -1.232, Stakeholder involvement participation of interest groups has a significance of .022 and has an effect on implementation performance by .209, Issues discussed project meetings are viewed as aspects of life that mould behaviour .0221 to implementation performance and p value of .033. Maintain quality standards skills and knowledge required to keep pace with changes of globalization has .834 and a significance of .024, contributes .745 and p value of .023. The independent variables have a significance of less than .005 thus reject the hypothesis.

The general form of the equation to predict project meetings.

$$\text{Implementation performance} = -1.232 + .209 \text{ KM} + .221 \text{ RP} + .834 \text{ SPM} + .745 \text{ PMRM}$$

The model explains that a unit increase in a single independent variable increases the dependent variable (implementation performance) other factors held constant, implementation

performance increase by .209 of kick off meetings , regular project status meetings by .221,.834 special project meetings and .745 of Project management review meetings.

**4.5 The influence of regular project status meetings on implementation performance of CDF sponsored classroom projects.**

**Table 4.10 showing the influence of regular project status meetings on implementation performance of CDF sponsored classroom projects.**

Regular project status meetings on implementation performance of CDF sponsored classroom projects.	N	Mean	Std. Deviation
Milestones discussed levels provide timely task updates to the entire team, by giving an avenue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team.	200	4.0150	1.13632
Issues discussed by specialist engineers Project managers track the progress of the project through status updates from team members.	200	3.4650	1.08844
Support identified Project managers build accountability and transparency within the project.	200	3.8550	1.37602
Fundamental phase the team brainstorms solutions in Project status meetings.	200	4.0150	1.16687
Valid N (listwise)	200		

The findings on project managers track the progress of the project through status updates from team members are as follows; a majority of the respondents agreed that the status updates of the budget are examined in these meetings with a frequency of 102 and a percentage of 51 while a minority believed that status update schedules are confirmed with a frequency of 15 and a percentage of 7.5. A section of the respondents believed that task updates are given in these

meetings with a frequency of 16 and a percentage of 8 whereas a frequency of 67 with a percentage of 33.5 affirmed that current or anticipated issues are discussed (changes, risks, resource issues and client satisfaction issues).

From the findings responses were elicited on a 5-point likert scale which was transformed into the continuum scale noted that Status meetings provide timely task updates to the entire team, by giving an avenue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team. (M=4.0150, SD=1.13632), Project managers track the progress of the project through status updates from team members (M=3.4650, SD=1.08844), Project managers build accountability and transparency within the project (M=3.8550, SD=1.37602) and the team brainstorms solutions in Project status meetings. (M=4.0150, =SD= 1.16687).

These results imply by the study done by Draft of the national policy on community development (2010). The degree to regular project status meetings which community CDF Sponsored projects could be sustained depends, among other factors, on the extent to which group members are involved and participate in decision making. Participation involves people taking part in decision making relating to their development and welfare, Draft of the national policy on community development (2010). It added that participation enables people to manage affairs of their communities including controlling institutions that serve them. It permits people to take initiatives; mobilize local resources for use in development; and increase a sense of belonging to the community.

**4.5.1 Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team.**

**Table 4.11 Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team.**

	Frequency	Percent	TOTAL
Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team.			
Facilitation techniques like simultaneous documentation are used to develop ideas very quickly	15	7.5	7.5
A standard ‘status updates form’ is prepared for all task leaders to complete prior to the meeting.	28	14.0	21.5
Discussions stick on the topic.	40	20.0	41.5
Only invite those team members truly necessary for the meeting	117	58.5	100.0
Total	200	100.0	

The findings on whether Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team was recorded as follows; a majority of the respondents with a frequency of 117 and a percentage of 58.5 agreed that only invite those team members truly necessary for the meeting while a minority believed that facilitation techniques like simultaneous documentation are used to develop ideas very quickly with a frequency of 15 and a percentage of

7.5. A section of the respondents agreed that standard ‘status updates form’ is prepared for all task leaders to complete prior to the meeting with a frequency of 28 and a percentage of 14 whereas a frequency of 40 with a percentage of 20 believed that the discussions stick on the topic.

