

FACTORS INFLUENCING COMPLETION OF CONSTITUENCY DEVELOPMENT FUND CONSTRUCTION PROJECTS IN PUBLIC SECONDARY SCHOOLS IN EMBU NORTH SUB-COUNTY, EMBU COUNTY

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©2017

**International Academic Journal of Information Sciences and Project Management
(IAJISPM) | ISSN 2519-7711**

Received: 18th November 2017

Accepted: 21st November 2017

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajispm_v2_i2_124_134.pdf

Citation: Nyaga, M. N. & Ndiritu, A. (2017). Factors influencing completion of constituency development fund construction projects in public secondary schools in Embu North Sub-county, Embu County. *International Academic Journal of Information Sciences and Project Management*, 2(2), 124-134

ABSTRACT

The issue of incomplete projects is a source of great concern for the government and other stakeholders. To reduce the increasing number of incomplete secondary school projects, the government introduced the Constituency Development Fund (CDF). However, there are many projects that are yet to be completed such as school buildings, schools without necessary instructional materials and infrastructure, school laboratories with little or no equipment, and so on. Secondary schools have been receiving funding meant to establish or improve existing facilities such as classes, dormitories, laboratories, libraries, especially since the previous Government took over in 2007 which invested about 26 billion on economic stimulus program where school's infrastructure was the main beneficiary. The study was guided by the following objectives; to determine how availability of funds influence completion of construction projects in secondary schools in Embu North; to determine how Top management support influence completion of construction projects in secondary schools in Embu North; to establish the influence of stakeholders involvement on completion of construction projects in secondary schools in

Embu North and to examine the influence of contractors capacity on completion of construction projects in secondary schools in Embu North. The study adopted descriptive survey method which has an attempt to collect data from members of the target population in order to determine the current status of that population in respect to the variables. The study targeted 98 respondents, since the total population is small the researcher did not sample hence used census that is capturing the entire population of the respondents. The study used 98 respondents as the sample size. Primary data was collected through questionnaires. Data was collected from the BOM members and school principals using a questionnaire which has closed ended questions which had 5 point Likert scale rating for easy coding, and, open ended questions for independent opinions from respondents. Coded broad sheets were used extracting data from the returned questionnaires. The researcher analyzed the data Statistical Package for Social Sciences (SPSS).

Key Words: *completion, constituency development fund, construction projects, public secondary schools, Embu North Sub-county, Embu County*

INTRODUCTION

As indicated by Sullivan and Mayer (2010), a project is a selective endeavor with a start and an end, embraced by people to meet set up goals with characterized confinements of time, assets, and quality. Universally, various examinations have been refined that investigate the fulfillment rates of projects in developments divisions. These investigations demonstrate that significant issues exist in an expansive cross-area of divisions, as pointed out by Calleam Consulting Ltd

(2014). Concentrates done on schools' projects in some created nations, for example, USA, UK and Australia unwind different difficulties looked by school principals in administration of activities, Kalinova, (2007). For example, they encounter project particular issues identified with execution, budgetary assets, group relations and task administration. In Virginia USA, nearby school divisions and school sheets are in charge of building up the instructive and structural program details and also deciding the number and kind of classroom spaces required for a school development project (Virginia Department of Education, 2010).

In Africa, project disappointments create a cycle of rising desires and unfulfilled guarantees. A great deal of time, exertion and assets are put to try more development. This demonstrates the need to relook at projects execution with a perspective of distinguishing the correct achievement measures for suitable application. Amponsah (2012) noticed that the issue of undertaking disappointment lies with the customary approach that moves the project groups' concentration far from the final product toward creating suggestions, new advances, and incomplete arrangements. In Malawi, a critical number of the instructive projects regulated under the ESSP have been tormented by delays, and other task administration and conveyance issues. The moderation measures set up to anticipate poor undertaking execution don't appear to have the coveted impact (Chirwa, Samwinga and Chakantu 2011). Igunnu et al. (2005) noticed that broken task administration and execution are wherever round the world; uncompleted government structures because of absence of assets, new schools without work areas or educator, clinics and wellbeing focuses without drugs, proliferate (Mulkeen, 2010).