**4.5.2 Project managers track the progress of the project through status updates from team members.**

**Table 4.12 Project managers track the progress of the project through status updates from team members.**

<b>Project managers track the progress of the project through status updates from team members.</b>	<b>Frequency</b>	<b>Percent</b>	<b>Total</b>
Task updates are given.	16	8.0	8.0
Status update schedules are confirmed.	15	7.5	15.5
Status updates of the budget are examined.	102	51.0	66.5
Current or anticipated issues are discussed(changes, risks, resource issues and client satisfaction issues	67	33.5	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

The findings on whether Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team was recorded as follows; a majority of the respondents with a frequency of 117 and a percentage of 58.5 agreed that only invite those team members truly necessary for the meeting while a minority believed that facilitation techniques like simultaneous documentation are used to develop ideas very quickly with a frequency of 15 and a percentage of 7.5. A section of the respondents agreed that standard ‘status updates form’ is prepared for all task



leaders to complete prior to the meeting with a frequency of 28 and a percentage of 14 whereas a frequency of 40 with a percentage of 20 believed that the discussions stick on the topic.

**4.6 The influence of special project meetings on implementation performance of CDF sponsored classroom projects.**

**Table 4.13. Showing the influence of special project meetings on implementation performance of CDF sponsored classroom projects.**

	N	Mean	Std. Deviation
<b>The influence of special project meetings on implementation performance of CDF sponsored classroom projects.</b>			
Access enables project meetings by providing a forum with which to set team goals and brainstorm ways to meet them, considering input from everyone in the meeting, versus just one person.	200	3.8700	1.14440
Areas of concern special project meetings provide an opportunity to share information, updates on financial status, contract negotiations, new client presentations or addressing problems with an account.	200	3.9700	1.44900
Issues emerging too much rainfall Project goals are always discussed, the team leader, explains to the team members how their tasks contribute to the overall goal.	200	3.7050	1.40637
Major resolution identified through these meetings, members participate in the decision-making process through getting clarification about issues.	200	4.1700	1.35287
Valid N (listwise)	200		

From the findings responses were elicited on a 5-point likert scale which was transformed into the continuum scale in relation to the influence of special project meetings on implementation performance of CDF sponsored classroom projects. A number of respondents noted that Special project meetings provides a forum with which to set team goals and brainstorm ways to meet them (M=3.8700, SD=1.14440), Special project meetings provide an opportunity to share information (M=3.7050, SD=1.40637), Project goals are always discussed, the team leader, explains to the team members how their tasks contribute to the overall goal. (M=3.7050, SD=1.40637) and through these meetings, members participate in the decision-making process through getting clarification about issues. (M=4.1700, SD=1.35287). This shows that majority of the respondents agreed that through these meetings, members participate in the decision-making process with a mean of 4.1700 while the minority were of the view that project goals are always discussed, the team leader, explains to the team members how their tasks contribute to the overall goal with a mean of 3.7050. These results imply by the study done by Jean (2002). Running a project initiative heavily depends on special meetings of tasks to accomplish organizational goals. A project intervention is established on the platform of availability of resources invested with the sole purpose of gaining interest; hence resource mobilization is a fundamental requirement for project success (Prusona, 2003).

**4.6.1 Special project meetings provide an opportunity to share areas of concern, information, updates on financial status, contract negotiations, new client presentations or addressing problems.**

**Table: 4.14 Showing special project meetings provide an opportunity to share areas of concern, information, updates on financial status, contract negotiations, new client presentations or addressing problems.**

<b>Special project meetings provide an opportunity to share areas of concern, information, updates on financial status, contract negotiations, new client presentations or addressing problems.</b>	<b>Frequency</b>	<b>Percent</b>	<b>Total</b>
Working roles are assigned to the team.	16	8.0	8.0
Protocols are established as concerns procedures for meetings, decision making and conflicts resolution.	15	7.5	15.5
Members create a help list to identify helpful behaviors and hindering behaviours that could aid and obstruct the team.	50	25.0	40.5
The team focuses on first on priorities, members become aware of the most important tasks	119	59.5	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

The resultant findings on special project meetings provision of an opportunity to share areas of concern, information, updates on financial status, contract negotiations, new client presentations or addressing problems were recorded as follows; most of the respondents at a frequency of 119

and a percentage of 59.5 agreed that team focuses on first on priorities, members become aware of the most important tasks, while the least number with a frequency of 15 and a percentage of 7.5 recorded that protocols are established as concerns procedures for meetings, decision making and conflicts resolution. Some of the respondents opined that working roles are assigned to the team with a frequency of 16 and a percentage of 8, whereas others agreed that members create a help list to identify helpful behaviors and hindering behaviours that could aid and obstruct the team at a frequency of 50 and a percentage of 25.

**4.6.2 Does Project management review meetings have an influence on implementation performance of CDF sponsored classroom projects**

<b>Does Project management review meetings have an influence on implementation performance of CDF sponsored classroom projects</b>	<b>Frequency</b>	<b>Percent</b>	<b>Total</b>
The team gives focus on small steps towards a greater goal.	32	16.0	16.0
Everyone contributes to overcome team inertia.	27	13.5	29.5
Online collaboration tools can be used to help streamline project	22	11.0	40.5
The team leader records new ideas.	119	59.5	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

The results on whether Project management review meetings have an influence on implementation performance of CDF sponsored classroom projects are enumerated as follows; most of the respondents at a frequency of 119 and a consequent percentage of 59.5 agreed that the team leader records new ideas, while the least number of respondents affirmed that online collaboration tools can be used to help streamline the project with a recorded frequency of 22 and 11 in percentage. A number of the respondents confirmed that everyone contributes to overcome team inertia with

a frequency of 27 and a percentage of 13.5, whereas others agreed that the team gives focus on small steps towards a greater goal with a frequency of 32 and a percentage of 16.

**4.6.3 Major resolutions are identified through these meetings; members participate in the decision-making process through getting clarification about issues**

<b>Major resolutions are identified through these meetings; members participate in the decision-making process through getting clarification about issues</b>	<b>Frequency</b>	<b>Percent</b>	<b>Total</b>
The members discuss the due process with supporting facts and have the opportunity to resolve any dispute.	24	12.0	12.0
The meeting offers an opportunity to develop a mutually agreeable solution.	20	10.0	22.0
Going in unprepared reduces the chance of a good agreement.	92	46.0	68.0
There is no guarantee that an agreement will be reached.	64	32.0	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	

The results in relation to the fact that major resolutions are identified through these meetings; members participate in the decision-making process through getting clarification about issues were recorded as follows; a majority of the respondents at a frequency of 92 and percentage of 46 agreed that going in unprepared reduces the chance of a good agreement, while the least number of respondents recorded that the meeting offers an opportunity to develop a mutually agreeable solution at a frequency of 20 and a consequent percentage of 10. A section affirmed that the

members discuss the due process with supporting facts and have the opportunity to resolve any dispute, whereas a frequency of 64 with a record of 32 in percentage agreed that there is no guarantee that an agreement will be reached.

#### **4.7 The influence of Project management review meetings on implementation performance of CDF sponsored classroom projects.**

**Table 4.15 Showing the Project management review meetings on implementation performance of CDF sponsored classroom projects.**

<b>Influence of Project management review meetings on implementation performance of CDF sponsored classroom projects</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Cost identified It increases understanding and recognition in relation to the progress in the project.	200	4.0350	1.08613
Time It helps to get the resources needed from other functional groups.	200	3.8750	1.97165
Performance works It is the meeting which helps ferret out any misunderstandings between members and stakeholders.	200	3.4050	1.16954
Scheduled It refreshes the commitment of stakeholders towards the vision of projects.	200	3.3800	1.35082
Valid N (listwise)	200		