In Kenya, genuine difficulties have confronted the usage of the FPE arrangement, (World Bank, 2009), particularly about infrastructural improvement. They incorporate congested classrooms, constrained physical offices and lack of qualified educators (KENPRO 2010). The Kenya government infrastructural approach is adapted to accomplish Universal Primary Education (UPE) needs to have infrastructural improvements in the more extensive worldwide setting. MOE (2012) Education Sector Report, 2013/14-2015/16 MTEF period, noticed that the segment need ranges of consumption will incorporate development and change of framework in learning organizations at all levels. This means that how infrastructural projects are vital in the instruction part. Many tasks flop because of fumble and absence of coordination among different partners, particularly in secondary schools. In Kenya training projects like research facilities development, the Kenya school hardware conspire, classroom development, data correspondence innovation, eating lobbies development, water supply, among different activities have either been executed in the midst of challenges or more awful never went past printed material advance. Their inability to be finished in a matter of seconds earlier or after execution, says a lot of project wickedness that however generally discussed, have not been archived. Accomplishment in project finish along these lines will depend chiefly on great administration and association and close arrangement between projects specific prerequisites and offices gave at the nearby level (Ndagi, 2013).

Kenya Vision 2030 is the country's new advancement diagram for 2008 to 2030 which goes for making Kenya a recently industrializing, center pay nation giving excellent life to every one of its nationals by the year 2030 (NESC, 2007). The significant changes and advancements in the training area incorporate; execution of Free Primary Education (FPE) and Free Day Secondary Education (FDSE), these have quickened enlistment of understudies in both essential and secondary schools in the nation (Republic of Kenya, 2012). The Task constrain on re-arrangement of training in Kenya, while enrolment rates at essential and secondary levels have expanded, learning accomplishments are declining a result of absence of offices and quality confirmation measures are not sufficiently complete, consequently educators and school administration by and large are not held into represent the declining instructive accomplishments in the nation.

Nyaguthii and Oyugi (2013) uncover that usage of CDF extends beforehand demonstrate a jumble between the nearby idea of school capital consumption choices and financing for the operations and support of such undertakings with neighborhood benefits. Additionally, given the optional idea of capital spending and the natural esteem joined to political imagery in propelling CDF projects, particularly in secondary schools, all the more frequently, new undertakings are attempted, while the current ones are either left to decay or are deficiently financed. Mugo (2013) noticed that numerous Secondary schools in Kenya have been accepting subsidizing intended to set up or enhance existing offices, for example, classes, quarters, research facilities, libraries, since Former president Mwai Kibaki Government assumed control in 2003. It was likewise settled that most contributors don't survey and assess projects that they had financed and don't give any suggestions and this influenced the usage of activities (Mugo, 2013). In Embu North sub-area, various school projects and other task financed by CDF did not emerge. Kimathi (2013) noticed that some are phantom undertakings. In Embu North sub-area he noticed that BOM confronted many difficulties while overseeing CDF school projects. School projects confront various difficulties in administration and finishing of undertakings, for example, lacking task subsidizing, poor budgetary administration abilities by the BOM and poor standard workmanship (DEO's report, 2012). This investigation gathers in Embu North Sub County, which as demonstrated prior has various uncompleted activities in optional schools.

STATEMENT OF THE PROBLEM

The concept of delays in projects completion is a global phenomenon. A study by United Nations Commission for Trade and Development (UNCTAD), in 2001, on African construction problems and their implications for New Partnership for Africa's Development (NEPAD) identified costly project delays as a major problem and identifies poor project time, management skills, quality and cost performance and other issues. This calls for a need to address unpredictability of projects completion in terms of cost, delivery time, management skills, involvement of stakeholders, and quality expected. In Kenya, there are optional school extends that have fizzled, many slowed down or totally bombed, particularly those started by CDF. As indicated by KESSP