It was shown that project management review meetings increases understanding and recognition in relation to the progress in the project (M=4.0350, SD=1.08613), It helps to get the resources needed from other functional groups. It is the meeting which helps ferret out any misunderstandings between members and stakeholders (M=3.4050, SD=1.16954) It refreshes the commitment of stakeholders towards the vision of projects (M=3.3800 SD=1.35082). Therefore findings shows that majority of the respondents agreed that project management review meetings increases understanding and recognition in relation to the progress in the project with a mean of 3.0466. From the findings it was agreed by the study done by Richard Cardwell (2008). Project management review meetings leads to fostering commitment of the community members to embrace ownership and sustainability of the community based development projects by assessing suitability of local resources in conducting community activities; while at the same time seek external supplements. Sustainability of rural development projects must include the promotion of indigenous knowledge systems and practices, rural resource management and enhancement, and the use of natural resources in production systems, Richard Cardwell (2008).



## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Findings.

This study was concerned with the variables on determining the influence of project meetings on implementation of constituencies' development fund sponsored classroom projects in Aldai Constituency, Kenya.

#### 5.2.1 Gender of Respondents

It was indicated that gender of respondents were male and female. Therefore the findings shows that majority of the respondents were male 117 (58.5%) while the minority were female 83 (41.5%). This indicates that both men and women believe that project meetings have an influence towards the performance of constituencies fund development in Aldai constituency.

#### 5.2.2 Showing Age

It was indicated from the findings that age of respondents were below 20 years 12 (6.0%), 20-25 41 (20.5%), 26-30 47 (23.5%), 31-35 48 (24%), 36-40 32 (16%) and above 40 years . It was indicated that from the findings majority of the respondents were aged between 31-35 years 48 (24%) while the minority were below 20 years 12 (6.0%) were aware that project meetings have an influence towards the performance of constituencies fund development in Aldai constituency.

#### 5.2.3 Level of Education

It was shown from the findings that the level of education of the respondents who were in primary level was 12 (6.0%), Secondary 58 (29%), university and 130 (65%) From the findings was indicated that majority of the respondents were post secondary 130 (65%) while the minority were primary 12(6.0%). This shows that respondents with different levels of education participated in the study and were aware that project meetings have an influence towards the performance of constituencies fund development in Aldai constituency.

#### **5.2.4. The influence of kick off meetings on implementation performance of CDF sponsored classroom projects.**

This indicated the influence of kick off meetings on implementation performance of CDF sponsored classroom projects. Responses were elicited on a 5-point likert scale which was transformed into the continuum scale. The study findings shows that kick off meetings helps the team members to get to know each other (M= 4.0150, SD =1.3632). Kick off meetings also allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. (M=4.0900, SD=1.7849). These meetings provides all attendees with an opportunity to ask questions and get clarity Client (M=3.9300, SD=1.14528) and It allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. (M=3.6250, SD=1.20484). Therefore the findings shows that majority of the respondents noted that kick off meetings allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project with a mean of 4.0900 while the minority were of the opinion that kick off meetings allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project (M=3.6250, SD=1.20484).

#### **5.2.5. The influence of regular project status meetings on implementation performance of CDF sponsored classroom projects.**

From the findings responses were elicited on a 5-point likert scale which was transformed into the continuum scale noted that Status meetings provide timely task updates to the entire team, by giving an avenue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team. (M=4.0150, SD=1.13632), Project managers track the progress of the project through status updates from team members (M=3.4650, SD=1.08844), Project managers build accountability and transparency within the project (M=3.8550, SD=1.37602) and the team brainstorms solutions in Project status meetings. (M=4.0150, =SD= 1.16687)

#### **5.2.6. The influence of special project meetings on implementation performance of CDF sponsored classroom projects.**

From the findings responses were elicited on a 5-point likert scale which was transformed into the continuum scale in relation to the influence of special project meetings on implementation performance of CDF sponsored classroom projects. A number of respondents noted that Special

project meetings provides a forum with which to set team goals and brainstorm ways to meet them (M=3.8700, SD=1.14440), Special project meetings provide an opportunity to share information (M=3.7050, SD=1.40637), Project goals are always discussed, the team leader, explains to the team members how their tasks contribute to the overall goal. (M=3.7050, SD=1.40637) and through these meetings, members participate in the decision-making process through getting clarification about issues. (M=4.1700, SD=1.35287). This shows that majority of the respondents agreed that through these meetings, members participate in the decision-making process with a mean of 4.1700 while the minority were of the view that project goals are always discussed, the team leader, explains to the team members how their tasks contribute to the overall goal with a mean of 3.7050.

### **5.2.7 The influence of Project management review meetings on implementation performance of CDF sponsored classroom projects.**

It was shown that project management review meetings increases understanding and recognition in relation to the progress in the project (M=4.0350, SD=1.08613), It helps to get the resources needed from other functional groups It is the meeting which helps ferret out any misunderstandings between members and stakeholders (M=3.4050, SD=1.16954) It refreshes the commitment of stakeholders towards the vision of projects (M=3.3800 SD=1.35082) Therefore findings shows that majority of the respondents agreed that project management review meetings increases understanding and recognition in relation to the progress in the project with a mean of 3.0466.

### **5.3 Challenges faced in implementation of project meetings**

In a poll recently conducted by us in a recognized project management forum, the majority of the project managers acknowledged that unclear requirements are, without a doubt, a top challenge for their projects. Starting with vague requirements is like heading off on a journey without knowing your destination. You are dealing with the unknown. The common practice amongst us is that we just bow to pressure from senior management. We accept the ambiguous requirement specifications and proceed with our estimations. Eventually, those projects get delayed, costs are at least doubled, and the client's quality expectations are not met. (Doraiswamy Premanand & Premi Shiv, 2012)

According to Nothing is more challenging for a project manager than a situation where, after successful project go-live, users complain that there is a requirement gap in the final product. Missing a requirement causes bad press for the project and project manager, and can damage the reputation of the organization. In addition, there is an extra cost to fix, or the requirement to include in the next release, due to the rework around coding and testing. Based on the criticality of the missed requirement, there could be a significant loss to the organization in terms of business benefits. (Doraiswamy et al, 2012)

In an average complex project, the number of deliverables/documents created should range from 50-100. It is a mammoth challenge to get all these deliverables organized, shared with reviewers, reworked based on review comments, approved by clients, and base lined in the document repository. If you have experience working in a matrix project organization, then you will be aware that it is far more complex. The resources allocated to you might be shared, have different line managers, have their own priorities, or not be fully allocated to you. (Doraiswamy et al, 2012)

Scope creep is one of the top five reasons why a project can fail. To define scope creep, let us consider a construction company which is building a house for a client, with a well-drafted plan. During the client's visits to the house, new items keep getting added to the plan, for example, building a wardrobe, an extra sink, more power outlets than planned initially, etc. The engineer implements the changes without documenting them on the plan and, once the house is built, there are several issues faced by the construction company:

It is important for a project manager to track project issues, risks, assumptions and dependencies. Sometimes it is very challenging for a project manager to keep them up to date, as well as log them in the appropriate place. It is a very common problem to have the project issues and risks logged/reported interchangeably. As they are reported at a senior management level, it generally gets escalated, and if senior management find them wrong, it would not be well received.

Unavailability of the project environment is always a common challenge in terms of its impact on the delivery timescales. For a project development, test and pre-production environments are to be available during the development, testing and user acceptance testing phases. The basic assumption of the project planning would be the availability of the environments. If the environment is not available, then there is no way that the particular impact phase could carry on.