(2005-2010), there are various cases of flawed projects in numerous open optional schools in Kenya. From 2003 - 2011 the kitty got a sum of 233 million yet under 10 projects have been effectively finished. In Embu County different CDF projects have not been finished or have slowed down for a considerable length of time. In Embu North sub-area, in 2011, around 46.8% of the tasks were finished, in F/Y 2012-2013 just around 25% were finished, (CDF information Embu province 2014). Open Secondary schools have been accepting CDF financing intended to set up or enhance existing offices, for example, classes, quarters, research facilities and libraries. However, a few tasks neglected to begin or have slowed down from past administration or even before initiation. Accordingly, a few offices remain unutilized due to non-consummation and if this proceeds with then Kenya's vision 2030 won't be figured it out. It is in this point of view that this examination tries to research the variables affecting consummation of CDF development extends out in the open secondary schools in Embu North Sub County.

GENERAL OBJECTIVE

The purpose of the study was to establish the factors influencing completion of CDF construction projects in public secondary schools in Embu North, Embu County in Kenya.

SPECIFIC OBJECTIVES

1. To determine how adequacy of funds influence completion of CDF construction projects in public secondary schools in Embu North Sub County.
2. To determine how management support influence completion of CDF construction projects in public secondary schools in Embu North Sub County.
3. To establish the influence of stakeholder's involvement on completion of CDF construction projects in public secondary schools in Embu North Sub County.
4. To examine the influence of contractor's capacity on completion of CDF construction projects in public secondary schools in Embu North Sub County.

THEORETICAL FRAMEWORK

Stakeholder Theory

The partner idea has been shown as a capable instrument of understanding the association condition. As indicated by Freeman (2010) the principle explanation behind partner hypothesis is to help supervisors to comprehend partners and oversee them deliberately. It is additionally vital for administration to know how to deal with partners since the reasonable and only treatment of partners is proportionate to the association's long haul survival (Jawahar & McLaughlin, 2001).

Partners incorporate clients, project supervisors, architects, financing associations, clients, workers, nearby groups, subcontractors and proprietors (Newcombe, 2003). Because of hearty development administration hypothetical learning has created as far as how to recognize and handle partner premium and connections. partner administration begins with distinguishing the

key partner; recognizing the vital part of partner groupings which thus decides the sorts of systems to be actualized. In addition it has been noticed that partner can be arranged by direness, power and authenticity (Newcombe, 2003).

Resource Dependence Theory

As indicated by Hill et al (2009) asset reliance theory expresses that power accumulates to those responsible for assets required by the association, henceforth making power differentials among gatherings and it affirms that the ownership of asset control makes partners noteworthy to a firm. Asset Dependent hypothesis is intrigued with how hierarchical conduct has a tendency to be affected by the outside assets which the association uses, for example, crude materials (Davis and Cobb, 2010). The hypothesis is supported by the possibility that assets are critical to authoritative achievement and that entrance and control over assets is a reason for control. The partners responsible for assets incorporate the principals, BOM's and PTA's activity their energy to control assets went for fulfillment of tasks. This suggests techniques for legitimate control of assets is basic in adding to fulfillment of projects in secondary schools.

RESEARCH METHODOLOGY

Research Design

The study adopted descriptive survey method which has an attempt to collect data from members of the target population to determine the current status of that population in respect to the variables. The purpose of descriptive research is to determine and report the way things are, and produce statistical information about aspects of project completion that interest policy makers and educators.

Target Population

According to Oso and Onen (2005) target population is the total number of the subjects of interest to the researcher. There are 131 secondary schools in Embu County, the study targeted 24 secondary schools in Embu County and the target respondents were head teachers, BOM chairpersons, PTA Chair persons, Accountants, sub county directors of Education and Sub county public works officers. The target population for this study consisted of 98 respondents.

Sample Size and Sampling Procedures

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study Kothari (2004). A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 2010). The sample is selected in such a way as to ensure that certain sub-groups in the population are represented in the sample proportion. Since the total population was small the researcher did not sample hence used census, which is

capturing the entire population of the respondents. The study used 98 respondents as the sample size.