#### **5.4. Conclusion**

The findings aforementioned indicated that kick off meetings helps the team members to get to know each other as well as allowing the stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. These meetings provide all attendees with an opportunity to ask questions and get clarity and allows stakeholders to understand milestones, risks, assumptions, and constraints concerning the project. Status meetings provide timely task updates to the entire team, by giving an avenue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team, Project managers track the progress of the project through status updates from team members, Project managers build accountability and transparency within the project and the team brainstorms solutions in Project status meetings. Special project meetings provides a forum with which to set team goals and brainstorm ways to meet them; it also provides an opportunity to share information. Project goals are always discussed, the team leader, explains to the team members how their tasks contribute to the overall goal. Through special project meetings, members participate in the decision-making process through getting clarification about issues. Project management review meetings increases understanding and recognition in relation to the progress in the project; It helps to get the resources needed from other functional groups; It is the meeting which helps ferret out any misunderstandings between members and stakeholders and also refreshes the commitment of stakeholders towards the vision of project. . (Doraiswamy et al, 2012)

#### **5.5. Recommendations**

Before implementing your project, you should have a support plan in place, and have gained approval from your senior IT management, business, IT and application support teams.

Once the project goes live, it will be in warranty support – ideally for four weeks. It is logical that immediately after the project go-live, users new to the system will raise a substantial number of queries and issues, and report numerous incidents. The project team will be best qualified to support the application during the initial weeks of go-live.

Without a doubt, a properly chosen and strictly followed methodology for managing a project is the guarantee that the project will be accomplished on time, under budget and as per specification. Project management methodology (PMM) should be followed to avoid failure, and to reduce risks. It is one of the critical success factors, as well as the core competency of the management staff. A

suitable PMM is the direct way to guide the project team through developing and implementing activities and tasks in well-defined phases of the project implementation life cycle.

Defining the roles and responsibilities of the project is critical for each member to understand their roles and work duties. The roles and responsibilities should expand to the internal and external stakeholders of the project (possibly at a high level). Defining the roles and responsibilities of team members will assist the project manager in bringing onboard the appropriate resource for that role, by evaluating their skill set and finding the right match.

The infrastructure requirements for your project are very critical and should be managed as a sub-project. You should have a critical inbound dependency on the delivery of your project infrastructure to the project's appropriate phases. For example, the development environment should be ready and handed over to you in order for your team to start the development work on your project. Similarly, the testing, pre-production and production environments are to be ready for functional test, performance test and go-live.

It is very important to have project go/no-go meetings prior to project go-live. The usual participants of this meeting are business stakeholders, the project manager, test manager, service introduction lead, application maintenance team, project control board and the PMO team. The meeting's agenda would include the project manager sharing the results of testing (both functional and performance) and a go-around the table for acceptance for go-live. Several parameters will be considered prior to acceptance. Overloading of resources is one of the potential challenges that impacts project delivery. It is where a resource is assigned more work than they have the capacity to complete. For example, a resource works an eight-hour day and is assigned two tasks, each worth eight hours of effort, and scheduled to occur on the same day, as shown below.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

#### PROJECT MEMBERS QUESTIONNAIRE

This questionnaire is prepared to seek information in the study focusing on factors influencing implementation of CDF sponsored projects in Aldai Constituency F.Y2017/18. It has two sections, A and B, with section A, soliciting for information about the demographic features and section B, seeking data on the major study variables.

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Sex

Male	Female

Age

Below 20	20-25	26-30	31-35

Marital status

Single	Married	Divorced	Other(specify

Indicate your level of education

Primary	Secondary	Post-secondary	Other (Specify)

**SECTION B: SPECIFIC OBJECTIVES**

**2.1 To what extent is the influence of kick off meetings on implementation performance of CDF sponsored classroom projects?**

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

	1	2	3	4	5
There is stakeholder involvement and participation of interested groups.					
Members identify support issues as well as knowledge for solving emerging problems and opportunities offers					
Provides all attendees with an opportunity to ask questions and get clarity.					
Maintain quality standards skills and knowledge required to keep pace with changes of globalization, assumptions and constraints concerning the project.					

**2.1.2 There is stakeholder involvement and participation of interested groups.**

	1	2	3	4	5
Gives clarity to the objective of the project.					
Helps identify critical and non-critical stakeholders for the project					
This kick-off can act as a key input in the next kick-off with the internal team.					
Members discuss of the project limitations in terms of deliveries.					

**2.1.3 Members identify support issues as well as knowledge for solving emerging problems and opportunities offers**

	1	2	3	4	5
Members think about the project through the eyes of the customers					
Everyone writes down what they think will make the project a success (Have the team post up their ideas.)					
The project manager records any risks that were uncovered to be followed up with external teams afterwards.					
Members clear up uncertainties and disagreements to whatever extent they can.					

**2.1.4 Provides all attendees with an opportunity to ask questions and get clarity.**

	1	2	3	4	5
The team walks through the chosen agenda but don't spend time going into a ton of detail about each activity.					
The team establishes common goals and purpose in completing the work.					
The project manager educates the team and develops cohesion to avoid floundering in front of a client.					
The team works together to come up with a solid plan that's going to instill confidence in the client,					

**2.1.5 Maintain quality standards skills and knowledge required to keep pace with changes of globalization, assumptions and constraints concerning the project.**

	1	2	3	4	5
Background of the project is explained.					
The agenda is tendered and the attendees get to know the topics to be discussed in the meeting.					
The project charter is explained and its contents inclusive of project objectives.					
Expectations are set.					

**3.1 Is there an influence of regular project status meetings on implementation performance of CDF sponsored classroom projects?**

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

	1	2	3	4	5
Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team.					
Project managers track the progress of the project through status updates from team members.					
Project managers build accountability and transparency within the project.					
The team brainstorms solutions in Project status meetings.					

**3.1.1 Status meetings provide timely task updates to the entire team, by giving a venue for recognizing milestone achievements, sharing information, and bringing problems/issues to the team.**

	1	2	3	4	5
Facilitation techniques like simultaneous documentation are used to develop ideas very quickly					
A standard 'status updates form' is prepared for all task leaders to complete prior to the meeting.					
Discussions stick on the topic.					
Only invite those team members truly necessary for the meeting					

**3.1.2 Project managers track the progress of the project through status updates from team members.**

	1	2	3	4	5
Task updates are given.					
Status update schedules are confirmed.					
Status updates of the budget are examined.					
Current or anticipated issues are discussed(changes, risks, resource issues and client satisfaction issues					

### 3.1.3 Project managers build accountability and transparency within the project.

	1	2	3	4	5
Enhancing teamwork through effective communication makes it easy to identify and fix problems					
Sharing budgetary information with the team allows them to plan daily work and gauge for project under budget.					
Project managers should exercise openness with the team by sharing challenges or any issues they may have with their colleagues.					
The manager should explain any intended changes to the team members and the reasons for them.					

### 3.1.4 The team brainstorms solutions in Project status meetings.

	1	2	3	4	5
Project status meetings are effectively used to review the project status which is collected from team members.					
Project managers leverage the collective wisdom of the group in solving problems.					
Members give real information in the meeting as well as work together towards getting resolutions.					
The team assesses the level of information required by the project owner, by customers, stakeholders, etc.					



**4.1. Does special project meetings have an influence on implementation performance of CDF sponsored classroom projects?**

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

	1	2	3	4	5
This forum helps the team to set team goals and brainstorm ways to meet them, considering input from everyone in the meeting, versus just one person					
Special project meetings provide an opportunity to share areas of concern, information, updates on financial status, contract negotiations, new client presentations or addressing problems.					
Members discuss on emerging issues and risks the team leader allows the team members to give ideas of the way forward to reach the project goals					
Major resolutions are identified through these meetings, members participate in the decision-making process through getting clarification about issues.					

**4.1.1 This forum helps the team to set team goals and brainstorm ways to meet them, considering input from everyone in the meeting, versus just one person**

	1	2	3	4	5
The team leader shares the topic with the team, and team members individually write down their ideas.					
It also gives everyone more time to think over their ideas for your introverted participants.					
This brainstorming technique works best for teams to be greatly influenced by the first ideas presented during a meeting.					
The team is put in new shoes which gives them a different perspective					

**4.1.2 Special project meetings provide an opportunity to share areas of concern, information, updates on financial status, contract negotiations, new client presentations or addressing problems.**

	1	2	3	4	5
Working roles are assigned to the team.					
Protocols are established as concerns procedures for meetings, decision making and conflicts resolution.					
Members create a help list to identify helpful behaviors and hindering behaviours that could aid and obstruct the team.					
The team focuses on first on priorities, members become aware of the most important tasks					

**4.1.3 Members discuss on emerging issues and risks the team leader allows the team members to give ideas of the way forward to reach the project goals.**

	1	2	3	4	5
The team gives focus on small steps towards a greater goal.					
Everyone contributes to overcome team inertia.					
Online collaboration tools can be used to help streamline project					
The team leader records new ideas.					