Data Collection Instruments

Primary data was collected through questionnaires. Data was collected from the BOM members and school principals using a questionnaire, which had closed ended questions, which had 5-point Likert scale rating for easy coding, and, open ended questions for independent opinions from respondents. The questionnaire was formulated in a manner that it addressed each objective under study; they were administered by research assistants to the respondents within the specified strata. The respondents were given 1 week prior to collection of questionnaires to adequately respond to the questions.

Data Analysis Techniques

The descriptive survey method was used, where 98 well-structured questionnaires were distributed among the principal actors in the construction projects industry. Frequency and percentages was used for the descriptive data. Coded broad sheets were thereafter used for extracting data from the returned questionnaires. The researcher analyzed the data using SPSS having carefully completed the variable view and imputed the extracted data appropriately on the data view.

RESEARCH FINDINGS

Adequacy of Funds and completion of CDF Construction Projects

The first objective was to determine how adequacy of funds influences completion of CDF construction projects in public secondary schools in Embu North. The researcher sought to establish the main source of finance to fund school construction project of your School of the respondents as she embarked on the study. Based on the findings 55% of the respondents agreed that the main source of funds for school construction projects come from CDF, and 16% strongly agreed, only 8% disagreed. On whether Periodicity of disbursement of funds was a major challenge to project completion, 51% strongly agreed, with 25% also agreeing that it was a challenge to project completion. Methods of payment was indicated as not influencing projects completion with majority 48% disagreeing. This goes in line with Ombaka (2009) states that money related administration decides the way the school is overseen and regardless of whether the school will meet its targets. The head educator is in charge of planning, bookkeeping and examining elements of monetary administration. There are school improvement extends that are started with practically zero discussion between school heads and school group.

Top Management Support and Completion of CDF Construction Project

The second objective of the study was to determine how management support influence completion of CDF construction projects in public secondary schools in Embu North The researcher sought to establish the whether the participants had taken any training in the field of projects the results Based on the findings 55.3% of the respondents said that they had undertaken training in the field of project management while the remaining 44.75% said they had not undertaken any training. Based on the findings 37.6% of the respondents strongly agreed leadership skills of the school principal is very crucial for completion of projects, 30.6% of the respondents agreed that the leadership skills were important, 21.2% neither agreed or disagreed on the matter while the remaining 10.6% strongly disagreed . The majority strongly agreed that the leadership skills were crucial.

According to the table above 32.9% of the respondents strongly agreed that communicating details of project to stake holders ensures completion of projects, 40% of the respondents agreed, 11.8% neither agreed nor disagreed while the remaining 15.3% of the respondent strongly disagreed. The majority agreed that communicating details to stakeholders was essential in completion of projects From the table above the response on whether hiring qualified staff influences completion of projects the response was as follows 35.3% strongly agreed, 31.8% agreed while 25.9 neither agreed or disagreed while the remaining 7% strongly disagreed. Most of the respondents strongly agreed that hiring qualified staff influenced completion of the projects From the above study staff motivation is essential for project completion 49.4% of the respondents strongly agreed that staff motivation was essential, 35% agreed it was important, 21.2 % neither agreed or disagreed while the remaining 5.9% strongly disagreed. Kaliba et. al. (2009) said that temporary workers, specialists, and customers ought to guarantee that they have the correct faculty with proper capabilities to deal with their projects productively. It is better if development administrator have involvement and capabilities in projector development administration. Keeping in mind the end goal to accomplish this it is fundamental that the project administrator and his group have and show proper initiative and capability aptitudes. Worker initiative is perceived as a model that could add to beating a significant number of the authority challenges looked by authoritative pioneers. An undertaking's prosperity is, to a limited extent, dependent upon viably dealing with the limitations of time, expenses, and execution desires.