**4.1.4 Major resolutions are identified through these meetings; members participate in the decision-making process through getting clarification about issues.**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The members discuss the due process with supporting facts and have the opportunity to resolve any dispute.					
The meeting offers an opportunity to develop a mutually agreeable solution.					
Going in unprepared reduces the chance of a good agreement.					
There is no guarantee that an agreement will be reached.					

**5.1 Does Project management review meetings have an influence on implementation performance of CDF sponsored classroom projects?**

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The team gets an increase in understanding and recognition in relation to the progress in the project.					
The resources needed from other functional groups are reviewed.					
The meeting which helps ferret out any misunderstandings between members and stakeholders thus improves performance.					
It refreshes the commitment of stakeholders towards the vision of projects.					

## APPENDIX II: INTRODUCTORY LETTER FROM UNIVERSITY OF NAIROBI



UNIVERSITY OF NAIROBI  
ODEL CAMPUS  
SCHOOL OF OPEN AND DISTANCE LEARNING  
ELDORET LEARNING CENTRE

P.O. Box 594 - 30100  
ELDORET  
KENYA

Telephone: +254-773215904  
Our Ref: Uon/Odel/Eld/2/5/(40)

05<sup>th</sup> July, 2019


TO WHOM IT MAY CONCERN

REF: JEPCHUMBA SHARON - L50/10586/2018

The above named person is a bonafide student at the University of Nairobi, ODeL Campus, School of Open and Distance Learning, Department of Open Learning, Eldoret Learning Centre, pursuing Postgraduate Studies leading to the award of Master of Arts in Project Planning Management (MAPPM). She has completed her course work and now working on her Project Paper entitled "Influence of Project Meetings on Implementation Performance of Constituency Development Fund (CDF) Sponsored Classroom Projects: A Case of Aldai Constituency – F-Y 2017/2018".

Any assistance accorded to her will be appreciated.

Yours faithfully.

  
**Sakaja Yona M.,  
Centre Coordinator,  
Eldoret Learning Centre.**

Page 1 of 1.

### APPENDIX III: RESEARCH PERMIT

#### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT

Serial No.A 21319

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:  
**MS. SHARON JEPCHUMBA**  
of UNIVERSITY OF NAIROBI, 594-30100  
ELDORET, HAS BEEN PERMITTED TO  
CONDUCT RESEARCH IN NANDI COUNTY

on the topic: **INFLUENCE OF PROJECT  
MEETINGS ON IMPLEMENTATION  
PERFORMANCE OF CONSTITUENCIES  
DEVELOPMENT FUND SPONSORED  
CLASSROOM PROJECTS. A CASE OF  
ALDAI CONSTITUENCY FINANCIAL FY  
YEAR 2017/18**

for the period ending:  
26th July, 2019

.....  
Applicant's  
Signature

Permit No : NACOSTI/P/19/70150/24925  
Date of Issue : 18th June 2019  
Fee Received : Kshs 1000



.....  
Director General  
National Commission for Science,  
Technology & Innovation



APPENDIX IV: PUBLICATION CERTIFICATE



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implementation performance of CDF  
sponsored classroom projects in Aldai  
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INFLUENCE OF PROJECT MEETINGS ON IMPLEMENTATION PERFORMANCE OF CONSTITUENCIES DEVELOPMENT FUND SPONSORED CLASSROOM PROJECTS. A CASE OF ALDAI CONSTITUENCY FINANCIAL FY YEAR 2017/18

ORIGINALITY REPORT

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