Stakeholders Involvement and Completion of CDF Construction Project

The third objective of the study sought to establish the influence of stakeholder's involvement on completion of CDF construction projects in public secondary schools in Embu North 44.7% strongly agreed, 31.8% agreed while 16.5% neither agreed nor disagreed while the remaining 7% strongly disagreed. Most of the respondents strongly agreed that there was a high level of involvement of key stakeholders. From the above study on whether there are many stages of involvement of 49.4stakeholders for a completion of projects 23.5% of them strongly agreed, 49.4% agreed, 11.8% neither agreed nor disagreed while the remaining 15.3% strongly

disagreed. Most of the respondents agreed that the stages of involvement of stakeholders were essential. The response on the study on the frequency of stakeholder's involvement is high throughout the project lifecycle in the school as follows 45.9% strongly agreed ,31.8 of the respondents agreed ,15.3 neither agreed or disagreed while the remaining 7% of them strongly disagreed. Stakeholder involvement offers bits of knowledge and view of the connection between the task and its partners (Grimble and Wellard, 2012). Schools partners have in this manner been engaged with the development of the different school foundations .These incorporate staff and understudies, guardians, individuals from the Parent Teacher Association and numerous different individuals from the group. These should be brought, somehow or other, into the basic leadership and project development and administration process for opportune fruition and supportability of the activities

Contractors Capacity and Completion of CDF Construction Project

The forth objectives was to examine the influence of contractor's capacity on completion of CDF construction projects in public secondary schools in Embu North. 68.2% of the participants indicated that they have an open tendering system for selecting contractors while 31.8% indicated that don't have open tendering system. This implies that majority of the CDF projects conduct open tendering which is accordance with the Law. Based on the findings above 53.3% of the respondents strongly agreed they hired contractors based on the experience, 23.5% of the respondents agreed that the experience was important in hiring, 14.1% neither agreed or disagreed on the matter while the remaining 7.1% strongly disagreed. The majority experience when hiring a contractor was important. 44.7% of the respondents strongly agreed that a reputation was something to watch for when hiring a contractor,31.7% of the respondents agreed ,18.8% neither agreed or disagreed while the remaining 4.8 % of the respondent strongly disagreed. The majority agreed that a reputation was important to look at when hiring a contractor .35.3% strongly agreed , 31.8% agreed while 25.9 neither agreed or disagreed while the remaining 7% strongly disagreed. Most of the respondents strongly agreed that hiring qualified staff influenced completion of the projects. staff motivation is essential for project completion 49.4% of the respondents strongly agreed that staff motivation was essential, 35% agreed it was important ,21.2 % neither agreed or disagreed while the remaining 5.9% strongly disagreed

CONCLUSIONS

Based on the findings, 62% stated availability of funds influenced completion of CDF projects at a very great extent. 21% stated availability of funds influenced completion of CDF projects at a great extent. 16.5% stated availability of funds influenced completion of CDF projects at a moderate extent. Based on the second variable 57.6% stated that top management influenced completion of CDF projects at a very great extent.31.8% stated that top management support influenced completion of CDF projects at a great extent, 9.4% stated that top management support influenced completion of CDF projects at a moderate extent.1.2% stated that top

management support influenced completion of CDF projects to a low extent. 70.6% stated that stakeholder involvement influenced completion of CDF projects to a very great extent. 23.5% stated that stakeholder involvement influenced completion of CDF projects at a great extent. 5.9% stated that stakeholder involvement influenced completion of CDF projects at a moderate extent. 84.7% stated that contractor's capacity influenced completion of CDF projects at a very great extent. 15.3% stated that contractor's capacity influenced completion of CDF projects at a great extent

RECOMMENDATIONS

This area stipulates the proposals to be actualized for training and strategy to guarantee smooth, auspicious and effective finishing of development extends in people in general optional schools. The administration should outline strategies that administer the development of activities in the learning establishments that considers appropriate engagement of the significant partners, acquirement process, sourcing of back and engagement of the constructors in the development of tasks in broad daylight learning establishments to guarantee effective consummation of the undertakings. Head educators and principals of open secondary and grade schools ought to be prepared on project administration to build their aptitudes in supervision and administration of development tasks to upgrade consummation rate of these activities. Partners, for example, PTA, understudies, and BOG individuals ought to be edified on the most ideal way to include themselves in the undertaking and the degree of inclusion, without meddling with development and finishing process. Enumerate the recommendations but tie them to your findings.

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